Cape Peninsula
University of Technology

GUIDELINES FOR THE DEVELOPMENT OF A POLICY FRAMEWORK FOR ETHICS IN TEACHING PRACTICE

by

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A thesis submitted in fulfilment of the requirements for the degree

Doctor of Education

in the Faculty of Education

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Wellington
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DECLARATION

I, Carike Kriel, declare that the contents of this thesis represent my own unaided work and that the thesis/dissertation has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

ABSTRACT

Codes of ethics and codes of conduct inform and regulate ethical decision-making and behaviour. The establishment of these codes has become an increasing concern in the teaching practice of undergraduate students in Education programs. South African universities appear to be lagging in recent research in this area. It is unclear what codes universities have available to guide the ethical behaviour of their pre-service teachers (PSTs) during teaching practice. This research aimed to develop a policy framework for ethics in teaching practice, for South African universities. To produce this framework several sub-aims had to be achieved. The sub-aims included: to determine the ethics policies, codes, and protocols that South African universities currently implement for teaching practice; the protocols that these universities have established to guide PSTs during teaching practice; whether the protocols form part of official university policies; what ethical dilemmas PSTs encounter during teaching practice; teaching practice coordinators' perceptions of the efficiency of codes of ethics and codes of conduct.

A sequential explanatory triangulation, the mixed-method design was employed. Quantitative content analysis was performed in the first strand to determine the specific ethics codes and protocols that South African universities implement for teaching practice. Checklists were used to determine the frequency of existing online ethics policies and protocols of South African universities that were available in the public domain. The second phase was comprised of quantitative surveys. It employed a participant selection survey to identify PSTs at a specific university who had experienced ethical dilemmas. Concurrently a survey was sent to teaching practice coordinators to confirm the results of the content analysis and achieve a greater understanding of the existing policies and protocols at South African universities. In the third phase, qualitative, semi-structured interviews were performed with purposively selected PSTs and teaching practice coordinators from phase two. The interviews served as a follow-up on the results of the surveys and enhanced understanding of the existing ethics policies and practices.

The frequency table from the content analysis revealed that only three South African universities have a code of ethics and/or code of conduct particularly for teaching practice, but the majority use codes of ethics and conduct which were written for the broader university context. These broader codes potentially lack direct relevance to undergraduate teaching practice as the ethical dilemmas they experience can be unique. Secondly, through an analysis of the content of existing ethics codes, it was found that the elements inherent in these codes vary across universities. The lack of consistency in the ethics codes of various universities

leads to concerns about the enforcement of these codes during teaching practice, as PSTs from multiple universities undertake teaching practice at the same schools. Teaching practice coordinators confirmed that some universities have ethics policies and/or codes of ethics and codes of conduct for teaching practice that are not available in the public domain. However, in some instances, even teaching practice coordinators were unsure if specific documents related to ethics in teaching practice exist or if there are formal protocols to be followed in the case of ethical dilemmas during teaching practice. During their interviews, PSTs also confirmed a lack of awareness of ethics guidelines specific to teaching practice. The lack of ethics policies, which can include codes of ethics and codes of conduct pose potential risks for various stakeholders in teaching practice. To name a few, these risks include unethical relationships between PSTs and staff members, unjust treatment of learners, and inaccurate knowledge being taught owing to a lack of competency. Consequently, several recommendations were presented to improve codes of ethics and codes of conduct as part of the ethics policies related to teaching practice at South African universities, with the help of the South African Council for Educators and the Department of Basic Education. The intent of improving these codes was to enhance the ethical practices of undergraduate PSTs during teaching practice.

OPSOMMING

Etiese besluitneming en gedrag word deur etiekkodes en gedragskodes gelei en beïnvloed. Die gebrek aan hierdie kodes is 'n toenemende bron van kommer in die onderwys opleiding, spesifiek vir praktiese onderwys van voorgraadse studente. Dit blyk dat Suid-Afrikaanse universiteite 'n gebrek het aan onlangse navorsing in hierdie veld. Verder is dit nie duidelik of Suid-Afrikaanse universiteite etiek kodes beskikbaar het om hul studentonderwysers tydens praktiese onderwys te begelei nie. Die doel van hierdie navorsing was om 'n beleidsraamwerk vir etiek in praktiese onderwys vir Suid-Afrikaanse universiteite te ontwikkel. Om hierdie doel te bereik, moes 'n aantal subdoelstellings eers bereik word. Daar moes bepaal word: watter etiekbeleide, kodes en protokolle Suid-Afrikaanse universiteite tans vir praktiese onderwys implementeer; watter protokolle hierdie universiteite opgestel het om studentonderwysers tydens praktiese onderwys te begelei; of die protokolle deel vorm van die amptelike universiteitsbeleide; watter etiese dilemmas studentonderwysers tydens praktiese onderwys teëkom; asook wat praktiese onderwys koördineerders se persepsies is van die doeltreffendheid van etiekkodes en gedragskodes.

Die verklarende, triangulasie gekombineerde-metode is gebruik vir hierdie navorsing. Kwantitatiewe inhoudsanalise is eers uitgevoer om te bepaal watter etiekkodes en protokolle Suid-Afrikaanse universiteite vir praktiese onderwys implementeer. Kontrolelyste was gebruik om die frekwensie van bestaande etiekbeleid en -protokolle van Suid-Afrikaanse universiteite wat aanlyn beskikbaar was te bepaal. Die tweede fase was kwantitatiewe vraelyste. 'n 'Participant selection survey' is ingespan om studentonderwysers aan 'n spesifieke universiteit, wat etiese dilemmas tydens hul praktiese onderwys ervaar het, te identifiseer. Terselfdertyd is 'n vraelys aan die praktiese onderwys koördineerders van verskeie Suid-Afrikaanse universiteite gestuur om die resultate van die inhoudsanalise te bevestig asook om 'n beter begrip te kry van die bestaande beleid en protokolle by Suid-Afrikaanse universiteite. In die derde fase is kwalitatiewe, semi-gestruktureerde onderhoude met die studentonderwysers gevoer wat deur die vraelyste geïdentifiseer is en die praktiese onderwys koördineerders van fase twee. Die onderhoude is gevoer om op te volg op die vraelyste se resultate en om 'n beter begrip van die bestaande etiekbeleid en praktyke by Suid-Afrikaanse universiteite te verkry.

Die frekwensietabel uit die inhoudsanalise het getoon dat slegs drie Suid-Afrikaanse universiteite 'n etiekkode en/of gedragskode spesifiek vir praktiese onderwys het. Die meerderheid universiteite gebruik etiek- en gedragskodes wat vir die breër universiteitskonteks geskryf is. Dit is 'n bekommernis, aangesien die etiese dilemmas wat tydens praktiese onderwys opduik uniek is en nie noodwendig aangespreek word in etiekkodes vir die breër universiteitskonteks nie. Die ontleding van die inhoud van die bestaande etiekkodes, het op 'n

gebrek aan uniformigheid tussen die verskillende universiteite gedui. Die gebrek aan uniformigheid in die etiek- en gedragskodes van die verskillende universiteite is kommerwekkend, aangesien studentonderwysers van verskeie universiteite praktiese onderwys aan dieselfde skole onderneem. Praktiese onderwys koördineerders het bevestig dat sommige universiteite etiekbeleide, insluitend etiek- en gedragskodes, vir praktiese onderwys het wat nie in die publieke domein beskikbaar is nie. In sommige gevalle was selfs die koördineerders egter nie seker of daar dokumente spesifiek vir praktiese onderwys bestaan nie en of daar formele protokolle is wat gevolg moet word indien 'n etiese dilemma tydens praktiese onderwys opduik nie. Studentonderwysers het tydens hul onderhoude bevestig dat hulle ook onseker is oor die bestaan van riglyne vir etiek, spesifiek vir praktiese onderwys. 'n Gebrek aan etiek- en gedragskodes hou potensiële risikos in vir verskillende belanghebbendes in die onderwyspraktyk. Hierdie risikos is onder meer: onetiese verhoudings tussen studentonderwysers en personeellede, onregverdige behandeling van leerders, en die oordrag van onakkurate kennis weens 'n gebrek aan bekwaamheid. Gevolglik is aanbevelings gemaak om die etiekbeleid en praktyke, wat verband hou met praktiese onderwys aan Suid-Afrikaanse universiteite, met behulp van die Suid-Afrikaanse Raad vir Opvoeders en die Departement van Basiese Onderwys, te verbeter.

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DEDICATION

For my little angel.

I started this degree to give you a better future. I hope your future is brighter than the one I could have provided you with on earth.

CRITICAL READER CERTIFICATE

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To Whom It May Concern

Dear Sir/Madam,

Re: Critical Reader Confirmation

This letter serves to confirm that I conducted a critical read of the thesis with the title; Guidelines for the Development of a Policy Framework for Ethics in Teaching Practice, by Carike Kriel, a Doctor of Education candidate of the Cape Peninsula University of Technology.

Regards,

PC Engel-Hills

Penelope Engel-Hills

19 August 2021

GRAMMARIAN CERTIFICATE

1 September 2021

GRAMMARIAN'S CERTIFICATE

This is to certify that the undersigned has reviewed and went through all the pages of the thesis entitled: "GUIDELINES FOR THE DEVELOPMENT OF A POLICY FRAMEWORK FOR ETHICS IN TEACHING PRACTICE" by CARIKE KRIEL, for the degree Doctor of Education at the Cape Peninsula University of Technology, as against the set of structural rules that govern the composition of sentences, phrases, and words in the English language.

Signed:

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TURNITIN REPORT

final thesis

ARTICLE ACCEPTANCE LETTER

Dear Carike Kriel:

Your revised manuscript - "Ethical Codes of Conduct in Teaching Practice: the case of South African universities" [12743] - has been reviewed by one of the reviewers and I am pleased to inform you that the editorial team has finally decided to accept it for publication. Congratulations!

Your manuscript will be published in the first or second issue of Vol 9 (2022), depending on the volume of manuscripts to be published at the time.

As the time for publication approaches, you will be contacted again to validate copy-editing work.

Once again, thank you for considering IJAHE for your publication.

Kind regards,

Elizabeth A. Habteselassie (Ph. D.)
Managing Editor,
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ABBREVIATIONS AND ACRONYMS

Abbreviation/Acronym

CoP	Community of practice
CPD	Continuing Professional Development
CPTD	Continuing Professional Teacher Development
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
FYE	First Year Experience
HOD	Head of Department
ICT	Information and Communications Technologies
ITE	Initial teacher education
JET	Joint Education Trust
LoLT	Language of Learning and Teaching
MoU	Memorandum of Understanding
MRTEQ	Minimum requirements for teacher education qualifications
POP	Professional Orientation Program
PrimTEd	Primary Teacher Education
PST	Pre-service teacher
SACE	South African Council for Educators
TP	Teaching practice
TPC	Teaching practice coordinator
VIT	Victorian Institute of Teaching
WIL	Work-integrated learning

GLOSSARY

Term

Code of conduct	A set of rules to guide behavior and disciplinary steps to be taken should the person not adhere to the rules (Campbell, 2000; Shapira-Lishchinsky, 2010; Forster, 2012).
Code of ethics	It is an aspirational code based on the values of the profession and aims to motivate teachers to behave ethically (Forster, 2012). It is usually centered around the core values of honesty, integrity, and respect (Woody, 2008).
Educator	Educator in this research refers to in-service teachers, head of departments, principals, vice-principals, pre-service teachers, and other professionals who work with the learners in the school setting (SACE, 2021).
Foundation Phase	The first phase of the primary school including Grade R to Grade three (Basel, 2016). In other countries, terms such as kindergarten are used for Grade R and primary level, while preparatory or elementary are used for Grades one to three (Britannica, 2006).
First-Year Experience	An orientation program for first-year students at the university, providing specific orientation related to the university and the faculty (CPUT, n.d.).
In-service teacher	In this research, an in-service teacher referred to a teacher with a teaching qualification and who was teaching at a school.
Pre-service teacher	In this research, a pre-service teacher referred to a university student who was studying towards an education degree to become a teacher.
Professional Practice	This is a subject in the ITE curriculum at a specific South African university. It includes practical learning where PSTs learn from practice through case studies, video recordings, lesson observations, etc., as well as learning in practice utilizing teaching practice (CPUT, n.d.).
Teachers	In this thesis, teachers referred to in-service teachers who had already graduated and were practising the profession.
Teaching Practice	A period of time where pre-service teachers attend local schools to observe how in-service teachers teach and to practice presenting lessons (PrimTEd, 2019).
Teaching Practice Coordinator	In this research, it referred to the person working at the university who handled the administration behind teaching practice such as placement of students and contacting schools with information about teaching practice.
Work-integrated Learning	WIL in Education can refer to the observation of in-service teachers, as well as the preparation and presentation of lessons to learn from and in practice (South Africa, 2015).

CHAPTER 1 STATEMENT OF THE PROBLEM AND OVERVIEW OF THE RESEARCH

1.1 Introduction and statement of the problem

The lack of codes of ethics and codes of conduct in the education sector has been a great concern for many years and this continues to present nationally in South Africa, but also internationally. In 1915 the Ontario Minister of Education claimed that education lacked a proper code of ethics that can guide educators (Campbell, 2000). According to Campbell (2000), this issue remained in the 20th century. Foulger, Ewebank, Kay, Popp & Carter (2009) and Kumar (2015) point out that news reports have shown in-service teachers being dismissed and pre-service teachers (PSTs) being refused their teaching degrees, due to unethical behaviour.

According to researchers like Warnick & Silverman (2011:273) education is beset with ethical dilemmas yet ethics in initial teacher education (ITE) is largely overlooked. These authors suggest that when ethics in ITE is compared to ethics in other professional programs it falls short. Ethics in ITE has however received some attention internationally. Boon (2011) found a great lack in the teaching of ethics in the Bachelor of Education (B.Ed.) degrees at universities in Australia. Anangisye (2011:15) suggested that ethics teaching should be integrated into the university curriculum. Warnick & Silverman (2011:273) confirms that although there are several opportunities to integrate ethics across the ITE curriculum it is rarely done. This begs the question: If ethics does not form part of the ITE curriculum, is a code of ethics and code of conduct available to PSTs during their teaching practice (TP)? Another study reported that PSTs in England are prepared for ethical behaviour in the classroom by enforcing them to sign a code of conduct, that includes disciplinary procedures of which the university keeps a copy (Walters, Heilbronn & Daly, 2017:391). Educators at all levels are responsible for treating learners with respect and gratitude by implementing rules and requirements consistently for learners across the school year (Gluchmanova, 2015:512). This highlights the need for PSTs to adhere to the ethics policies and protocols (which can include a code of ethics and code of conduct) of the school. This in turn highlights the necessity of ethics agreements between universities and schools. While policies are usually established at institutional level, the policies for TP should be informed by the Faculty/School/College of Education as TP occurs only within this Department.

All the South African universities with Educational Faculties or Schools/Colleges of Education employ TP to prepare their PSTs for teaching.. Withers (2011) stated that 21 traditional South African universities offer ITE programs. Withers (2011) further confirmed that previous teacher

colleges will not reopen to train teachers, as their function has been taken over by universities. To keep the sample manageable for a single researcher it was decided to focus on the top 20 universities of 2019. It was expected that the top 20 universities would reveal best practices that could inform the guidelines for the policy framework for ethics in teaching practice. This sample happened to include only public South African universities. Certain South African universities seem to have codes of ethics or codes of conduct for their respective Education Faculties/Schools/Colleges. Other universities seem to have a general code of conduct on work-integrated learning (WIL). Very few South African universities seem to have a code of ethics or code of conduct specific for TP, that addresses ethical dilemmas PSTs encounter during TP (§4.2.1). There is no section on the duties and responsibilities of PSTs in the Personnel Administrative Measures (PAM), which outlines the essential duties and responsibilities of in-service teachers in South Africa (South Africa, 2016). In-service teachers in South Africa who are registered with the South African Council for Educators (SACE) are bound by a Code of Professional Ethics (SACE, 2021a). However, according to SACE's 2011 annual report, PSTs and even in-service teachers are frequently not registered with SACE and are hence not governed by this policy (SACE, 2011). The 2017-2021 SACE action plan included among other things, forcing PSTs to register with SACE (Mokgalane, 2018). PSTs would then be bound to the Code of Professional Ethics of SACE during their TP. However, the 2020 SACE report referred only to final year PSTs registering with SACE, although PSTs are involved in TP from their first year (SACE, 2020a). This means that PSTs are not bound by the SACE Code of Ethics for the majority of their teaching practice sessions and this is a gap that the study focused on. The lack of codes of ethics and codes of conduct for TP from both universities, as well as SACE, is of great concern as teaching is an ethically demanding job (Sawhney, 2015:1).

PSTs temporarily enter the teaching profession with all the associated ethical dilemmas. Ethical dilemmas is the context of this research refer to a difficult choice that has to be made due to conflicting moral principles (APA Dictionary of Psychology, 2020). These dilemmas include ethical dilemmas due to their own practices including bullying the mentor teacher, being unprepared for lessons and not fulfilling their duties, becoming involved in unethical behaviours with learners or in-service teachers and teaching learners from various social contexts which are unknown to them (Donahue, 1999; Woody, 2008; Boon, 2011; Heeralal & Bayaga, 2011; Ulla, 2016; Orchard & Davids, 2019:5). It also includes issues regarding PST perceiving they are not treated ethically correct such as being bullied by mentor teachers or principals, mentor teachers or principals seeking unethical relationships or abusing power relationships and a lack of supervision and mentorship (Woody, 2008; Boon, 2011; South Africa. Ministerial Committee on Teacher Education, 2005; PrimTEd, 2019). Another criterium of ethical issues

that PSTs experience is being confronted by unethical practices of others such as witnessing poor ethical behaviour of in-service teachers for example corporal punishment or cheating with assessment result and having personal values that are in contrast with school values (Tobias & Boon, 2010; McDonough, 2015).

The lack of ethics policies such as a code of ethics and code of conduct may lead to uncertainty when ethical dilemmas occur during TP. The inability to take disciplinary action when ethical dilemmas occur, due to uncertainty with regards to the rights and expectations of PSTs and the ethical procedures that should be followed, was also highlighted in previous research (Foulger et al., 2009). This stressed the need for further investigation of the matter of providing guidelines for a policy framework for ethics in TP. As it is of utmost importance that these ethics policies address the specific ethical dilemmas that occur during TP, a dilemma-based approach was mainly followed in this research. This approach aimed to discover what ethical dilemmas occur during TP in the South African context so that these dilemmas can inform the guidelines for a policy framework for ethics in teaching practice. This policy framework not only aimed to provide guidelines for the establishment of a code of ethics and code of conduct, but also for training of PSTs and mentor teachers according to the needs that were revealed by this research.

1.2 Research Purpose

The main aim of this sequential explanatory triangulation mixed methods design was to develop guidelines that can be utilised nationally by South African universities to develop a policy framework for ethics in TP. It is however of utmost importance that this policy framework addresses the needs of all the parties that are affected by TP. Consequently, this research was rooted in applied ethics as the theory of practice. As dictated by the theory of applied ethics, practice must inform theory. Therefore, this research aimed to include the voices of the PSTs and teaching practice coordinators (TPCs), by gaining insight into their perceptions of the existing policies and protocols for ethics in TP, as well as the ethical dilemmas that occur during TP. This was done to ensure that the policy framework addresses the needs of the PSTs, the universities who were represented by the TPCs, as well as the schools who to a lesser extent were also represented by the TPCs as they are the ones dealing with complaints from the schools.

To assist the researcher in producing guidelines for a policy framework for ethics in TP, several sub-aims were created to achieve the main aim. First, the researcher aimed to determine the status of codes of ethics and codes of conduct for TP at South African universities. Next, she aimed to determine what procedures were in place at South African universities to support PSTs when they encounter ethical dilemmas during their TP. Other aims included determining

the ethical dilemmas that PSTs experience during their TP and how they perceive these, as well as how TPCs perceive the role of the codes of ethics and codes of conduct for TP when ethical dilemmas arise. This was done according to the theory of applied ethics that stipulates that there should be a bridge between theory and what happens in practice. During the research, PST and TPC samples confirmed that PSTs are often not aware of the existing codes or protocols they should follow. Consequently, a new aim arose during the research to determine how PSTs should be prepared for ethics in TP.

1.3 Research Questions

The overarching research question that guided this study was:

    1.3.1   What guidelines need to be considered for the development of a policy framework for ethics in teaching practice?

To determine these guidelines several sub-questions had to be answered first. These sub-questions included:

    1.3.2   What is the current status of codes of ethics and codes of conduct regarding pre-service teacher teaching practice at universities in South Africa?

    1.3.3   What procedures are put in place to guide pre-service teachers when they encounter ethical dilemmas during teaching practice?

    1.3.4   If these procedures exist, are they elucidated in the ethics policies of the universities?

    1.3.5   Which ethical dilemmas do pre-service teachers encounter during teaching practice?

    1.3.6   How do pre-service teachers perceive ethical dilemmas during teaching practice?

    1.3.7   How do teaching practice coordinators perceive the role of codes of ethics and codes of conduct for pre-service teachers?

1.4 Literature Review

A conceptual framework on ethics was created to determine which ethics theory could guide the research on the matter of ethics in TP. Applied ethics was chosen as the anchor theory to investigate this matter and to create a policy framework for ethics in the teaching practice of pre-service teachers. In addition, the existing literature was reviewed to identify the gaps in ethics policies for TP and ethics training of PSTs at South African universities.

1.4.1 Ethics

Ethics is mainly divided into three branches, although a fourth branch can be added. Meta ethics is regarded as the origin of ethics, and focuses on understanding what morality is and the possibility of universal truths of what is right and wrong (Fieser, 2020; Fisher, 2014). It is a

major branch of ethics and is regarded by some as the philosophy of ethics (Copp, 2007; Schroeder, 2015). Normative ethics is another branch of ethics that implies that behaviour is guided by a set of rules and that decisions are made by weighing up the outcome of one's actions (Iacovino, 2002; Fieser, 2020). Normative ethics mainly refers to using criteria (e.g. a code of conduct) to determine whether something is right or wrong in theory (Fieser, 2020). Certain normative ethical theories do however acknowledge that good principles and character are necessary to make good decisions, instead of mere criteria. This leads to normative ethics being further categorised into deontological ethics, consequentialist ethics, and virtue ethics (Sabbagh, 2009). Deontology is also referred to as duty-based ethics and implies that people will abide by laws and follow a code of conduct (Johnson, 2016; Fieser, 2020). Consequentialism refers to determining the most favourable outcome, rather than following the law to the letter (Sabbagh, 2009; Fieser, 2020). The focus of virtue-based ethics is on the development of moral character, which in turn implies that the person will want to act morally (Fieser, 2020). Applied ethics, is a further sub-division that is specific to a practice and aims to address specific moral issues within that practice (Collste, 2007; Fisher, 2014). Applied ethics, as the underlying theory of this research, is the interaction between ethical theories and ethical practice (Collste, 2012). Applied ethics can thus be defined as the use of a code of ethics or a code of conduct for a specific profession that guides decision-making to determine the best course of action instead of dictating the decision. Descriptive ethics, on the other hand, is concerned with the reason behind the behaviour or decisions (Kolb, 2008).

1.4.1.1 Applied ethics as anchor theory

Applied ethics focuses on the implications of the specific practice (Collste, 2007; Fieser, 2020), in this research TP for PSTs. Applied ethics was designed to guide practitioners' (such as educators') moral obligations and to serve as a link between ethics theories and practice (Fossa, 2017). Applied ethics also refers to the interaction between "theory and practice, experience and reflection, and institutions and principles" (Collste, 2012:18). Consequently, when a person reflects on their decision making, to justify their decisions or behaviour, ethics becomes applied ethics (Collste, 2012). Applied ethics calls into question situations that were not previously regarded as ethical dilemmas (Fossa, 2017). TP was not previously regarded as a practice laden with ethical dilemmas, however recent literature proves otherwise. Many of the dilemmas that arise during TP are moral dilemmas or can result in moral dilemmas. For instance, issues regarding dress may not seem like a moral dilemma, however, when a PST's religious beliefs or sexuality is challenged regarding dress, it results in a moral dilemma. Applied ethics aims to justify the moral positions or judgements of specific cases, by using various methods from the various ethics theories depending on which theory results in the best possible outcome (Collste, 2012).

1.4.2 Codes of ethics and codes of conduct for teaching practice

According to Walters et al. (2017), professional codes of conduct can be found in teaching all over the world. They point out that various teaching councils have a code of conduct that defines the desired ethical behaviour for in-service teachers and its underpinning values; those values that should be set out in the code of ethics. There does however seem to be a lack in codes of ethics and codes of conduct for PSTs as well as in ethics training in ITE internationally (Boon, 2011; Alcòn, 2017; Ulvik, Smith & Helleve, 2017). According to Walters et al. (2018:387), ethics in education can be offered as a professional code of practice to address both moral values development and knowledge of a code of conduct to produce professional teachers who act ethically. A lack of a guiding code may lead to ethical dilemmas (Colnerud, 2015). The code of ethics and code of conduct should be discipline-specific, however, honesty, integrity, respect, competence, fairness, informed consent, appropriate relationships, and confidentiality are commonly shared by all professions as the underlying principles of ethics (Woody, 2008 & Forster, 2012). Despite their similarities, the terms code of ethics and code of conduct are not synonyms. A code of ethics is more aspirational and aims to develop an inner sense of morality. A code of ethics is usually introduced to guarantee that educators are trusted by the community. As a result, it typically specifies the aim of teaching as well as the teacher's responsibilities and the values educators should demonstrate (Forster, 2012). A code of ethics also guides PSTs in understanding that they are bound by moral, legal, and ethical standards to educate and care for children (Concordia University, 2005). A code of conduct, on the other hand, is regulatory and aims to govern educator behaviour (Forster, 2012). Codes of conduct can also publicly portray the accountability of an institution, provide guidelines for disciplinary actions, serve as a guide for teacher behaviour, or be consulted to resolve ethical dilemmas (Campbell, 2000; Şahin Öztürk, & Ünalmiş, 2009).

In South Africa, it is not specified how the national ethics policies for teaching apply to PSTs (SACE, 2002; South Africa, 2016; South Africa, 2015), and the majority of universities do not include TP specifically in their own ethics policies. Furthermore, it appears that universities lack official, approved codes of ethics and conduct specifically for TP (§4.2.1). To ensure the success of the code of ethics and code of conduct, the teacher regulatory body, government departments, and accreditation bodies should all contribute to the development of the codes (Van Nuland, 2009). For the codes to be implemented successfully, they must be approved by the managing authority and all stakeholders must be aware of it (Braxton & Bayer, 2004; Delgado-Alemany et al., 2020). The lack of approved codes, therefore, raises multiple concerns.

1.4.3 Ethical dilemmas in teaching practice

PSTs in South Africa are required to participate in TP to graduate as in-service teachers (South Africa, 2015). Education presents multiple risks for ethical dilemmas to occur. TP shares these risks but also includes additional risks due to the unique nature of the PSTs who act as educators during their TP. All educators are expected to take responsibility for learners and maintain ethical relationships with all stakeholders in education, including the learners, parents, community, SACE, and Department of Basic Education (DBE) (Strike, 2003; Bucholz, Keller & Brady, 2007; Sabbagh, 2009; Kruea-In & Kruea-In, 2015). PSTs are also exposed to additional risks of ethical dilemmas. Poor supervision and mentorship as well as poor examples of ethical behaviour from the mentor teachers seem to be some of the biggest dilemmas that PSTs face (South Africa. Ministerial Committee on Teacher Education, 2005; Tobias & Boon, 2010; PrimTEd, 2019). PSTs further struggle to work with learners from various social contexts and because their values differ from that of the school where they do their TP (Donahue, 1999; McDonough, 2015; Orchard & Davids, 2019:5). PSTs also encounter difficulties in the assessment of their TP, as the universities' assessment criteria tend to be too rigid for the schools where they perform their TP (PrimTEd, 2019). Other ethical dilemmas that have been identified in TP include PSTs being bullied by in-service teachers and PSTs bullying in-service teachers, PSTs not preparing for lessons they have to present, and PSTs not adhering to their work expectations (Boon, 2011). A lack of subject knowledge and teaching didactics, unfair treatment of learners, and issues regarding confidentiality are other dilemmas that occur during TP (Woody, 2008). Cultural intolerance, non-inclusive practices, inappropriate use of electronic devices, PSTs behaviour in public places, swearing, sexual harassment, as well as unethical relationships between various parties in TP are further ethical dilemmas that occur in TP (Woody, 2008; Boon, 2011).

PSTs should be able to raise their concerns regarding ethical dilemmas they experience during TP with their mentor teachers (McDonough, 2015). Furthermore, the mentor teachers are expected to act as good role models for the PSTs (Ulvik et al., 2017). However, there seems to be a lack of mentor teacher training and formal guidelines to guide the mentors who work with the PSTs (McDonough, 2015). Universities should also have ethics codes that are in line with national legislation, that guide the parties involved to address an ethical dilemma during TP (Woody, 2008). It is unclear whether South African universities provide codes of ethics and codes of conduct, to guide PSTs during their TP. In addition, it is unclear whether PSTs are protected by the national SACE policies in South Africa.

1.4.4 Ethics training

For PSTs to become ethically aware and act ethically, they need to receive training on ethics as part of their ITE (Bowie, 2003; Rusznyak, 2018; Delgado-Alemany et al., 2020). The general lack of ethics in ITE curriculums however results in PSTs being unable to address ethical dilemmas they are faced with (Boon, 2011; Kumar, 2015; Ulvik et al., 2017; Alcòn, 2017; Walters et al., 2017). This highlights the importance of placing more emphasis on ethics in ITE (Sawhney, 2015). The majority of researchers consequently recommend that ethics should be presented by ethics experts as a standalone subject (Woody, 2008; Boon & Maxwell, 2016; Alcòn, 2017; Walters et al., 2018) or as ethics focused workshops (Boon, 2011; Orchard & Davids, 2019). However, some researchers argue that ethics can be integrated into the ITE curriculum (Bergman, 2013; Moswela & Gobagoba, 2014). The second debate in ethics training is whether ethics training should be done through teaching a code of ethics and code of conduct (Bowie, 2003; Forster, 2012; Moswela & Gobagoba, 2014), by teaching ethics philosophy (Boon & Maxwell, 2016), or using case studies where PSTs can apply ethical theories and codes to specific cases (Bowie, 2003; Boon, 2011; Goh & Matthews, 2011; Bergman, 2013; Kumar, 2015). According to Warnick & Silverman (2011:278) and Sabbagh (2009), there is a lack of ethics frameworks and behavioural codes for ITE. Walters et al. (2018:387) suggest that ethics in education can be offered using a professional code of practice. An ethics code for educators should include fair decision making, educator autonomy, and educators encouraging learner autonomy, as well as the inclusion of all learners (Sabbagh, 2009:668). Sawhney (2015:5-6) adds that the ethical guidelines should include obligations towards learners, parents, the community, teaching as a profession, and colleagues.

1.5 Research design and methodology

The researcher studied ethics in teaching practice through a pragmatic lens, using the sequential explanatory triangulation mixed method approach with four phases.

1.5.1 Pragmatism as Philosophical worldview

The researcher's underlying assumptions and beliefs served as a philosophical foundation for the research questions, as well as the methodology she chose (Okeke & van Wyk, 2015). Since mixed methods research is rooted in pragmatism, it allowed the researcher to combine different research approaches to address the research problem (Preissle et al., 2015). In this research, the stance was taken that both quantitative and qualitative data could contribute information to answer the research questions that aimed to address the research problem (Maree, 2016), namely the lack of a policy framework for ethics in TP. Pragmatism further advocates that all action is deliberate (Kilpinen, 2008). The purpose of this research was to

provide a policy framework that will encourage universities to develop a code of ethics and/or code of conduct specifically for TP, by investigating the current ethical dilemmas that PSTs face during TP. This is consistent with the scope of applied ethics used as the theory of practice in this study, which is based on the belief that a code of ethics specific to TP should help to address specific moral issues that PSTs currently face during TP.

1.5.2 The sequential explanatory triangulation mixed methods design

The researcher constructed a specific design by combining the sequential explanatory design and the triangulation model, to answer the research questions. An interactive interaction approach was adopted because results from the quantitative phases were used to inform the qualitative phases (Creswell & Plano Clark, 2011). Equal priority was given to all phases, as the results from the content analysis, surveys, and interviews were used to establish what should form part of a policy framework for ethics in TP. Since the research was performed by a single researcher, sequential timing was chosen for the various phases rather than concurrent timing (Creswell & Plano Clark, 2011). The surveys with the two different samples in phase 2 were however sent out concurrently. Finally, and most importantly the results of the first three phases (content analysis, surveys, and interviews) were merged in the final analysis during triangulation, allowing the researcher to draw conclusions and interpret the data (Creswell & Plano Clark, 2011).

1.5.3 Research methodology

This research comprised four phases, namely: quantitative content analysis, quantitative surveys, qualitative interviews, and triangulation of the data.

1.5.3.1 Phase 1: Quantitative content analysis

The first phase of this research was the quantitative content analysis of the ethics policy documents that the various South African universities have available online. This was done to establish the status of codes of ethics and codes of conduct regarding ethics in TP. While the population of this research was all the South African universities that have Education Departments offering courses on multiple phases in education, the sample was only comprised of the fourteen universities that had fully functional websites when the content analysis was done. Websites of each of the top twenty South African universities listed with Education Faculties/Schools/Colleges were visited to confirm if they had various education departments and/or functional websites. The universities that met the criteria were included in the sample. The data was then recorded on a checklist (Appendix A) (Neuman, 2014). The checklists were used to draw up a table in an Excel spreadsheet for analysis using descriptive statistics (Parry, 2020).

1.5.3.2 Phase 2 – quantitative surveys

a) Survey of Pre-Service Teachers' Experiences of Ethics in Teaching Practice

A participant selection survey was sent to PSTs from a specific South African University to purposively identify all PSTs that encountered ethical dilemmas while they were performing their TP (Creswell & Plano Clark, 2007). Although the main aim was to identify the participants for the qualitative phase, the survey did gather additional data to inform the research questions. The voluntary survey (Appendix B) was sent via a Google Forms link in the invitation letter, to all the third- and fourth-year PSTs and reached a total of 237 PSTs. However, only 55 PSTs responded after multiple reminders. Upon completion of the online consent form and survey, it was automatically returned to the researcher through Google Forms, which allowed the researcher to download the dataset as an Excel spreadsheet for further analysis. Closed-ended questions from the biographical information in section A and section B were analysed using descriptive statistics which included tables and graphs, using Statistical Package for the Social Sciences (SPSS) computer software (Okeke & van Wyk, 2015). Open-ended questions from section B and section C were analysed using thematic analysis, employing color-coding to identify similar themes (Okeke & van Wyk, 2015). This data was also analysed utilising structural coding as each question was themed separately (Saldaña, 2013).

b) Teaching Practice Coordinators' Knowledge of Ethics for Teaching Practice Survey

A survey (Appendix F) was also sent to TPCs from various South African universities using Google Forms, concurrent with the PST survey. The aim of this survey however was to confirm the results of the content analysis, although it also gathered additional information regarding TPCs' perceptions of ethics in TP. Purposive sampling was used, by sending the survey to the TPCs of all South African universities who indicated that they have variousEducation Departments and where the ethics committee from the university and/or Education Faculty/Schools/Colleges granted permission to the researcher to conduct research. Nine TPCs responded to the voluntary survey. As with the PSTs, the informed consent and survey were automatically returned to the researcher upon submission. Like the PST surveys, the dataset was exported as an Excel spreadsheet. Biographical data and closed-ended questions from section A and section B were analysed in SPSS computer software, through descriptive statistics and displayed as tables and graphs (Okeke & van Wyk, 2015). The open-ended questions from section C were analysed again using thematic analysis, employing structural coding as the data was themed per question (Saldaña, 2013).

1.5.3.3 Phase 3 – qualitative interviews

a) Pre-service teachers' perceptions of ethics during teaching practice interview

Nine PSTs were selected purposively (Kumar, 2015) in the participant selection survey (Creswell & Plano Clark, 2007) as PSTs who had experienced ethical dilemmas during their TP. Since only Foundation Phase Education students participated in this research, which is a female-dominated education sector, no male voice was represented by the PST sample (Mashiya, 2014). All these PSTs agreed to participate in a follow-up interview. Appointments were scheduled with each of these participants. PSTs received the interview schedule with the fixed questions (Appendix I) and an additional informed consent form regarding the recording of the interviews (Appendix K). Additional follow-up questions were presented to each participant depending on their responses to the fixed questions. All PSTs granted permission for the interviews to be audio recorded. These recordings were transcribed and sent back to the PSTs to check for accuracy, however, only two PSTs checked their transcriptions and both were satisfied with the accuracy. The interview data was prepared in Microsoft Word for thematic analysis (Saldaña, 2013). In the first cycle of the coding, each transcript was themed separately and then as a group. Similar themes were grouped, and the groups were re-categorized through code mapping in preparation for second cycle coding, which was focused coding (Saldaña, 2013). In focused coding the themes were further reduced to form four over-arching themes.

b) Teaching practice coordinators' perceptions of ethics during teaching practice Interview

Interview invitations were sent to the nine TPCs who participated in the TPC survey, however, only three TPCs were willing to participate in a follow-up online interview. At one of these universities, the TPC also suggested that a colleague take her place in the interview, which was allowed as the TPCs were merely representing the university and not sharing personal information. The new TPC who represented University A3 in the interview requested that the TP lecturer also participates in the interview. As a result, four TPCs participated in the interviews, representing three universities from South Africa. The sample included a traditional research university, a university of technology, and a distance learning university. Online interviews were scheduled via email. Each email included the interview schedule with the fixed questions, the informed consent form for the recording of the interview, and the hyperlink to the Microsoft Teams interview. The fixed questions were asked to all the interviewees, however, follow-up questions varied depending on the TPCs' responses to the fixed questions. All TPCs permitted audio recordings to be made of their interviews. The interviews were transcribed, and transcriptions were returned to the participants to confirm whether the transcription was correct. Only one TPC verified her transcription to her satisfaction. The

interview data were analysed employing thematic analysis, like the PST interview data. The overarching and superordinate themes from the PST dataset were used to guide the theming of the TPC data. Other themes were however also considered. Microsoft Word was used to prepare tables for thematic analysis. Transcripts were initially analysed individually and then as a group to look for similar themes. Theme mapping was once again employed to categorize and re-categorise the data for focused coding in the second cycle of coding (Saldaña, 2013). The overarching themes were also kept as close to those in the PST dataset as possible to support triangulation and discussion of the data.

1.5.3.4 Phase 4: Triangulation, interpretation, and merging of the data

The final phase of this research was the triangulation of the various data sets. In this phase, no new data was gathered. To provide a comprehensive picture of ethics in TP for B.Ed. degrees, data from the first three phases were interpreted and correlated to the findings of the other phases. First, the data from the PST and TPC datasets were combined with the content analysis. Second, the data from the PST survey and the PST interview were compared. Third, the data from the TPC survey and TPC interviews were compared. Finally, the PST and TPC datasets were combined. The information acquired from the merging of the datasets was utilized to answer the research questions in Chapter 5 and Chapter 6.

1.6 Ethical aspects

This research did not include minors. Regardless, the researcher aimed to treat all participants ethically. Possible risks were that participants could perceive that their privacy was invaded, fear that their identity would be made known, or they could feel uncomfortable or become emotional when discussing ethical dilemmas (Preissle et al., 2015). The researcher encountered a possible ethical dilemma with regards to purposively selecting samples and avoided subjectively choosing the sample from the university where she was employed (Preissle et al., 2015). This was controlled by sending invitations to all the third- and fourth-year PSTs to participate in a participant selection survey. With the TPC sample, the researcher aimed to include all the South African universities with various Education Departments in the research to prevent bias.

Ethical clearance was first sought from University A4 where the researcher was registered for her degree. Ethical clearance was granted by the institution and the clearance number, EFEC 1-12/2019, was assigned to this research (see Appendix C). This ethical clearance allowed the researcher to include staff and students from this university in her research as well as to contact other South African universities to include their staff in the TPC section of this research. The researcher then applied for ethical clearance from fourteen South African

universities that were identified in the content analysis as possible participants. Only the twelve universities which granted ethical clearance to the researcher were included in the sample that was invited for the surveys and interviews. Regardless of whether the institutions provided ethical clearance, each participant had a choice to participate or not, or to withdraw from the study at any time without any discrimination (Preissle et al., 2015 & Okeke & van Wyk, 2015).

A letter of invitation, informed consent form, and proof of ethical clearance were shared with all PSTs from the third- and fourth-year groups studying Education (see Appendix D & E). PSTs who were willing to participate could complete the survey by following the link to the Google Forms survey where they also consented that they understood their rights, the research purpose, and agreed to participate in the research. TPCs from the universities where ethical clearance was granted received a letter of invitation, informed consent form (see Appendices R & S), and proof of ethical clearance from the university where the research project was registered as well as from their own university (see Appendices C & G-Q). TPCs who chose to participate in the research could do so by following the hyperlink in the invitation letter to the Google Forms survey where they also had to agree that they understood their rights, the purpose of the research, and were willing to participate. For the qualitative interviews of both samples, an additional informed consent form (see Appendices V & X) was sent to each participant where they had to agree to continue in the follow-up interview and indicate whether the interview may be recorded or not.

The researcher strived for the ethical principle of non-maleficence by making every effort to avoid causing any harm to the participants (Okeke & van Wyk, 2015). All identifiers were removed from the quantitative survey data of both samples as soon as the datasets were downloaded from Google Forms and the qualitative interviews as soon as the transcriptions were typed from the audio recordings. This was done by replacing the names with pseudonyms. This included the names of participants, universities, schools, and locations. Pseudonyms were used throughout the analysis and discussion of the data. All the data from all the phases were kept on a password-protected computer to which only the researcher had access. It will remain there, password-protected, for five years in line with institutional policy. Thereafter all data will be permanently deleted from the computer and only published data will remain. Records were only made available to the supervisors and examiners to verify results, prevent misconduct and research fraud (Neuman, 2014:146 & Preissle et al., 2015).

To honour beneficence, the researcher adhered to the interview schedule and ensured that follow-up questions remained relevant to the research, and kept to the one-hour time limit of the interview (Okeke & van Wyk, 2015). In the PST strand of the research, the researcher was

also a lecturer, and the relationship could be viewed as power-driven (Neuman, 2014:146). This research however had nothing to do with the subject that the researcher taught to these groups of students, nor was it in any way related to credits. No incentives were given to any participants. Participation in this research did not require financial expenses from the participants. The researcher made an effort to treat all participants equally and with respect during electronic, telephonic, and face-to-face communication (Neuman, 2014:147;150). Furthermore, the researcher aimed to achieve research integrity by stating her position as a lecturer at University A4, keeping an audit trail for the supervisors and examiners to review the datasets, and avoid plagiarism by referencing all previous research and policies that were included in the thesis (Preissle et al., 2015). Finally, the researcher used multiple methods to gather data, allowed member checking of interview transcriptions, and sent research reports to all participants and ethics boards in an aim to prevent misinterpretation of the results (Preissle et al., 2015).

1.7 Chapter division

This research was structured as specified in the following chapters:

1.7.1 Chapter 1: Problem statement and overview of the research

Chapter 1 focused on introducing the research, by providing a summary of the existing literature that was scrutinised to identify the gaps in the existing research on ethics in teaching practice. The research problem was identified and seven sub-questions were formulated to assist in answering the main research question, to solve the research problem. Furthermore, a summary of the methodology used to perform the research was included. Finally, ethical considerations that were necessary for this research were discussed.

1.7.2 Chapter 2: Conceptual framework and review of literature

In Chapter 2 a meticulous conceptual framework and review of the literature were done to guide this research project. The first section provided a conceptual framework of ethics, by describing the various sub-divisions of ethics and identifying applied ethics as the theory of practice used as the foundation of this research. Various ethical terms were also defined to provide background knowledge for this research. Furthermore, the literature was used to identify how a code of ethics and code of conduct should be developed and implemented. Literature and existing policies on ethics in education as well as ethics in ITE and TP were also scrutinised. Finally, since the literature identified that ethics policies are meaningless if the parties affected thereby have no knowledge thereof, literature on teaching ethics to PSTs was studied.

1.7.3 Chapter 3: Research design and methodology

In the third Chapter a detailed discussion of the researcher's philosophical worldview, as well as the research design and methodology for this research was presented. The sequential explanatory triangulation mixed methods design was constructed for this research. The quantitative phase of the research consisted of content analysis, a PST survey, and a TPC survey. The qualitative phase comprised of PST interviews and TPC interviews. The last phase of this research was the triangulation of the various datasets. Finally, a detailed description of the validity, reliability, trustworthiness and triangulation measures that were taken in this research was discussed.

1.7.4 Chapter 4: Data analysis and interpretation

Chapter 4 presented the data analysis and preliminary interpretation thereof, linking it to previous literature where appropriate. The quantitative data were analysed first. The content analysis was followed by the PST survey, which was followed by the TPC survey. Next, the qualitative data were analysed, starting with the PST interviews, and followed by the TPC interviews. Finally, triangulation of the various datasets was done. First, the content analysis was merged with the data gathered from PSTs as well as TPCs, to confirm or reject the results of the content analysis. Secondly, the data from the PST survey and PST interviews were merged. Thirdly, the TPC survey and TPC interviews were merged. Finally, data gathered from the PSTs and TPCs were merged.

1.7.5 Chapter 5: Summary and discussion

Chapter 5 focused on answering the sub-questions of the research. An outline of the supporting literature was provided as the findings were often related to previous research and the research questions of this study were triggered by previous research findings or limitations. Furthermore, a summary of the methodology that guided the procedures of this research was included. The sub-questions of this research were answered individually, providing cross-references to Chapter 4 where the raw data were analysed. Although each question addressed specific important aspects related to ethics in teaching practice, all the sub-questions also contributed to answering the overarching research question in Chapter 6.

1.7.6 Chapter 6: Framework, recommendations, and implications

The final Chapter aimed to answer the main research question: *'What guidelines need to be considered for the development of a policy framework for ethics in teaching practice?'* This was accomplished by building a policy framework based on the concepts identified in Chapter 5 where the sub-questions were answered. This chapter also considered the limitations of this research. Recommendations were made to improve the current research including

suggestions for future follow-up research. Recommendations were made to South African universities, SACE, DBE, and Provincial Education Departments to improve ethics in TP employing their ethics policies and practice. In conclusion, this chapter provided a summary of the research findings of this research.

CHAPTER 2 CONCEPTUAL FRAMEWORK AND REVIEW OF LITERATURE

2.1 Introduction

By acting ethically, an educator and a school can gain the trust and respect of the community to which they are accountable. It aids educators to act and teach ethically if they have a thorough understanding of what ethics is. Furthermore, they must learn to reason ethically to address ethical dilemmas that arise. It is widely accepted that a code of ethics can help to aspire a person to act ethically by inspiring them to do the right thing through the encouragement of certain characteristics (Alcòn, 2017). A code of conduct on the other hand can regulate behaviour and is sometimes seen as more effective as it specifically stipulates what the educator may and may not do, as well as the consequences for unethical behaviour (Forster, 2012). The aforementioned codes are seldom designed specifically for teaching practice (TP) of pre-service teachers (PSTs). Therefore, the various role players in TP can be unaware of how to act when ethical dilemmas arise. Ethics should therefore be taught to PSTs to enhance their ethical awareness and guide their behaviour during their TP. Unethical behaviour during TP can place the PST, school, learners, community, and university at risk. Figure 2.1 gives a representation of the key concepts that are addressed in the conceptual framework and review of the literature.
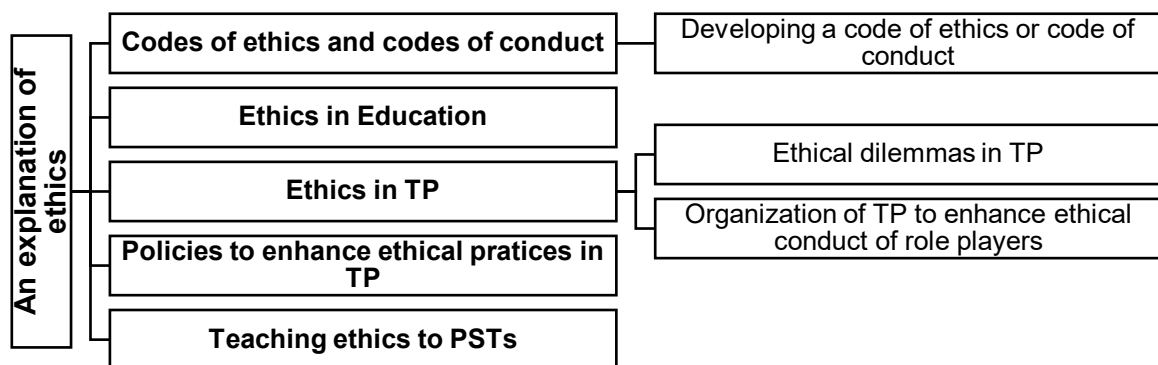
Figure 2.1: Layout of Chapter 2

2.2 An explanation of ethics

The word ethics is derived from the ancient Greek term "ethikos" which means "arise from habit". This word refers to the distinction between right and wrong; good and bad; deserving and undeserving (Cornell Law School, 2020). According to Warnick & Silverman (2011:276) ethics includes many competing values, such as happiness, friendship, pleasure, keeping commitments, rational consistency, creativity, personal development, and achievement. Iacovino (2002:59) claimed that ethics may be thought of as a set of rules, moral codes, and norms; a system of personal choice, or both. He emphasized that social and cultural contexts differ and that ethics can therefore not necessarily be universalized. According to Collste

(2012), ethics can be regarded as a reflection of our moral judgements and actions. Finkler & De Negreiros (2018:40) argue that ethics is the asking of questions to determine what is good, right, or fair when this is unknown due to conflicting values. Therefore, ethics can be seen as acting deliberately and responsibly.

2.2.1 Sub-divisions of ethics

All human beings have the right to respect and ethical treatment, which refers to humanity and human dignity (Gluchmanova, 2015:511). Ethical standards will enable educators to be self-regulating and accountable professionals. Furthermore, it acts as guidance to support educators to cope with ethical dilemmas (Campbell, 2000). Iacovino (2002:58) however stresses that ethics is a reasoned process, and not merely how we feel about something. The deduction can therefore be made, that ethical reasoning can be taught to PSTs. Iacovino further explains ethics as a set of values, implemented continuously and until the accompanying behaviour becomes a habit or intuition. Ethical practice means going beyond what the laws or codes of professional ethics suggest as a correct solution to a problem and taking all the facts and values involved into account (Finkler & De Negreiros, 2018:40-41). Ethics can be divided into three major sub-categories: meta ethics, normative ethics, and applied ethics (Fieser, 2020). A fourth category known as descriptive ethics can be added, however, it falls beyond the scope of this conceptual framework as it is concerned with understanding the reason why a person acts in a certain way (Kolb, 2008).

Meta ethics is mainly concerned with the theory of ethics. Fisher (2014) described meta ethicists by comparing them to someone who analyses a football match to understand it. Meta ethics is therefore concerned with moral thought, and not specific ethical dilemmas. Fisher further explains it as thinking about ethics. Meta ethics can also be seen as the origin of ethics. It focuses on aspects such as possible universal truths and the meaning of ethical terms (Fieser, 2020; Fisher, 2014). Meta ethics is also concerned with whether there are moral truths and moral properties or if it is simply a person's feelings or attitude towards the moral issue (Copp, 2007). Fisher (2014:3) labelled this strand of meta ethics as 'moral ontology'. Meta ethics is therefore an abstract and controversial debate (Stanford University. Center for the Study of Language and Information, 2012). Copp (2009) describes meta ethics as "A philosophical study of morality." This philosophy is based on questions such as whether moral claims are true and if a person should commit to acting morally. Schroeder (2015:2) also explains that meta ethics is the philosophy of ethics, that it is concerned with asking questions about normative ethics. For example, meta ethics questions the meaning of terms used in normative ethics, such as 'good' and 'bad' or 'right' and 'wrong'. Fisher (2014:3) labels this strand as 'moral language'. Schroeder (2015:1) further explains that meta ethics also

questions whether claims about what is for example 'good' or 'bad' are in line with the facts about the world as well as how people think about these claims. Fisher refers to this strand as 'moral psychology' as it is concerned with what people think when they make moral decisions. This strand looks at the motivation behind the decision, for instance, if it was driven by beliefs or desires (Fisher, 2014:3). Copp (2009) described that many people believe that morality is determined by God and that his command determines what is 'right' and 'wrong'. However, this would mean that an atheist who does not believe that there is a God, will believe there is no need for morality and that there is no "right" and no "wrong". This view is not plausible as certain actions remain 'wrong' irrespective of whether the person believes in God or not (Copp, 2007). Meta ethics and normative ethics do overlap and it is sometimes hard to distinguish whether a philosophy belongs to meta ethics or normative ethics (Schroeder, 2015). What is clear is that Meta ethics does not provide guidelines for behaviour (Fisher, 2014). Although the definition of the terms, e.g. what it means to do wrong, belongs to meta ethics, using the term to make claims e.g. when 'wrong' is used to condemn an action, belongs to normative ethics (Schroeder, 2015). The vast differences in PSTs backgrounds lead to major differences in their morals and values when they enrol for B.Ed. degrees. Teaching as a profession however requires certain behaviour and as meta ethics does not provide guidelines for behaviour to shape PSTs into professional teachers, this theory of ethics was not used as a theory of practice to base this research on.

Normative ethics implies a set of rules (code of conduct) that guides behaviour. Normative ethics distinguishes between right and wrong and the consequences for a person's actions (Fieser, 2020; Iacovino, 2002). It also entails how a person is expected to live his/her life and what kind of person one should be to have a 'good' life (Copp, 2007). Fisher (2014) compared normative ethics to a referee in a football game, who uses the rules (code) to interpret the course of action. Normative ethics is therefore concerned with the underlying principles that guide decisions of applied ethicists who are concerned with the theory of why something is morally right or wrong. Fieser (2020) mentions that the golden rule of normative ethics is "do to others, what we would want others to do to us". Normative ethics can further be explained as the use of a criterion to determine theoretical right from wrong. However, some normative theories are formed by a set of principles or good character traits, instead of a single criterion (Fieser, 2020). Normative ethics approaches are sub-divided into three groups: deontological ethics, consequentialist ethics, and virtue ethics (Sabbagh, 2009:664). Each of these approaches is discussed individually.

The deontological (duty-based) ethics theory is associated with the theorist Emmanuel Kant. This approach to ethics refers to people following certain laws (or rules) and doing something

because it is expected of them, irrespective of the outcome (Johnson, 2016 & Fieser, 2020). Deontological ethics, therefore, aims to enhance objectivity, as actions are not judged according to their outcome, but rather according to set rules (Johnson, 2016). This agrees with the definition of normative ethics that implies that ethics is to follow a prescriptive code. Johnson further explained that the deontological theory implies that human beings have respect for the moral law. This implies that they will abide by a code of conduct or a set of laws and therefore act ethically because they feel compelled to, irrespective of the outcome. Educators as professionals are expected to abide by specific ethics codes and laws. PSTs are regarded as educators when they work in schools and are therefore also expected to abide by certain codes and laws. Deontology was therefore considered as an anchor for the theory of practice in this research. Deontology aims to make ethics more practical by linking morals and laws, however, it can never be so simplified that ethics is deontology (a set of rules) or laws that can be followed in mere obedience (Finkler & De Negreiros, 2018:41).

Consequentialism (outcome-based) ethics, on the other hand, make decisions by judging the outcome as positive or negative (Sabbagh, 2009; Fieser, 2020). This implies that the person will not necessarily follow the code of conduct or law to the letter, but rather reason and choose the decision that has the most favourable outcome. Using consequentialism as a theory of practice holds the danger of PSTs being unable to determine the best outcome due to a lack of ethical reasoning. Another danger is that PSTs might not see the best outcome as the one that is the best outcome for the learners, but rather the one that is most favourable to themselves, the university, or an in-service teacher.

Virtue based ethics on the other hand refers to what makes the person good (referring to character) (Sabbagh, 2009) and is mainly concerned with the development of a person's moral character, which is expected to, in turn, lead to moral behaviour (Fieser, 2020). In contrast with deontological and consequentialist ethics, virtue-based ethics implies that the person will act ethically because they inherently want to. This ethical theory holds many dangers for TP, as a university has very little control of PSTs' will to do good and act in the best interest of the learners. Furthermore, PSTs have different opinions of what is good and in the best interest of the learners which can lead to ethical dilemmas arising from their intended good behaviour. Normative ethics was not chosen as the theory of practice for this research as PSTs must do more than merely apply a code of conduct, cannot always determine the best outcome, and can differ in how virtuous they are.

The third subdivision of ethics is applied ethics. Applied ethics refers to a specialization in a specific area, focusing on the implications of the specific practice (e.g. TP for PSTs) (Collste,

2007). Copp (2009) adds that it is concerned with concrete moral issues. Fisher (2014) agrees and explains applied ethics through a comparison with the players of a football game. Applied ethicists are hands-on, in the game and aim to address specific moral issues, rather than general theories. Collste (2012:18) further explained applied ethics as the "art of reflecting on moral dilemmas and moral problems in different social contexts". Applied ethics strives to guide the moral obligations of practitioners (such as educators) and is the bridge between ethical theories and ethical practice (Fossa, 2017). It can therefore be seen as a combination of meta ethics and normative ethics. Collste (2012) stresses that applied ethics is more than the application of theory (meta ethics) to practice (normative ethics). It includes interaction between "theory and practice, experience and reflection, and institutions and principles" (Collste, 2012:18). Fieser also points out that applied ethics does include various normative ethics principles, from the deontological and consequentialist strategies (Fieser, 2020). Applied ethics can therefore be seen as using a code of ethics or a code of conduct for the specific profession to guide decision-making for the most positive outcome. It, therefore, implies a process of reasoning.

2.2.2 Applied ethics in the context of the current research

This research will be based on applied ethics that is rooted in contemporary deontological ethics. Applied ethics refers to the study of specific issues (Fieser, 2020) as in the case of this research, the ethical dilemmas that occur in TP. Collste (2012) explains that ethics becomes applied ethics when the person starts to reflect on their decision making with regards to justifying their decisions or behaviour. Fossa (2017:36) points out that applied ethics challenges situations that were not previously seen as a possible ethical dilemma. According to Fieser (2020) applied ethical dilemmas are those dilemmas that are controversial (Fieser, 2020). The researcher believes that ethics in TP was not previously recognized, but various ethical dilemmas have been encountered recently and uncertainty as to how role players should react calls for ethics in TP to be considered. It was long believed that TP can be run on a gentleman's agreement. It was expected that PSTs would act ethically because they know they are expected to, and mentor teachers and principals will treat PSTs ethically because they are expected to. However, a code of ethics and code of conduct to guide TP may protect all role players.

Applied ethics issues need to be moral issues (Fieser, 2020). Many of the dilemmas that arise during TP are moral issues in the broader community, such as victimization, unfair treatment of learners, corporal punishment, etc. (Van Nuland, 2009:79). Applied ethics refers to the application of moral procedures and would therefore be able to guide PSTs with regards to moral behaviour expected from them during TP (Fossa, 2017). Rooting applied ethics in

contemporary deontology emphasizes the application of a code of ethics or code of conduct to solve ethical dilemmas in practice. This will guide PSTs' behaviour by influencing their opinion of what is morally right and wrong and guiding them in decision-making on how to address dilemmas that may arise. It is therefore deduced that a code of ethics and code of conduct should be taught to PSTs. The aim is to educate them to adopt the codes and foster an inherent ethical mindset, that is expected of in-service teachers.

Various methods can be used in applied ethics, depending on the underlying theory that is used (Collste, 2012). As mentioned before, applied ethics is concerned with justifying moral positions or judgements of specific cases. The theory or method that is used for a specific dilemma is determined by the outcome the ethicist is aiming for, after critically considering the arguments and different views (Collste, 2012:31). Applied ethics can be carried out by letting an expert in the field make the decision based on previous experience and skills (Collste, 2012:27). Alternatively, Collste (2012) states that the principle of utility argues that the method applied should lead to the outcome which increases pleasure or decreases pain for the broader community and can be applied as a guiding principle in applied ethics. Education researchers Bucholz et al's. (2007:61) statement: "What is considered ethical often comes down to determining what is in the best interest of the student." reflects the importance of the utility principle in ethical decision making in education. To conclude, it is important to make use of both the experience and utility aspects, as both provide relevant inputs. This is known as reflective equilibrium which is a method of applied ethics (Collste, 2012:31). Applied ethics works with specific steps:(1) Identify and consider all arguments; (2) Make a decision, by going back and forth between the moral principles and intuitions, until common ground is established (Collste, 2012:25). As long as all aspects were considered and all relevant parties formed part of the decision it can be justified (Collste, 2012). Another method for applied ethics is designing-in-ethics. This refers to setting up structures that will aim to rule out immoral behaviour, by promoting social values (Collste, 2012:26).

Applied ethics is closely linked with professional ethics. They may even be construed as mirroring terms. Applied ethics is mainly concerned with academic endeavours, while professional ethics is mainly concerned with the practices of a profession (Collste, 2012:27). This is particularly important to note in this research as the focus was on creating a policy framework for ethics in TP (academic) to enhance PSTs ethical practices during TP (and in due time in the teaching profession). Professional ethics aim to provide a moral framework for a specific profession. This research, for instance, aimed to provide a moral policy framework for TP, through investigating current ethical dilemmas in TP which is applied ethics. However, it is important to note that professional norms can be overridden by moral norms (Collste,

2012:28), as educators should decide what is in the learner's best interests (Bucholz et al., 2007). Collste, (2012) further explains that a professional code of ethics consists of two parts, a common goal of the profession (code of ethics) and a set of rules for behaviour (code of conduct). This study aimed to determine the status of codes of ethics and codes of conduct for TP of PSTs from South African universities. This study further aimed to produce a policy framework for the establishment of a code of ethics, code of conduct, and memorandum of understanding (MoU) that can be taught to PSTs, to enhance ethical conduct during TP. Therefore, applied ethics, rooted in deontology with the underlying part of professional ethics, was used as a guiding stance for this research. To achieve the specific aim, it was important that a clear distinction was made between a code of ethics and a code of conduct.

2.3 Code of ethics and code of conduct

Ethics codes aim to protect the individual (pre-service teacher) as well as the profession (teaching practice) (Şahin et al., 2009). Bucholz et al. (2007) point out that the National Education Association's (NEA) code focuses firstly on the commitment of the educators towards learners and secondly toward the teaching profession as well as their public responsibility and trust. Forster (2012) agrees that ethics codes aim to enhance the working environment. It also seeks to ensure that individuals behave professionally, morally, and in a way that benefits society (Forster, 2012).

Forster (2012) distinguishes between two forms of codes: 'code of ethics' and 'code of conduct'. Most countries develop either a code of ethics or a code of conduct for teaching. However, the Victorian Institute of Teaching (VIT) in Australia developed both. They explain the code of ethics as 'aspirational' and it is based on three core values: respect, integrity, and responsibility (VIT, 2016). The code of conduct is based on the values of the code of ethics and stipulates the professional and personal conduct and competence that is expected of educators (Armytage, 2017). Campbell (2000) highlighted that although the standards of practice (code of conduct) provided by the educational institution support ethical practices, this does not necessarily lead to ethical values. Campbell, therefore, supports the development of separate codes of ethics and codes of conduct for teacher education.

Ethics refers to the underlying beliefs of an educator which will guide his/her behaviour and actions. A code of ethics should take educators' personal as well as professional elements into consideration and be in line with the requirements of society. A code of conduct refers more specifically to the behaviour expected from educators. This code should be specific and stipulate how educators are expected to work and behave (Van Nuland, 2009:23). Van Nuland (2009:23) further warns that codes of ethics and codes of conduct are often confused with

standards of practice as they also overlap in certain instances. Standards of practice aim to regulate the actual teaching activities in the classroom (Van Nuland, 2009). Professional practice can however be linked to the quality of practice as well as morality and ethics (Ariff, Mansor & Yusof, 2017). Consequently, ethics is often used as a synonym for morality. While morality refers to customs, beliefs, and character, ethics on the other hand is the analysing of morality (Finkler & De Negreiros, 2018:40).

2.3.1 Codes of ethics

Codes of ethics aim to define the specific responsibilities of the field (e.g. education) and also improve the "personal beliefs, values, and morals" of the people in the field (Bucholz et al., 2007:60). Codes of ethics vary across disciplines, however, they share common principles, such as honesty, integrity, and respect (Woody, 2008). Other shared themes at higher education institutions that can be applied across disciplines are "competence, fairness, informed consent, appropriate relationships, and confidentiality" (Woody, 2008:40). A code of ethics is 'aspirational' and aims to trigger the development of an inner sense to behave morally (Forster, 2012). It provides guidelines to encourage reflection and ethical thought rather than prescribing answers to specific dilemmas (McGill University, 2012). Foster adds that a code of ethics is used to develop an inner sense of morality. University of Queensland (2016) stresses the importance of a code of ethics for TP to address the duties, rights, and responsibilities of PSTs, TPCs, lecturers, and in-service teachers.

The advantage of writing a broad code of ethics is that it makes the code applicable to more situations and allows the educator professional freedom to generalize (Campbell, 2000). On the contrary, a precise and well-defined code of ethics will make it easier for educators to identify an issue in practice. University of Queensland (2016) adds that flexibility in the code of ethics is necessary to address various contexts through ethical reasoning. Campbell (2000) adds that the successful application of a code of ethics rests on the individual's experience of the code, whether the individual adopts the values, how the code is communicated to and interpreted by educators, as well as how it is enforced.

2.3.2 Codes of conduct

Concordia University (2005) describes a code of professional conduct as a code that regulates PSTs attitude and behaviour in academic and TP fields. This code aims to help the PST to develop educational and professional values and attitudes. These values and attitudes include: "honesty and a concern for truth, open-mindedness, sound judgement, a sense of fairness and justice, respect for others, trustworthiness, discretion, concern for the interest of others, courage, cooperativeness, high standards in teaching, and dedication to the goals of

schooling" (Concordia University, 2005:3). Lovat & Toomey (2009) believe that a code of conduct would enhance professionalism in education as in other disciplines. A Code of conduct is 'regulatory', and aims to govern or regulate educator behaviour (Shapira-Lishchinsky, 2010; Forster, 2012). Campbell (2000) on the other hand, believes that a code of conduct often has an inadequate influence on practice. Forster (2012) also warns that regulatory codes may deter educators from adopting moral agency as a rigid code implies that the decision is beyond their judgement. This could lead to educators acting according to a code instead of in the best interest of the learners or community. Aspirational codes of ethics that are based on the core values that were identified earlier, therefore, seem to be more appropriate for educators.

2.3.3 The necessity of codes of ethics and codes of conduct

In a study in South Asia, codes of conduct were deemed as having a positive influence on educators' commitment, professional behaviour, performance, and general conduct. This in turn improves the quality of education (Van Nuland & Khandelwal, 2006:19-20 & 84). According to Concordia University (2005:1), a code of ethics for educators is used to "set high standards for professional conduct and teaching excellence". Şahin et al. (2009) and Forster (2012) explain that a code of ethics is often executed to ensure that educators are trusted by the community. Alcòn (2017) adds that codes of ethics ensure public trust in education and provide guidance on professional conduct to educators. Therefore, it usually describes the purpose of teaching and the obligations of the teacher. It furthermore gives guidelines as to what values educators should portray (Forster, 2012:10) and aims to ensure that educators will act as moral role models in their society, but codes can lead to varied expectations (Forster, 2012:2). According to various codes of ethics, educators are expected to show commitment towards their learners, colleagues, and the community (Concordia University, 2005; VIT, 2016). Concordia University explains that a code of ethics helps PSTs to recognize that they are bound by moral, legal, and ethical standards which aim to ensure that they are prepared to educate and care for children. Furthermore, professional codes of ethics will (1) offer guidance when making tough decisions regarding moral dilemmas, (2) be a frame of reference, directing people to act morally and determine when someone did not, (3) improve the professional ethical standards of the institution (school or university) (Collste, 2012:30). Şahin et al. (2009) and Forster (2012) agree that codes of ethics help educators to make ethical decisions and judgements by anchoring their decisions in the code. Some codes of ethics are linked to a code of conduct, whereas others are not. A code of ethics will allow the educator to reflect on previous decisions, while taking values and beliefs into consideration, to ensure that the outcome is for the greater good (Forster, 2012). This highlights the importance of applied ethics where various ethical theories can be employed to make the best decision. This implies using a code (deontological) coupled with one's personal values and beliefs (virtue) to make the best

decision for everyone (consequentialist). Thus, it seems that a professional code of ethics, rooted in deontological ethics, will support decision-making in practice (applied ethics). Some existing codes of ethics for PSTs provide a summary of the attributes, skills, and behaviour that a PST must develop to become a good teacher and serve as a guide for lecturers and TPCs, to prepare PSTs for teaching (Concordia University, 2005).

In Ontario, ethics policies for education comprise of two sets of standards namely: 'Standards of Practice for the Teaching Profession' and 'Ethical Standards for the Teaching Profession'. The ethical standards however originated directly as sub-standards of the standards of practice (Van Nuland & Khandelwal, 2006:25). The aims of these 'Ethical Standards' include: elucidating the ethics for teaching, motivating educators to behave with honour and dignity, and urging educators to take up positive attributes and professional conduct to enhance teaching (Van Nuland & Khandelwal, 2006:25). Codes of conduct are also used by institutions to publicly portray their accountability, provide disciplinary steps, guide educator behaviour, or resolve ethical dilemmas (Campbell, 2000; Van Nuland & Khandelwal, 2006; Şahin et al., 2009). Van Nuland (2009) agrees and adds that the code should include characteristics and actions that are expected of educators, and highlight the importance of self-regulation for educators. Kimathi & Rusznyak (2018:20) add that a code of ethics and code of conduct should include components such as ethical orientation and a commitment to learners.

Some codes suggest engagement with colleagues to find the best solution, while other codes follow a hierarchical process of conclusion (Forster, 2012). Codes of conduct are extremely important in countries where unethical conduct is habitual, to determine the level of infringements (Van Nuland & Khandelwal, 2006:157). Forster (2012) however cautions that the primary function of a code of ethics is not to be a disciplinary tool, but rather to create awareness amongst educators of guiding ideals, values, and expected behaviour. The inclusion of values in codes of ethics aims to guide ethical decision-making. However, it often creates friction between personal and collegial gain, which is why more extensive support programs are necessary to guide educators on the implementation of the codes (Forster, 2012).

Shapira-Lishchinsky (2010) found that in-service teachers sometimes act unethically because of a lack of confidence in their own abilities as well as failure to act properly when unethical situations arise. She suggests that a code of ethics could help educators to deal with ethical dilemmas. Shapira-Lishchinsky warns against a set of rules (code of conduct) as ethical dilemmas often require critical thinking due to controversial situations. On the contrary, the aspirational code of ethics has the danger of becoming unsustainable as it creates yearning

towards heroism (Forster, 2012:6). Therefore, Forster (2012) suggests a greater emphasis should be placed on regulatory codes of conduct which have a stronger focus on disciplinary steps. The regulatory code of conduct on the other hand is based on assumptions. It is therefore important that educators remember that these codes are meant to be mere guidelines. Therefore programs should be employed to broaden educators' ethical knowledge and help them to make ethical decisions. These programs should allow educators to deal with real ethical dilemmas (Shapira-Lishchinsky, 2010). It is however important to note that both codes have pros and cons and that a combination of these two codes is often used.

2.3.4 Ethical practice vs. professional practice

It is also important to distinguish between professional practice and ethical practice. Bowie (2003) and Forster (2012) point out that professional responsibilities sometimes require the educator to behave unethically. For example, a learner tells an educator that she has been abused by a family member but asks the educator to promise not to tell anyone. The ethical action may be to honour the promise; however, the professional action would be to report the abuse and ensure the learner's safety. Bucholz et al. (2007) however point out that the ethical decision in education is what is in the best interest of the learner. Davids (2016:5-6) refers to the work of Levinson (2015:209) who refers to such occurrences as 'moral injury', where the ethical decision in itself becomes an ethical dilemma. Shapira-Lishchinsky (2010) also reported this controversy in in-service teachers' opinions. One educator identified the principle to follow one's conscience when the school norms are not treating a learner fairly (acting professionally and following a consequentialist ethics approach). However, another educator argued that the school norms should be followed above and beyond personal convictions and irrespective of the outcome (acting ethically and following a deontological approach). Some in-service teachers identified the importance of being flexible to accommodate learners' needs and giving learners second chances even if the code of conduct dictates otherwise. On the contrary, other in-service teachers experienced that a second chance caused more harm than good (Shapira-Lishchinsky, 2010). These controversies highlight the difficulty of developing a code of conduct, as well as the importance of a code of ethics that will enable educators to make professional, as well as ethical judgements for each case. Loyalty to colleagues is another controversy. The importance of considering colleagues' interests to portray a united front of the school staff irrespective of whether the colleague acted ethically, stands in contrast with confronting colleagues about unethical behaviour (Shapira-Lishchinsky, 2010). In-service teachers agree that parents should not be allowed to bully a teacher's professional decisions, whether it implies refusing to go against one's professional opinion to please a parent or finding alternative support to prevent a parent from inhibiting a school program (Shapira-Lishchinsky, 2010). This however can raise questions regarding how the ethics code ensures public trust if

it does not heed to all the parents' requests. In Australia codes of ethics are implemented at the government level, whereas professional standards form part of the curriculum (Forster, 2012). Professional values are key to develop internal ethically acceptable behaviour, gaining respect, and leading decision-making (Forster, 2012). It is apparent that very fine lines exist between ethics and professionalism and where in some cases the two principles support each other, they disregard each other in other instances. Educators in South Africa are confronted with moral dilemmas where they must make decisions that will possibly harm a relationship to protect a learner. Furthermore, educators sometimes cause ethical dilemmas through their practice (Davids, 2016:10). It is acknowledged that providing a code of ethics or code of conduct that educators must follow, will not produce ethical educators if they do not willingly take ownership of these codes (Davids, 2016:10).

2.4 Developing a code of ethics or code of conduct

Policies can be used to guide conduct and procedures within an institution or Faculty. Policies for TP could include a code of ethics and/or code of conduct to provide a framework of what is expected of educators (Van Nuland, 2009). A code of ethics or code of conduct is usually divided into subheadings and then further defined by stating what educators 'may' or 'may not' do (Van Nuland, 2009). Van Nuland (2009) warns that codes should not be too specific or official, or removed from the core virtues of education as this will inhibit the exertion of the code. This agrees with the warning of Shapira-Lishchinsky (2010) that a code of conduct can hinder ethical reasoning. To improve the efficacy of a code of conduct for teaching, policymakers should consider: keeping the codes simple and relevant, involving educators in the establishment of the code to improve ownership of the code, ensuring the code is distributed to all stakeholders in education and improving the protocols for reporting (Van Nuland & Khandelwal, 2006). According to Van Nuland (2009), the language used in the code is also very important as it determines how the educators will perceive and execute the code. Language either takes an inspirational-, or a prohibitive tone, however, it is sometimes mixed. This might be due to the combination of codes of ethics and codes of conduct as most institutions do not distinguish between the two codes. Codes of ethics are aspirational and therefore the language is expected to be inspirational. A code of conduct on the contrary is regulatory and therefore expected to be in prohibitive language (Van Nuland, 2009).

Van Nuland (2009) identified that focus groups, forums, and consultations with educational stakeholders and educators can support the development of an effective code of conduct. Discussions should start with educator identity because although everyone thinks they understand what an educator should be, based on having attended school, they do not always understand all the complexities of teaching (Van Nuland & Khandelwal, 2006:74-75). This will

also prevent the standards from being based on a limited view of what an educator should be (Van Nuland & Khandelwal, 2006:78). Opportunities should be given for the teaching community to respond to draft documents before a code of conduct is finalized. Case studies should also be used to lead educators to identify ethical dilemmas they face (Van Nuland & Khandelwal, 2006). This agrees with the theory of applied ethics that practice should inform policy. Quinlan (2018) agrees that discussing real-life dilemmas prepares PSTs for ethical dilemmas they may encounter. Focus groups, open space technology surveys, and written responses to open-ended questions can be used to gather information to inform a code of ethics (Van Nuland, 2009). A code of ethics or code of conduct should be informed by the laws of human rights and education (McGill University, 2012). However, in a study by Van Nuland & Khandelwal (2006:19) conducted in Bangladesh, India and Nepal, it was found that a self-regulating code of conduct as found in other professions, enabled in-service teachers to feel like true professionals. Consequently, they are willing to adopt and apply the code, as well as strive to improve it. The standards of practice and ethical standards must be reviewed continuously, to ensure they are authentic, current, and applicable, otherwise, educators will not stay accountable to it (Van Nuland & Khandelwal, 2006:19, 79).

2.4.1 Aspects of a code

According to Van Nuland (2009), statements of character are seldom found in codes of ethics and codes of conduct, while learners is the commonality found in all codes of various countries. Sabbagh (2009:668) suggests that an ethics code should include the following principles for educators: make fair decisions, have autonomy, and encourage student autonomy, and do not exclude any learners. The 'Commonwealth's Standards Framework for Teachers and School Leaders' states that professional ethics, values, and attributes should include: positive values, attitudes, and behaviour as well as awareness of and responsibility for professional duties and an ethical framework (Gallie & Keevy, 2014). The Commonwealth report set out the following categories for inclusion in a framework for professional ethics and conduct: "Respect for learners' rights and dignity", "Role model to learners", "Treat parents and guardians with utmost respect and courtesy", and "Respect contract(s) duly entered into with employer and other parties" (Gallie & Keevy, 2014:28-29). These categories were considered for inclusion in the framework for ethics in TP that the researcher aimed to produce through this research.

Sawhney (2015:5-6) suggests that ethical guidelines should focus on obligations towards learners, parents, and the community as well as the profession and colleagues. Campbell (2000:27) also identified six key areas for consideration when developing a code; firstly it refers to the notion of who decided on the values that are followed, then identifies the positive and negative approaches to ethics/principles that will guide educators' behaviour (what they may

and may not do), followed by determining the purpose of the code of ethics, a focus on relationships of educators with learners, colleagues and parents, ethical dilemmas that educators experience, and finally the challenge of putting the theoretical code into practice. Braxton & Bayer (2004) propose that the code of conduct should also include the norms of teaching. Aspects that the broader education community identified to be included in the code of ethics are "professional judgement, ethical decision making, ethical knowledge, ethical resources, authenticity, responsibility, autonomy, commitments, freedom and justice, professionalism, ethical leadership and the centrality of ethics" (Van Nuland, 2009:58-59). Codes of ethics and codes of conduct of specific international universities and their content are discussed in 2.7.2 Codes of ethics and codes of conduct at international universities.

2.4.2 Parties involved in writing codes

All stakeholders in education can and should contribute to the establishment of the code of ethics and codes of conduct. They include authorities in education such as National Education Departments or Ministries, independent organizations, and teacher organizations (Van Nuland & Khandelwal, 2006:18, 78). Educators should also be involved in the development and reviewing of these codes on an ongoing basis (Van Nuland & Khandelwal, 2006:26, 75). Van Nuland (2009:57) agrees that "teachers' associations, governmental departments or ministries and accreditation bodies" are usually the parties involved in developing a code of ethics or code of conduct. The involvement of principals, educators, parents, employers, unions, members from other educational organizations and institutions, universities, and the Department of Education has proved advantageous in the development of a code of conduct (Van Nuland, 2009). Fredriksson (2004 in Van Nuland, 2009:25) stresses the importance of eacher organizations' contributions to codes of ethics or conduct in order to ensure that these codes are in line with the principles of education. According to Van Nuland (2009) education unions should only be included in writing of codes of ethics or codes of conduct if they take responsibilty for enforcing the codes.

All stakeholders must be considered in the development of the standards to ensure buy-in by all stakeholders (Gallie & Keevy, 2014:5). Van Nuland (2009) points out that Ministries of Education should form part of the writing of codes of ethics and codes of conduct. However, in education, it is most often governments that set the codes of conduct related to the education act and enforce it on educators (Van Nuland & Khandelwal, 2006:25). The 'Standards Framework for Teachers and School Leaders', published by the Commonwealth in 2014, aimed to provide professional standards for educators and school leaders to equip them to address challenges in education. These standards include 'professional qualifications',

'professional ethics and conduct', 'professional development', and 'professional growth and learning' of educators and school leaders (Gallie & Keevy, 2014:3).

2.4.3 Implementation of a code

Limited access to the code, issues with interpretation of the code, a lack of training on the codes, a lack of knowledge with regards to reporting procedures, a lack of enforcement of the codes, and pressure from teacher unions hinder effective implementation of the code of conduct (Van Nuland & Khandelwal, 2006:20). Corruption and lack of transparency in social, economic, political, administrative, and institutional departments also contribute to the ineffectiveness of the codes of ethics and codes of conduct (Van Nuland & Khandelwal, 2006:84). Therefore, the authors suggest a phased-in implementation and communication plan to spread awareness of the code. University of Queensland (2016) also stated in their code of ethics, that planning on how to communicate the code to the relevant parties should be considered when establishing a code of ethics. A code of ethics has no value if the stakeholders, including the students of the university, are unaware of or do not understand the code and it should therefore be included in the ITE coursework (Van Nuland & Khandelwal, 2006:26 & 158; Delgado-Alemany et al., 2020).

Braxton & Bayer (2004) suggest multiple key points to implement a code of conduct for faculty staff, however, some of these key points can also be applied for the implementation of a code of conduct for PST's to ensure that they adopt the code. These include: a record should be kept of incidents and misconduct; a committee should be appointed to consider and address all reports of misconduct; the committee should protect the reporter and the alleged perpetrator; the procedures that the committee follow should be stipulated in the universities manuals; PSTs should be given the chance to rate the code of conduct and reflect on the norms included in the code of conduct; each incident should be handled transparently; the academic department should produce a code of conduct to address concerns and complaints about TP while honouring the confidentiality of all parties involved; The students' Professional Practice module should include a description of the norms included in the code of conduct as well as the procedure that should be followed to report incidents (Braxton & Bayer, 2004).

Van Nuland (2009:49-50) also suggests six possible ways that a code of conduct can be rolled out to educators. Firstly, the government should decide on legislation that stipulates the duties and rights of educators. Secondly, the government and teachers' associations must reach an agreement on legislation. Thirdly, the educators must register at a registration and certification board (e.g. SACE in South Africa) which stipulates the ethical standards for their members. Fourth, teacher unions should be responsible to institute the code of conduct. Fifth, teacher

organizations should be responsible for the development and execution of a code of conduct. Sixth, a generic code of conduct should be developed and applied by various stakeholders for uniformity. These guidelines should also be considered when implementing a code of ethics or code of conduct for TP as the involvement of multiple role players and a single code of ethics and/or code of conduct might enhance all role players' willingness to adopt the code. Braxton & Bayer (2004) further stress the importance of having a code of conduct approved by the faculty board for it to be legitimate. Even if PSTs sign a behaviour code when starting TP, the credibility may be jeopardised and role players may disregard the code if it had not been approved by the faculty board or institution.

Van Nuland & Khandelwal further suggest that an assessment should be set up, with the help of educators, to determine whether educators accomplished the ethical standards in the code of conduct. All educators should be made aware of the protocol for reporting ethical dilemmas and these reports must be addressed by the government departments or teacher regulatory bodies to work effectively (Van Nuland & Khandelwal, 2006:158). Finally, a protocol for continuous revision of the code should be established to inhibit educators from abusing the code to serve their own interests (Van Nuland & Khandelwal, 2006:27, 79). This highlights the need of developing appropriate resources to inform all stakeholders in education, including the parents, of the standards of practice and ethics (Van Nuland & Khandelwal, 2006:79). Furthermore, the codes should be included in in-service teacher training courses, as well as ITE courses (Van Nuland & Khandelwal, 2006:20).

2.5 Ethics in education

Goodlad (1996:233) said: "Teaching is a profession laden with risk and responsibility that requires a great deal from those who enter it." Although ethics in education has received some attention in research, little research has been done on ethics for TP. Ethical misconduct of educators negatively affects teaching and learning and the overall quality of education. Furthermore, it may lead to universal and moral values not being transferred to learners (Van Nuland & Khandelwal, 2006:17-18 & 157). "Teacher quality does not only refer to academic qualifications and training stats; more importantly, it includes the professional commitments and ethical behaviour of the teacher." (Van Nuland & Khandelwal, 2006:83). Boon (2011:76) agrees with another bold statement: "Quality teachers are considered to be those individuals whose pedagogy is grounded in values and beliefs that lead to caring, positive teacher-student relationships, embedded in trust and high standards of professional ethics." Organizations (including Education Faculties/Schools/Colleges of universities) should act ethically to limit damage to society (Lau, 2010).

According to Sawhney (2015:1), teaching is among the most ethically demanding jobs. This agrees with the code of ethics from McGill University (2012) which stipulates that educators must be morally committed to improving learners' knowledge while caring for and respecting the individual learners. Ulvik et al. (2017) also describe teaching as a moral enterprise while Gluchmanova (2015:511) specifies that, due to the constantly changing environment in schools, all educators are required to reason and make continuous decisions to ensure respect towards everyone. Legislation can guide educators' decision-making, however, following legislation may not always lead to the decisions that are in the best interest of the learner. Kumar (2015) and Bucholz et al. (2007) agreed that educators are expected to make constant decisions about ethical dilemmas, and can do so by using the code of conduct as a guideline or by comparing the case to similar cases, to make the correct decision.

2.5.1 Teaching as an ethical practice

As discussed in §2.3.4 ethics and professionalism often overlap. Carr (2000:248) argues that a profession, such as education, is characterised by the fact that it has a code of conduct which stipulates what is regarded as good practice. Furthermore, professions have a set of ethical norms and principles at its core. This implies that teachers will act according to the norms and principles due to an internal conviction, rather than follow regulative conduct because it is expected of them (Carr, 2000:249). Carr (2006:177) explains that a teacher's behaviour should thus be grounded in their aspirations as well as their obligations. Carr (2000:251) is of the opinion that education is mainly concerned with fostering values and virtues in learners, rather that developing vocational and basic skills. This is done more effectively by the example set by the teacher, than teaching lessons on morals and values (Carr, 2006:178). Hansen (2002:202) emphasizes that the actions which teachers' model, such as talking to learners, teaching in their classrooms, volunteering, and serving on committees contributes to the development of values in these learners. This expectation to act as moral role models, while at the same time dealing with learners' negative emotions from poor social-cultural backgrounds can however cause a lot of stress for teachers and even burnout (Hansen, 2002:202). Teachers have a positive influence on other human beings (Hansen, 2017:8). However, it is not guaranteed that this is the teacher's values, as he/she can merely portray certain morals of values for the sake of setting an example. Furthermore, it must also be remembered that what is appropriate in one context, is not necessarily appropriate in another (Carr, 2006:178).

The question that arises is: "When is person considered to be a good teacher?" (Carr, 2006:171). First, the criteria for a good teacher should include efficiency and effectivity of their teaching as technical professional conduct (Carr, 2006:171). Secondly, the moral worth of the teacher's actions should be considered. Educators with excellent teaching skills should still not

be considered as good teachers if they have inappropriate moral standards and aspirations (Carr, 2006:172). Hansen (2017:19) agrees that whether a teacher is good, goes beyond being an effective teacher. Being a good teacher refers to the 'goodness' of the teacher. It includes a love for teaching, the school and education to the extent that they have dignity and respect for their job. Carr continues to emphasize that good teachers' professional and personal values are intertwined, and that their attitude and conduct (aretaic norms) are as important as their adherence to general professional principles (deontic norms) (Carr, 2006:172-173). Central values of teaching include treating all learners with respect, regardless of their social class, colour, or religion. Furthermore, it includes working the prescribed minimum hours, completing tasks provided by the principal or head of department and adhering to the rules of one's contract (Carr, 2006:1176). However, as explained in §2.3.4, teachers will sometimes have a duty to critically oppose these values to honour their duty of care (Carr, 2006:176).

Griffith (2013:221) explains that the Donaldson's Report describes a good teacher as one with complex skills and qualities, as well as professional judgement. Griffiths however cautions that this explanation lacks the importance of pedagogical relations in the ever-changing social-cultural contexts. Pedagogical relations include 'dyadic' relations, which refers to ethical care for an individual learner, independent of learning. 'Associational' relations refer to the relationships that arise in the group of learners by inclusion of learners from various contexts (Griffiths, 2014:225-226). 'Instrumental' relations refer to the way in which the teacher creates a classroom environment to foster learning for all learners, including those who do not want to learn. 'Subject-based' relations on the other hand refers to the relations that are formed between the teacher and learners, as well as between the learners, while the teacher and learners are engaged in subject matter (Griffiths, 2013:227-228). These relations are however also influenced by political and socio-cultural contexts (Griffiths, 2013:229).

Teaching happens in various social-cultural contexts that are changing continuously (Griffiths, 2013:221). Teaching is thus ethically complex (Orchard, Heilbronn, & Winstanley, 2016:55). Ethical issues can arise due to political and socio-cultural factors such as racism, gender, social class, sexuality, disability, religion and ethnicity of either the learners or the teacher (Griffiths, 2013:230 & 232). These factors also influence ethically acceptable everyday practices of the teacher in the classroom such as greeting, humour, dress and use of voice (Griffiths, 2013:231). These issues are furthered by globalization and technology which affects the teachers' pedagogies (Griffiths, 2013:233). Education should focus on developing learners for post-school vocations which may vary between learners (Carr, 2000:264). An ethical teacher should thus adapt his/her teaching according to these factors.

Carr (2000:261) cautions that a moral code does not ensure that people will act ethically. Care should be taken not to over-emphasize deontological viewpoints by providing fixed rules and principles (e.g. a strict code of conduct) and ignoring judgement and sensibility (Carr,

2000:256). While teaching as a profession is built on certain universal rules, the fact that it is a profession implies that teachers have a moral rather than a contractual obligation to act ethical and professional (Carr, 2006:173). Difficulties however arise as people who come from various cultural backgrounds and consequently have different views on what is acceptable values for education (Carr, 2000:252). Teachers can also have the same major values and principles yet disagree on the way it should be implemented (Carr, 2006:175). Furthermore, time and place need to be considered. What is acceptable and works in certain schools, may not be the case in other schools, or what worked one year with one group of learners may not work the next year (Carr, 2006:175; Griffiths, 2013:233). This raises a question on the usefulness of ethical codes and professional standards or codes of conduct (Carr, 2006:175). Hansen, (2017:8 & 20) warns that education policies that focus on accountability rather than the moral, social, and intellectual may threaten moral and intellectual integrity of teachers. Carr (2006:176) suggest that codes of ethics and codes of conduct should provide broad general categories of professionalism, values, responsibilities, and expertise to allow interpretation thereof. Furthermore, PSTs need to be prepared to reflect critically on ethical dilemmas to make decisions, rather than blindly following a fixed code. Griffiths (2013:235) agrees that self-reflection is critical for continuous professional development of teachers to ensure that they adapt to changes over time and continue to teach and act ethically.

Teachers make ethical decisions daily due to freedom of choice, ranging from whether the content they teach is good to everyday actions they take in class, and although it seems straightforward to distinguish good and bad, it is not always the case (Carr, 2000:254; Orchard, Heilbronn, & Winstanley, 2016:43). Furthermore, each ethical dilemma that a teacher encounters will be unique. Consequently teachers need professional development that focuses on their personal qualities, knowledge, and understanding that will help them to address ethical dilemmas (Orchard, Heilbronn, & Winstanley, 2016:43) above and beyond a code of ethics or code of conduct. The authors suggest that the use of Philosophy for Teachers (P4T) can be used to prepare teachers to address these challenges. P4T requires PSTs and in-service teachers to take time away from the work environment to critically reflect on real experiences. These reflection sessions however need to be facilitated by a skilled professional, but has proven to be fruitful in developing teachers ethical reasoning (Orchard, Heilbronn, & Winstanley, 2016:56-57).

2.5.2 Ethical dilemmas in education

Ethical behaviour is of utmost importance for educators and learners as unethical behaviour can damage teacher-learner and educator-educator relationships (Bucholz et al., 2007). According to Bergman (2013), education teaches values, above and beyond teaching content to learners.

According to Kruea-In & Kruea-In (2015:989), teachers face ethical dilemmas with regards to learners, parents, colleagues, and school administrators. Gluchmanova (2015) referred to early research (Billings, 1990 in Gluchmanova, 2015) which highlighted unethical practices in teaching such as degrading learners' human dignity, favouring boys over girls, or favouring learners with influential parents. Corporal punishment and verbal aggression also have negative consequences on human dignity (Gluchmanova, 2015:512). Other ethical dilemmas in education include alcohol, drug, and pornography-related dilemmas (Strike, 2003). Sabbagh (2009:664) adds that decisions with regards to punishment, skills learned, and development of potential may have ethical implications. Bucholz et al. (2007:62-64) identify expectations of learners with special needs, the use of medication, discussing colleagues, and religion as other possible ethical dilemmas. More ethical dilemmas in education include inappropriate allocation of resources, discussion of learners, and inappropriate behaviour by colleagues (Shapira-Lishchinsky, 2010). Murphy, Pinnegar & Pinnegar (2011) add that relationships between learners and educators often lead to ethical dilemmas. Murphy et al. stress the importance of student-lecturer and lecturer-lecturer relationships acting as an example of what is expected from learner-educator relationships.

Ethical dilemmas further include choosing curriculum content and defining classroom rules (Donahue, 1999). Boon & Maxwell (2016:1) add pedagogical practices, assessment, and evaluation to the list, of which cheating, to enhance learners' marks, seems to be a common issue (Strike, 2003; Bucholz et al., 2007). Kruea-In & Kruea-In (2015) also found that although educators are aware that it is unethical to adapt grades, the majority still do this to avoid confrontation with parents. They concluded that although teachers are ethically aware a code of conduct will not necessarily ensure ethical behaviour. Davids (2016:2) believes that 'practices of deliberation, belonging, and inclusion' might have a bigger influence on the development of ethical judgement of educators than following a code of ethics or code of conduct, presented by SACE. Ethics policies should be renewed constantly by engaging educators in debate and reflection on ethical norms that should form part of the ethics policies. This will facilitate educators' acceptance of ownership of these policies and they will ultimately see themselves as belonging to the group (Davids, 2016:7&9). It should however be recognised that educators' social locations and previous experiences influence their ethical values and judgements (Davids, 2016:9).

Orchard & Davids (2019:3-4) point out that unethical behaviour of educators in South Africa seems to occur more frequently. According to the authors, this behaviour includes absence or lack of punctuality, not teaching during teaching time, financial misconduct, cheating with

assessments, unethical relationships with learners, and involvement in violence at school. Most of the misconduct or unethical conduct cases reported to SACE are related to sexual misconduct, corporal punishment, and assault. Other cases included negligence, the use of improper language, verbal abuse, victimization, harassment, defamation, improper conduct such as alcohol use, fraud, theft and financial misconduct, racial remarks, intimidation and murder, and no jurisdiction (SACE, 2020a:19 & 38). Not all unethical conduct occurs with learners. Unethical conduct such as assault of colleagues and submission of fraudulent qualifications by educators also occurs. SACE also reports that many occurrences of unethical conduct are not reported since the witness and the perpetrator are friends (SACE, 2020a:36). Other issues in South Africa are that cases of unethical conduct remain unresolved due to parents or legal guardians prohibiting their children to testify, or complaints were anonymous and "without substance and or directions" (SACE, 2020a:40). Cases often roll over to the following years due to the limited availability of panellists to serve all nine provinces (SACE, 2020a:42). Various dimensions of violence in schools can also be linked to ethical dilemmas and should be considered when a code of ethics and especially a code of conduct is written for TP. The dimensions include learner on learner, educator on learners, learner on educator, educator on educator, and external people on educator violence (SACE, 2021:17). The types of violence within these dimensions include assault and fighting, bullying, cyberbullying, corporal punishment, xenophobia, homophobia, sexual and gender based violence, and gang related violence (SACE, 2021:18).

Shapira-Lishchinsky (2010) grouped ethical dilemmas experienced by in-service teachers into five categories which should be considered with the categories identified by SACE when establishing a code of ethics and a code of conduct, namely, "Caring climate vs formal climate" includes dilemmas with regards to familiarity with rules, relationships with learners, flexibility and giving second chances. "Distributive justice vs school standards" has to do with following one's conscience. This sometimes means acting professionally instead of ethically or vice versa, to abide by laws. "Confidentiality vs school norms" refers to acting under the school's rules. "Loyalty to colleagues' vs school norms" refers to the consideration of a colleague's interests and whether superiors are notified of dilemmas or feelings. The last category "Family agenda vs educational standards" refers to allowing parents to undermine or influence the professional autonomy of the teacher, but also receiving support from outside the school (Shapira-Lishchinsky, 2010:4). It is important to determine whether the same categories of ethical dilemmas experienced by in-service teachers are also experienced by South African PSTs (§3.5.1.2). However, due to the unique nature of TP, it can be expected that not all categories of ethical dilemmas experienced by in-service teachers and PSTs will be the same.

2.5.3 Educators' ethical awareness

Educators are expected to be ethically aware. According to Lau (2010:569), being ethically aware is the ability to recognize ethical dilemmas that are in contrast with ethics policies or may negatively affect others. French-Lee & Dooley (2015:383) note that individual educators have different understandings of ethics and that these understandings change over time. Kumar (2015) points out that teacher education programs do not place enough emphasis on ethics education. According to French-Lee & Dooley (2015:383), novice teachers are often unsure what qualifies as ethical dilemmas and how to analyse these dilemmas. Furthermore, even if they are aware of the existence of codes of ethics, they do not know how to apply them. Professional development is therefore a necessity to improve educators' ability to analyse and evaluate various solutions for ethical dilemmas by taking into account the existing principles and rules (Lau, 2010:569). Lau (2010:581) concluded that ethics education improves students "ethical awareness, sensitivity, and reasoning", allowing them to make better ethical decisions.

Warnick & Silverman (2011:278) point out that there is a lack of ethics frameworks, exclusive to education. This is in agreement with Sabbagh (2009:667) who stated that little attention has been given to compiling codes of conduct for educators. The majority of attention is given to identifying moral values, although moral values cannot be forced on educators. Walters et al. (2017:387) argue that ethics in education can be offered as a professional code of practice to address both moral values development and knowledge of a code of conduct, to form professional educators who act ethically. Gunzenhauser (2012:126-127) mentions three principles to be a professional educator; First, the educator should have a philosophy of education but take into account those with a different philosophy. Second, it is important to exercise ethical and professional judgement to achieve justifiable educational outcomes. Third, ethics in education implies that equal education is provided to all students. Therefore, language and cultural norms should be considered when teaching. The cultural norms should be integrated into the daily learning experiences (Gluchmanova, 2015:511).

2.5.4 Ethics management in education

In Australia, the codes of ethics and codes of conduct for management of ethics in education are written by the professional regulatory body, the VIT, where educators register (Forster, 2012). Teacher regulatory bodies are important stakeholders in the field of education, however, when compared to regulatory bodies in other fields it is a rather new occurrence (Armytage, 2017:ix). The purpose of the regulatory bodies includes regulating teaching as a profession to ensure it is in the public's interest and ensuring ethical and professional standards for educators (Armytage, 2017:ix). The regulatory body acts as the voice of the educators and aims to promote transparency and accountability to the public with regards to child safety,

professional misconduct in schools, and general education regulation (Armytage, 2017:x). The VIT as a teacher regulatory body also declares the legislation that governs the educators and outlines disciplinary procedures (Armytage, 2017:xi). Membership of the VIT is seen as an equivalent to the Working With Children Check that other individuals who work with children have to sign to ensure child protection (Armytage, 2017). The regulatory body must also ensure the wellbeing and safety of the educators (Armytage, 2017).

The South African Council for Educators (SACE) is the professional council for teachers where in-service teachers in South Africa are expected to register. In South Africa, PSTs are occasionally awarded provisional registration with SACE (SACE, 2011:11). SACE has three objectives set out in the South African Council for Educators Act no.31 of 2000. One of these objectives includes: "to set, maintain and protect ethical and professional standards for educators employing the functioning of the council" (South Africa, 2011:3). The Act highlights that no teacher may be employed without a SACE registration (South Africa, 2011), therefore, theoretically speaking, binding all educators to the code of ethics. The Act states that anyone who violates the SACE Code of Professional Ethics may be removed from the register of educators (South Africa, 2011:13). The 2018 SACE report showed that many in-service teachers registered with SACE from November 2017 to March 2018, however, many are still unregistered. In 2011 the SACE Report suggested that the code of professional ethics should be revised at the end of each financial year to enhance ethics procedures (SACE, 2011:31). Incident reports on ethical dilemmas and input from various stakeholders should be considered when the policies are revised (SACE, 2021:50). The SACE code of professional ethics was however not reviewed in the 2019/2020 financial year (SACE, 2020a:39). SACE used various strategies to inform educators of the code of ethics (SACE, 2011:32). The communication of codes through various strategies was highlighted as a possible reason for the variation in understanding in Australia (Forster, 2012:4). BRIDGE is a South African organization that aims to promote collaboration between educational stakeholers by forming communities of practice. The 'Pre-service Teacher Development CoP' also highlighted that SACE needs to own its responsibility as a professional body (BRIDGE, 2017). SACE has partly accepted this responsibility as it aims to work with the DBE and provincial education departments to ensure that in-service teachers, who have been removed from the SACE register, are not employed in other provinces, districts, or circuits. If an educator is involved with a case against a minor, SACE will also send the name to the Department of Social Development's National Child Protection Register (SACE, 2018:13). SACE is also prioritizing sexual violence harassment cases in schools (SACE, 2018:13-14).

Educators fall victim to ethical misconduct. However, the rights of the educator must always be balanced with the right of the child not to be abused (SACE, 2020a:36). Any professional, working in a school or related institution, who witnesses illegal and unethical conduct of educators must report it to the child protection organisation or provincial department of social development if it is in the best interest of the child. The community, parents, school children, and the teaching community are urged to report unethical conduct to protect learners and the integrity of the teaching profession (SACE, 2020a:36). The SACE legal and ethics department investigates and report on every complaint that is received (SACE, 2020a:36). The Ethics Committee may refer the case to a relevant authority, mediate the case or send an advisory letter to the perpetrator (SACE, 2020a:17). If the educator is found guilty it may result in the removal of his/her name from the 'roll of educators' and may also be placed on the register of persons declared unfit to work with children (SACE, 2020a:17). Appeals are granted in cases where educators feel wronged by the outcome (SACE, 2020a:20). Cases are generally handled on a first in-first out basis, however serious cases such as sexual misconduct and corporal punishment receive preference (SACE, 2020a:35).

A code of ethics or a code of conduct can be used to address ethics in education. Walters et al. (2017) point out that professional codes of conduct can be found in teaching, internationally. They point out that various teaching councils have a code of conduct that describes ethical behaviour and its underpinning values. Boon (2011) warns that it should not be presumed that performance pay will ensure quality teachers. The integrated quality management system (IQMS) in South Africa can therefore not be considered as a tool to ensure ethical behaviour. Ethics in education is currently managed through processes of "teacher registration, certification, de-certification, competence, and the determination of competence" (Van Nuland, 2009:25). These processes are implemented by teacher organizations such as SACE in South Africa. Van Nuland (2009) argues that teacher organizations should do more to improve ethics in education through discussions and promotion of ethics. To improve ethics in teaching it is important to have specific rules and regulations (conduct) but also raise awareness of potential ethical dilemmas in education (Van Nuland, 2009). It seems that SACE recently launched attempts to improve in-service teachers' awareness of ethics codes and practices (SACE, 2018). Van Nuland (2009) also explains that codes of ethics or codes of conduct must be easy to understand and implement to be successful.

Educators tend to use school policies (which may include a code of conduct) and prior experience to resolve ethical dilemmas, rather than using codes of ethics (French-Lee & Dooley, 2015). French-Lee & Dooley (2015) found that the only instance in which educators were willing to make decisions in contrast with the school policy, was when it involved the

safety of the learners. This highlights the importance of a code of ethics that can guide educators to make ethical decisions in instances where a code of conduct does not lead to a favourable outcome for the learners. Through focus group discussions educators realized that a code of conduct is not always consistent with a code of ethics and that ethical decisions are sometimes exceptions to the code of conduct (French-Lee & Dooley, 2015:382). However, French-Lee & Dooley (2015) found that educators also require a code of conduct to guide them.

When enforcing a code of conduct, it is, however, important to remember that professional practice is context-specific, in other words, the same actions are not necessarily ethical in two different situations, emphasizing the importance of using personal judgement when applying rules (Walters et al., 2017:387). Ethics could therefore be managed through professional accountability. Forster (2012:6) suggests that colleagues should observe each other and make occasional threats about taking disciplinary steps to ensure that they act morally acceptable. French-Lee & Dooley (2015:383) found that focus groups where educators discussed ethics helped to improve their ethical reasoning and use of a code of ethics to resolve ethical dilemmas. Kruea-In & Kruea-In (2015:990) propose meetings between educators to compare various options to resolve possible ethical dilemmas. Shapira-Lishchinsky (2010) found that teachers who have experienced ethical dilemmas formed various principles to handle similar situations more ethically in the future. These principles included being familiar with the rules to make informed decisions (Shapira-Lishchinsky, 2010:1). Another aspect of ethics management in education is reporting procedures. Principals and heads of entities are mandatory reporters under the Australian 'Reportable Conduct Scheme'. Reporting procedures must however be put in place for when PSTs experience ethical dilemmas as they are not necessarily mandatory reporters (Armytage, 2017:xiv).

2.6 Ethics in teaching practice

There may be many similarities in the ethical practices and policies of in-service and pre-service teachers. However, a Canadian study identified that using the same code for PSTs as for in-service teachers, may not be appropriate for PSTs with no experience (Van Nuland & Khandelwal, 2006:75). It should be acknowledged that PSTs have a unique role as educators.

The Minimum Requirements for Teacher Education Qualifications (MRTEQ) (South Africa, 2015) stipulates that PSTs have to participate in Work-integrated learning (WIL) during their initial teacher education (ITE). WIL can refer to the observation of in-service teachers, as well as the preparation and presentation of lessons to learn from and in practice. TP is seen as a necessity in learning to teach (South Africa, 2015). The MRTEQ stipulates that TP be used at

schools and ensures the development of mutually beneficial partnerships with these schools. The document further highlights the importance of ensuring that TP is structured, PSTs are supervised, and that it forms part of the official curriculum. The 'South African Plan for Teacher Development 2011-2025' also emphasizes WIL through teaching schools and professional practice. This action plan requires universities to form a database of schools for TP and to build relationships with these schools (Withers, 2011). This South African Plan for Teacher Development 2011-2025 does however not stipulate anything about the ethical requirements for TP. The database should aim to encourage PSTs to choose schools that are not similar in culture and model of teaching to the types of schools they attended. This is important to allow PSTs to gain experience in social contexts, and in dealing with the various ethical dimensions that are presented in different socio-economic school contexts and the cultural diversity in South Africa (Orchard & Davids, 2019:8-9; PrimTEd, 2019:30).

2.6.1 Ethical dilemmas in teaching practice

During TP, PSTs are vulnerable to many possible ethical dilemmas. A major source of ethical dilemmas In South Africa in TP is a lack of mentorship and poor examples of ethical behaviour presented by mentor teachers (South Africa. Ministerial Committee on Teacher Education, 2005; Tobias & Boon, 2010; PrimTEd, 2019). There is a general lack of mentoring due to the high workload of in-service teachers and education lecturers (South Africa. Ministerial Committee on Teacher Education, 2005). The first essential feature for practice-based learning is modelling. Mentor teachers are expected to model ethical behaviour and decision making in addition to good subject didactics to PSTs (PrimTEd, 2019:37). PSTs observing unethical behaviour of in-service teachers is another cause of PSTs acting unethically (Tobias & Boon, 2010:1).

Woody (2008:39) claims that universities should use codes of ethics and code of conduct as guidance to address ethical dilemmas. He also points out that these ethics codes must be in line with legislation. Universities often do not see the need for a code of conduct on TP as ethical dilemmas in this department are rare (Braxton & Bayer, 2004). Having a code of ethics and code of conduct is of utmost importance as it will shed light on the previous moral dilemmas of TP (Warnick & Silverman, 2011:274). Warnick & Silverman (2011:274) also claim that most PSTs do not consider the moral consequences of their actions until they engage with the code of conduct.

Early research (Donahue, 1999) identified that PSTs experience ethical dilemmas during their TP. These dilemmas specifically include how they should address and include learners from

various social backgrounds. McDonough (2015) also pointed out that TP is a very challenging aspect for all supervising staff, due to the potential for ethical dilemmas. All university TP lecturers involved in PST assessment must be trained in the expectations of the PSTs to ensure validity, reliability, and adherence to ethical guidelines (PrimTEd, 2019: 42-43). These dilemmas also occur when competing values and options arise, demanding decisions from the PSTs (McDonough, 2015). Donahue (1999) proposed that PSTs must be prepared for these moral and political dilemmas during their ITE. McDonough stresses the importance of reflection as the key to understand the practice. She, therefore, proposes that universities with ITE courses should use ethical mapping to ensure PSTs reflect critically on their TP experience. Johns (2013) identifies the following steps for ethical mapping: discern the dilemma; examine the perspectives of all parties, including one's own; probe the possible solutions to find the one in the best interest of all parties; examine possible conflicts and how to resolve it; scrutinize the power relationships and determine who has authority to make decisions (Johns, 2013:65). The use of ethical mapping therefore makes it possible to identify various perspectives and contextual elements that lead to ethical dilemmas. This will allow the PSTs to explore all contributing factors to determine the best possible solution (McDonough, 2015). Ethical mapping ensures that PSTs do not only know what decision they are going with, but also all the possible tension that may be caused by their decision (McDonough, 2015).

PSTs experience a unique set of ethical dilemmas. Boon (2011:83) warns that ethical dilemmas can lead to stress and dissatisfaction with the teaching profession. Not addressing the specific ethical dilemmas experienced by PSTs could therefore lead to PSTs not finishing their teaching degrees, or not taking up the profession of teaching upon achieving their degrees. Bullying was one ethical issue that was reported by PSTs in a study by Boon. This included PSTs being bullied and PSTs being bullies. Other ethical issues that were reported were PSTs not preparing for lessons and not doing the work that is required of them (Boon, 2011:83). Woody agrees that competence is one of the key areas that can lead to ethical dilemmas during TP. Competence refers to subject knowledge, teaching methods, and teaching techniques used to teach content properly (Woody, 2008). Fair treatment of learners at the school, informed consent, and confidentiality are other aspects that can lead to ethical dilemmas (Woody, 2008:40). In line with the POPIA act, PSTs must be very cautious that the information they reveal with regards to the school and learners of the school protects their privacy and interests (POPIA, 2021). Other issues that were raised were the teaching of sensitive curriculum content, being dishonest about assessment results, cultural intolerance, and non-inclusive practices. Other dilemmas were inappropriate relationships between PSTs and learners; inappropriate relationships between PSTs and in-service teachers; sexual harassment of in-service teachers by PSTs; sexual harassment of PSTs by principals; PSTs

behaviour in public places; PSTs using learners' electronic devices to look at pornographic material; PSTs' swearing (Woody, 2008; Boon, 2011). Ulvik et al. (2017) agree that educators must be vigilant about the content they teach, their interactions with others, the learning experiences they offer, as well as their own actions. Other issues that PSTs reported include the following; a lack of supervision and guidance (through feedback) from mentor teachers during TP, poor classroom management abilities as well as poor lesson planning and resource-making abilities (Heeralal & Bayaga, 2011; Ulla, 2016). PSTs in Ulla's study emphasized the need for orientation and opportunities to practice in class before going on actual TP to address the difficulties they encounter.

McDonough (2015:151) believes that it is important for PSTs to be able to raise issues with their mentor teachers. Ulvik et al. (2017:248) agree that PSTs need to discuss ethical dilemmas with in-service teachers who are positive ethical role models. The mentor teacher must feel secure enough to discuss ethical dilemmas with the PST. One cause of ethical dilemmas that came to the fore in McDonough's study is the lack of formal guidelines and mentor teacher training of the in-service teachers at the schools who work directly with the PSTs. The improvement of ethics in TP relies on feedback. Feedback is currently received through Google forms, reporting templates, and face-to-face feedback from PSTs, principals, and TPCs (BRIDGE, 2018:1).

2.6.2 Organization of teaching practice to enhance ethical conduct of role players

It is observed that universities tend to have a list of schools that they use for TP, which they developed over time. The Initial Teacher Education Community of Practice (ITE-CoP) aimed to identify what criteria universities apply to set up this list. The criteria that the ITE-CoP identified include: 'School functionality', 'Attitudes of the school to hosting WIL', 'Finance and planning for WIL', and 'Partnerships for WIL' (BRIDGE, 2019:2-4). School functionality includes looking at the safety of PSTs and the high academic performance of schools. Caution should however be used because although PSTs need to gain insight into functional schools, they might also need experience of dysfunctional schools. The attitudes of the school refer to whether the school is willing to host PSTs for TP. The report highlights the issue that the Department of Higher Education and Training (DHET) and DBE do not enforce schools to host PSTs. A lack of mentorship, teacher fatigue from too much mentoring, poor school leadership, and schools using PSTs as cheap labour are factors that need to be considered here. Under the finance and planning criteria, proximity is the main issue, as TP has a financial implication for PSTs and the university who must send out assessors (BRIDGE, 2019:3). The final consideration on partnerships for TP highlights issues of universities competing for TP spaces. There is a call for collaboration between universities in this regard. The BRIDGE report

however states that CPUT, UCT, and US in the Western Cape have a partnership addressing this issue and that NWU was leading a consortium of seven universities to collaborate on aspects of TP, an issue that should be revisited (BRIDGE, 2019).

The ITE-CoP also enquired how the universities aim to ensure that principals prepare their schools and educators for TP. The principal and school management team has a strong impact on educator professionalism of their school. The principal and staff must take accountability for supporting PSTs during their TP (BRIDGE, 2019). South African Universities utilize the following tactics: A generic letter is sent to the schools before TP. TP guidelines are included in the PSTs teaching practice handbook (TP-handbook) and must be signed by the principal. Training workshops are presented for school-based mentors and lecturers. A meeting is held with principals/heads of Departments (HODs)/academic heads after TP to discuss challenges and future TP. Stakeholder meetings are held with principals, SACE, and the DBE. Placement arrangements are made through sit-down meetings where possible. A guideline document is provided to schools and university supervisors. Relationships are built with schools regarding opportunities outside of TP and supervisors are encouraged to build relationships with schools (BRIDGE, 2019).

Another aspect investigated by the ITE-CoP was how the universities prepare students for TP. It is generally agreed by South African universities that PSTs are provided with guidelines for TP in their course materials but that they do not take note of this information. Methods followed by universities to prepare the PSTs, therefore, include: sessions with the PSTs where administration and academic procedure regarding TP are discussed; prescribing TP procedures in the course material and providing tutorial letters; and role-plays are used to portray certain aspects, such as professional conduct of TP (BRIDGE, 2019). The schools are also obliged to introduce PSTs to the school policies and procedures. Another aspect that needs to be addressed is the grey areas with regards to cultural and religious beliefs, which sometimes create dilemmas during TP and force the university to step in (BRIDGE, 2019:5).

2.7 Policies to enhance ethical practices in teaching practice

Many countries form professional codes of conduct as an attempt to address educators' unethical conduct. These codes are anchored in ethical standards which all educators are expected to follow. The codes act as self-disciplinary guidelines for educators and confidence in education (Van Nuland & Khandelwal, 2006:18). A thorough literature search was conducted by the researcher to find codes of ethics or codes of conduct that are publicly available for universities, governments, and teacher associations. Policies of international universities and

South African universities were used to identify good practices and enlarge the selection of points that should be considered for inclusion in a code of ethics.

2.7.1 International codes of ethics and codes of conduct for education

Bucholz et al., (2007) identified the Council for Exceptional Children's (CEC) 'Code of Ethics' and the NEA 'Code of Ethics for Educators' as informative codes of ethics that can guide educators in making informed decisions. Although a code of ethics does not provide the educator with a single right answer it can help the educator to make a correct decision as they can refer to certain principles in a code of ethics when they have to work out a suitable solution for an ethical dilemma (Bucholz et al., 2007). Although these codes of ethics were written for special education, several principles apply to all education sectors.

The CEC code of ethics (CEC, 2015) states that educators are expected to maintain high expectations of all learners, make professional decisions that will benefit the learners and their families, as well as build trusting and respectful relationships with families of learners. Educators are also expected to ensure the physical and psychological safety of learners and refrain from any form of practice that is harmful to the learners. This code also expects educators to abide by the laws, rules, regulations, and policies as well as continuously improve their knowledge and pedagogy (CEC, 2015:1). The NEA principles (NEA, 2019) have two principles. According to the principle of "commitment to the student" the teacher must not withhold learners from learning; allow students to have their own point of view; not conceal subject information necessary for student progress; protect students with regards to health and safety; discourage embarrassment of learners; not discriminate against learners on any grounds; not form a private relationship with learners; and not disclose information about a student, unless it is for professional purposes (NEA, 2019). According to the principle "commitment to the profession" educators are not allowed to make false statements about colleagues or disclose information about them if it is not for a professional purpose. Educators are also prohibited to accept gifts that might influence their professional judgement (NEA, 2019).

Certain universities, such as University of Canberra in Australia have a TP guide for PSTs. This guide provides a list of the duties that the PSTs are supposed to perform during their TP. It also contains a segment on 'The Australian Professional Standards for Teachers' document which emphasizes PSTs' ethical responsibilities, such as ethical and professional conduct, appropriate interaction with educators, students, and community members, and compliance with ethical and legal requirements (University of Canberra, 2018a:2-4). According to Boon & Maxwell (2016:2) the 'Australian Professional Standards for Teachers', which accredits

teacher programs in Australia, states what ethical attributes and qualities are expected from PSTs in the classroom and society.

The General Teaching Council for Scotland (GTCS) (GTCS, 2021) also provides valuable examples of codes of ethics and codes of conduct for teaching. They provide 'Professional Standards for Scotland's Teachers' which describes what it means to be a teacher in Scotland. The general Teaching Council for Scotland has different standards for provisional and full registration of teachers. PSTs are only expected to register provisionally at the end of their ITE (GTCS, 2021). They also include a professional standard for 'Career-Long Professional Learning' as well as various standards regarding leadership in schools. Another example of good practice is their 'Side by side comparison tool' which shows exactly what is expected of teachers on various levels, from PSTs who are provisionally registered, to principals who are head teachers. Furthermore, the GTCS also provide 'Professional Standards for Lecturers in Scotland's Colleges' (GTCS, 2021).

2.7.2 Codes of ethics and codes of conduct at international universities

The researcher also consulted codes of ethics and codes of conduct from international universities to determine what these universities include in these policies and protocols. Many of these policies were found to be from Australian universities. The VIT who is one of the regulatory institutes for teaching in Australia provides guiding policies for ethics in teaching. They have a code of ethics as well as a separate code of conduct. The code of conduct explains the common practice of teaching, seeks to promote adherence to values of teaching, guides conduct and assists educators in resolving ethical dilemmas ensures public accountability of teaching, and improves public trust in teaching (VIT, 2016:1). The Code of Conduct consists of three main sections: (1) Professional Conduct, with three sub-sections namely: "Relationships with learners", "Relationships with parents/carers, families and communities", and "Relationships with colleagues". (2) Personal Conduct. (3) Professional competence. The Code of Ethics on the other hand emphasizes the core values of integrity, respect, and responsibility that are expected to guide the conduct of all educators to maintain public accountability and ensure public trust in teaching (VIT, 2016:2-4).

Valuable aspects included in the code of conduct of University of Queensland's Professional Practice Handbook are sound professional knowledge, sound pedagogical knowledge, creating and maintaining a safe learning environment, appropriate feedback to learners, professional engagement, and reflection on personal practices (University of Queensland, 2016:4). Furthermore, PSTs are to comply with the school's policies for child protection, health and safety, and lawful directions from the supervising staff at the school. They must also act

professionally and meet the attendance requirements of the school (University of Queensland, 2016:5).

University of Western Sydney has a code of professional ethics that includes a section on "professional, ethical and legal" protocols (Western Sydney University, 2016:16). The protocols address: accidents during TP; the anti-discrimination legislation of the country; stereotyping; labelling; anti-discrimination against language and specific groups; child protection; communication with parents; concerns of PST about illegal or unethical requirements from schools; ethical conduct of PSTs; confidentiality; conflict of interest; language usage; informed consent; supervision of PSTs; negligence; physical contact; and PST conduct. The university has three policies to guide PSTs behaviour specifically during TP. These include a Code of Conduct, Academic Misconduct, and Non-academic Misconduct (Western Sydney University, 2016). The Child Protection Protocol must be followed by all PSTs as well as university staff involved in Professional Practice. Training on this protocol is a pre-requisite for TP and includes the steps to deal with the reporting of ethical dilemmas for in-service educators and PSTs (Western Sydney University, 2016:18-19). PSTs are regarded as employees while they do TP and therefore must comply with the Child and Young Persons (Care and Protection) Act of the country (Western Sydney University, 2016:19).

The Southern Cross University has a 'Professional Experience Requirements' policy that mimics a TP-handbook with a code of ethics and code of conduct included in the document. This policy states that PSTs have to ensure that they meet all the mandatory pre-requisites for TP, or else they may be withdrawn from TP (Southern Cross University, 2018:1). This policy includes general information on PST placements, 'conflict of interest', 'students with special needs', and 'attendance'. It stipulates PSTs responsibility to adhere to policies and procedures while they are conducting TP. In line with Western Sydney University, PSTs are required to complete the online 'Child Protection Awareness' module and submit 'child protection' forms to the Professional Experience Office, before they may conduct TP (Southern Cross University, 2018). The policy includes the implications in case a PST is accused of a legal matter regarding 'child protection', a 'code of conduct' that stipulates expectations to regulate PSTs' behaviour, and a list of other codes of conduct that the PSTs are expected to adhere to during TP (Southern Cross University, 2018). All PSTs are also obligated to complete online 'anaphylaxis training' every two years before they are allowed to attend TP and pass a 'Literacy and numeracy test for initial teacher education' before they are allowed to enrol for their first TP. Other aspects included, with their implications, are 'self-withdraw from placement', 'incident, accident and hazard', 'excursions', 'pre-service teachers at risk policy', 'exclusion', and 'support of your placement' (Southern Cross University, 2018).

Deakin University School of Education enforces its PSTs to adhere to the professional conduct, personal conduct, and professional competence set out in the VIT. The purpose of adhering to the code includes: "provide a set of principles which will guide teachers in their everyday conduct and assist them to solve ethical dilemmas; affirm the public accountability of the teaching profession; and promote public confidence in the teaching profession." (Deakin University School of Education, 2020). Additional requirements for their PSTs include: The PST must contact the TPC at the school a week before his/her TP starts and set up a meeting with the school and mentor teacher(s); discuss the logistics of TP with the mentor teacher on the first visit; act professionally at all times (appropriate dress and language, be punctual, leaving time agreed to); attend meetings, yard duty, school events, etc.; associate with other PSTs and in-service teachers; honour confidentiality and discretion in staff, PST and policy matters; acquire permission for use of car parking, photocopiers and library use; check on payment for refreshments provided (Deakin University School of Education, 2020). The school is also allowed to ask the PST to sign a privacy agreement. PSTs always need to be accompanied by a mentor teacher, as the PST has no legal status. PSTs must be cautious of the schools' policies and procedures with regard to harassment and consider their own behaviour. It is stipulated that PSTs are not mandatory reporters and must report to their mentor teachers, principals, or the TPC at the school (Deakin University School of Education, 2020). The Deakin University School of Education further has a policy "Your role and responsibilities during a placement" which outlines 'professional conduct', 'professional learning', as well as 'professional organization' which stipulates record keeping and reporting tasks (Deakin University School of Education, 2021).

University of Canberra in Australia also provides a guide for TP, containing a list of duties expected from PSTs during their TP. It also contains a section on 'The Australian Professional Standards for Teachers' document, highlighting PSTs ethical and professional conduct, appropriate interaction with educators, students, and community members, and adhering to ethical and legal requirements (University of Canberra, 2018a:2-4). Furthermore, University of Canberra also has a Professional Experience Policy which provides more in-depth detail on the administration regarding placements, expectations during TP placements, guidelines for assessments, a section on 'the duty of care' according to the Australian law, and the protocol for reporting of incidents that occur during TP (University of Canberra, 2018b:7).

The Victoria University in Melbourne has a formal WIL-Work-Based Placement Agreement Form (WIL-WPAF) that their students complete, together with attending a pre-placement interview before placement in TP (Victoria University, 2017). The first part of the WIL-WPAF is

the placement schedule and supervision requirements, while the second part provides the details of the agreement and has to be signed by the PST, a representative from the Placement Agency as well as a university Field Education Coordinator (Victoria University, 2017).

Good examples of ethics codes are also found at Canadian universities. Concordia University has a 'Code of ethics and professional conduct of student teachers' which includes a 'code of ethics' that stipulate the morals and values that are expected of PSTs, as well as the principles they are expected to follow (Concordia University, 2005). The 'professional conduct' section stipulates that professional conduct will be assessed through PSTs attitude and behaviour in academic and TP components of ITE; PSTs' responsibility to acquire the characteristics and gain the knowledge, understanding, and competence to graduate as a teacher (Concordia University, 2005:3). The policy includes academic as well as TP expectations and the protocol to be followed to log a TP-related complaint (Concordia University, 2005:7). McGill University has a 'Code of Professional Conduct: Code of Ethics for Student Teachers'. The code specifies the duties, rights, and responsibilities of PSTs, but also of faculty members and other educational partners in TP (McGill University, 2012). The guiding ethical principles that are included in their code are respect for human dignity and vulnerable persons, confidentiality and privacy, justice, the safety of students, existing ethics codes and professional standards, balancing harm and benefits, academic freedom and responsibilities, as well as ethics and law (McGill University, 2012).

The Western Governors University (WGU) in the USA, has a 'Teachers College Code of Ethics, Professional Behaviors and Dispositions' on their website, stipulating the professional and ethical dispositions that are expected from PSTs and in-service teachers (Western Governors University, 2018). The code includes guidelines for personal and professional conduct, as well as maintaining professional relationships (Western Governors University, 2018). The code states the remediation process in case of a PST violating the standards, and the assessment process of PSTs behaviour and dispositions. The code has six sub-sections namely: disposition standards, ethical conduct, the national code of conduct for education, the dispositions remediation process, the rights of the students, and the disciplinary actions and record-keeping process of disciplinary actions (Western Governors University, 2018).

2.7.3 South African codes of ethics and codes of conduct for education

In South Africa, professional teachers' organizations and Education Departments help to ensure that educators act ethically. Novice teachers are expected to portray competence, responsibility, and professionalism (South Africa, 2015). South Africa has various policies that aim to improve the ethical practices and professionalism of teachers (Kimathi & Rusznyak,

2018). These policies include The Roles of the Educator and Their Associated Competences (South Africa, 2000); The SACE Code of Professional Ethics (SACE, 2002); The criteria for performance evaluation of teachers in the Integrated Quality Management System (ELRC, 2013), and the Minimum Requirements of Teacher Education Qualifications (MRTEQ) (South Africa, 2015). In the following section, these and other South African stakeholder policies about ethics in teaching are discussed.

The Council on Higher Education's criteria for program accreditation stipulated four requirements for WIL which in the case of this research is TP. First, a learning contract stipulating the roles and responsibilities of the PST, mentors, and schools must be implemented. Second, effective communication and good working relationships must be maintained between the university, PSTs, mentors, and schools. Third, the university and the school are expected to have a system in place to monitor the PSTs' progress regularly. Finally, the system must aim to help the PST to discover his/her strengths and weaknesses as well as develop abilities and gain knowledge of teaching (Higher Education Quality Committee, 2004). The roles and responsibilities, as well as the relationships, can directly be linked to ethical and professional conduct. Assessment, as well as knowledge and skills development, can be linked to ethical practices during TP, consequently, policies should be screened for these criteria.

2.7.3.1 The Department of Basic Education

The following codes presented by the DBE can be linked to ethical behaviour, practices, and protocols:

a) The Roles of the Educator and Their Associated Competences

"The Roles of the Educator and Their Associated Competences" states the seven roles that each in-service teacher has to fulfil and can be found in the Norms and Standards for Educators (South Africa, 2000). According to this policy, ITE curriculums should be based on the roles of the educator and their associated competences, although tertiary education institutions have the freedom to design the curriculum in any way. The seven roles should be used to assess PSTs' competence at exit level for teaching degrees. All ITE programs should make PSTs aware of the seven roles, what they mean and how they must be portrayed in practice. The seven roles include: 'Learning mediator', 'Interpreter and designer of learning programs and materials', 'Leader, administrator and manager', 'Scholar, researcher and lifelong learner', 'Community, citizenship and pastoral role', 'Assessor', and 'Learning area/subject/discipline/phase specialist'. The seventh role, as the purpose of the qualification, determines how the other roles are integrated into the ITE curriculum (South Africa, 2000).

b) The Integrated Quality Management System

According to the DBE, The Integrated Quality Management System (IQMS) aims to evaluate quality teaching and curriculum delivery portrayed by school-level teachers and consequently prepare an environment for teacher development (Gina, 2014). The criteria for performance evaluation of teachers in the IQMS are used as a performance management system to develop teachers, determine salary increases, and serve as a basis for whole school development (ELRC, 2013). The IQMS was however labelled as a failure and the Quality Management System (QMS) was introduced as the replacement (Gina, 2014). Boon (2011) previously found that performance pay is an ineffective way to enhance ethics in education. The QMS system will aim to improve teaching and learning and restore the image of the teaching profession. This includes a variety of smaller goals, including motivated learners and teachers, effective principals who are leaders, schools being accountable to parents, and professional teachers with good subject knowledge (South Africa DBE, 2019). The QMS does not include evaluation of PSTs, nor is it clear whether the assessment criteria should be integrated into the ITE curriculum as is expected of the roles of the educator.

c) Personnel Administrative Measures

The Personnel Administrative Measures (PAM) refer to teaching, extra- and co-curricular, administrative, interaction with stakeholders, communication duties, and responsibilities of in-service teachers on various levels. The PAM does simulate a code of conduct for in-service teachers in the sense that it provides a list of activities that the teacher is expected to comply with. A section on the duties and responsibilities of PSTs is missing from the PAM, which should outline the main duties and responsibilities of teachers (South Africa, 2016).

2.7.3.2 The Department of Higher Education

According to Kimathi & Rusznyak (2018), a set of professional values for education will have meaning if it also forms part of ITE and continuous professional development.

a) The Minimum Requirements of Teacher Education Qualifications

The MRTEQ outlines the DHET's expectations of ITE programs to ensures that teachers are trained with a combination of didactical skills and subject knowledge. It indicates how ITE programs should be executed as well as what schools can expect from beginner teachers (South Africa, 2015). According to the MRTEQ, PSTs need to have authentic TP experiences where they are exposed to "the varied and contrasting contexts of schooling in South Africa" (South Africa, 2015:20). The MRTEQ also stresses that supervision, mentoring, and assessment go hand-in-hand with PSTs training (South Africa, 2015:20). It mandates that TP must take place in functional schools that aim to let their learners achieve their full potential

and are committed to supporting PSTs during their TP (South Africa, 2015:21). It stipulates that newly qualified educators should be able to teach ethically, evaluate accurately, and demonstrate principles and behaviour that promote social justice and avoid inequality (South Africa, 2015:64). The MRTEQ highlights the importance of disciplinary-, pedagogical-, practical-, fundamental-, and situational learning as necessary learning and knowledge for teaching degrees. Professional ethics and relationships between the PST and others are emphasized as specific subject knowledge that must be included in the ITE curriculum as part of disciplinary learning (South Africa, 2015:12). However, no reference is made to what should form part of the ITE ethics curriculum, or how ethics for TP should be executed.

Appendix C in the National Qualification Framework Act (67/2008) Revised policy on the Minimum Requirements for Teacher Education Qualifications (MRTEQ) is a list of all the basic competencies expected of a novice teacher and stipulates what should be included in the ITE curriculum (South Africa, 2015:64). Competencies that are linked to ethics include a positive work ethic, appropriate values, and conducting themselves in a manner that uplifts the teaching profession. It is however not stipulated what is regarded as positive work ethics, appropriate values, and good personal conduct, nor where such guidelines can be found. This raises the question of whether each university can decide on its guidelines for PST work ethics, values, and conduct. Other competencies that are expected include sound subject knowledge; subject-specific didactical skills; knowledge of how to cater for individual learners' learning; knowledge of effective general and subject-specific communication; sound literacy, numeracy and information technology skills; sound knowledge of unpacking the curriculum and using resources; consider the diversity amongst learners and identify and address learning and social problems through collaboration with other professionals; classroom management skills, knowledge of assessment and how to use assessment results to improve teaching and learning; ability to reflect critically on their practices (South Africa, 2015:64).

2.7.3.3 South African Council for Educators

Education in South Africa is regulated by the codes of conduct, stipulated by the teacher registration organization, SACE (Davids, 2016). Registration with SACE is a legal requirement for the teaching profession in South Africa and teachers can be suspended due to transgression of the SACE code of ethics (South Africa. Ministerial Committee on Teacher Education, 2005). Davids (2016:2), however, stresses that registration with SACE is often just seen as something that in-service teachers must do to be allowed to teach. According to the National Policy Framework for Teacher Education (South Africa. Department of Basic Education, 2007), SACE declared in 2006 that they will create an "Educator in Training" category where PSTs must register during their ITE, binding them to the SACE codes and

standards. However, the researcher was unable to locate such a policy document, registration form, or portal. The 2017-2021 SACE action plan again includes mandatory SACE registrations from the first year of study and enforcing PSTs to provide proof of clearance from the South African Police Services Criminal Record, Department of Social Development's Child protection register as well as Department of Justice's Sexual Offenders' Register (Mokgalane, 2018). The great number of unregistered in-service teachers and the apparent inability of SACE to act on this raises concerns for PST registrations (SACE, 2011; Davids, 2016:3). Furthermore, they seem to be unable to address and resolve the unethical behaviour of educators, which makes their ability to act as ethical regulators questionable (Davids, 2016).

SACE, however, aims to address some of these issues. The 2018 SACE report proposed a new information and communications technology (ICT) registration system, discontinuing on-the-spot registrations and introducing criteria for fitness-to-practice which includes a criminal record check, clearance from the department of social development Child Protection Register, and clearance from the Department of Justice and Constitutional Development's National Register of Sex Offenders. It further highlighted more involvement in Higher Education Institutions (HEI), no teacher registration without a graduation certificate, and a revised scope of registrations consisting of the 'main register' for qualified teachers, 'student teachers' register' for PSTs, and a 'special register' for educators, working with learners, without a professional teaching qualification (SACE, 2018:5-6;8). SACE planned to register PSTs provisionally for six years as from their first year of study (SACE, 2018:10-11). However, it is unclear when they aim to start this process as the 2020 report once again only mentioned the registration of final year students. The SACE presentation by Chiloane (2018) also only states that final year students are to register provisionally. This means that PSTs are not bound to the SACE codes in their first to the third year of study although they are involved in TP. Part of the 2015-2020 SACE strategic plan was to update and register all qualified educators. SACE launched an ICT (online) registration system in 2020, providing wider access to the registration platforms for qualified in-service teachers as well as PSTs, greatly increasing the number of registrations (SACE, 2020a:19). This confirms the success of online platforms to engage educators. Seven South African universities were part of the pilot system and their final year PSTs were invited to apply through the ICT portal (SACE, 2020a:30). To register with SACE, the PST or qualified educator needs to present police clearance. If applicants have a criminal record their application is handed over to the Legal and Ethics division who can further refer it to the 'fit to teach committee' to determine if they are fit to teach and allowed to register (SACE, 2020a:30-31). SACE reached out to several universities through face-to-face and virtual information sessions to improve the registration of PSTs. Certain universities received electronic communication regarding the registration of their final year PSTs and the required

police clearance (SACE, 2020a:31). This report continually refers to only final year PSTs registering with SACE.

a) SACE Code of Professional Ethics

Another goal of SACE is to set and maintain ethical standards and process complaints of misconduct (SACE, 2020a:19). SACE aims to achieve this by enforcing the 'SACE Code of Professional Ethics' (SACE, 2020a:20). The aim of SACE is not to punish educators, but rather to enforce ethical standards in the profession to motivate educators to take responsibility for their ethical practices (SACE, 2020a:38). Certain provinces have a culture of reporting professional misconduct and unethical conduct, while others do not. SACE, however, expects reporting to rise in all provinces due to a new protocol on reporting that was signed between SACE and the provincial Departments of Education (SACE, 2020a:37).

 "The SACE Code of Professional Ethics" acts as a code of conduct with statements of what educators in South Africa may and may not do (SACE, 2002). The code includes a definition, general, conduct, and disciplinary procedures section. The general section highlights that the criteria are applicable for all SACE registered and provisionally registered educators. Therefore, it may or may not include PSTs as many PSTs are unregistered. It also provides the general expectations of educators to educate learners, dedicate themselves to provide quality teaching, honour basic human rights, act professionally according to the code, and uphold the teaching profession (SACE, 2002). "The educator and the learner" section stipulates what is expected of educators' behaviour towards learners and closely resembles a code of conduct as the majority of statements included are regulatory and written in a prohibitive and permissive language, stipulating what teachers may not do as well as what is expected of them (SACE, 2002:4). Other sections include "the educator and the parent", "the educator and the community", and "the educator and his/her colleagues" which stipulates how the educator must uphold relationships with all role players (SACE, 2002:5). This closely resembles the sections of the VIT code of conduct (VIT, 2016:2-4). Another section, "the educator and the profession" addresses professional behaviour and obligations of educators as well as the South African statutes and regulations. "The educator and his or her employer" section outlines the educator's obligations towards the DBE (SACE, 2002:6). The final section "the educator and the council" stipulates the educator's responsibility to have knowledge of and comply with the code, inform and disclose information to the council in case of breaches of the code and compliance with educator registration procedures, disciplinary procedures and payment of compulsory fees (SACE, 2002:7). It is clear that SACE has a legalistic approach to dealing with ethics in education, rather than focusing on educators' identity and ethical judgement (Davids, 2016:1). Educators feel this approach is not effective as all dilemmas they

encounter cannot be solved through laws. Although certain ethical dilemmas are purely legal issues, such as corporal punishment, not all ethical dilemmas are that easy to address (Davids, 2016:1-2). Davids suggests that educators should have opportunities to share ethical dilemmas they experience at a policy-making level as this may encourage educators to take ownership of the policies, improving their effectiveness (Davids, 2016:7). Similarly, PSTs should have the opportunity to share their ethical dilemmas to influence ethics policies for TP.

The disciplinary procedure section describes the disciplinary process and appeals against the decision of the council (SACE, 2002). Although provisionally registered educators are also obligated to adhere to the code, the position of PSTs is still unclear, as not all PSTs are provisionally registered at SACE. Currently, PSTs apply for provisional registration in their final year of ITE and many of them are only awarded provisional registration towards the end of their final year. At this stage, the PST has already been placed at schools for TP multiple times during their B.Ed. degree. Another matter to note is that the section on 'investigation of alleged breaches of the code' stipulates that any person may lodge a complaint against an educator (SACE, 2002:8). It is however not clear if PSTs are obliged to report unethical behaviour as it is expected at University of Sydney and Southern Cross University, where PSTs must sign the Child Protection Protocol of the country before TP and act accordingly. Nor is it clear if it is expected that the PST report directly to the Council or follow a structure of reporting to the mentor teacher, principal, or TPC of the school as is seen in the code of Deakin University (§2.5.2). Another unclear aspect is whether complaints can be lodged at SACE against PSTs who breach the code and if it can, how the discrepancy between provisionally registered and unregistered PSTs will be addressed.

b) SACE Professional Teaching Standards for South Africa

As mentioned previously (§2.2.4) ethics and professionalism co-exist and sometimes overlap to guide towards making the right choice. The Commonwealth report demonstrates that ethics and conduct form part of professional standards (Gallie & Keevy, 2014). Therefore, the 'SACE Professional Teaching Standards for South Africa' must also be consulted when considering the components that have to be included in a policy framework for ethics in TP (SACE, 2017a). The draft 'Professional Teaching Standards' policy (SACE, 2017a) stipulated that the framework for professional standards has to be a collaborative effort. The draft document invited feedback from educators and other stakeholders to promote buy-in to and adoption of the standards (SACE, 2017b). The Professional Teaching Standards aim to "bring together the professional knowledge, classroom skills and the values that teachers draw on during their professional careers." SACE, (2017b:1), once again confirming the link between ethics and professionalism. The draft policy also introduced continuing professional teaching

development (CPTD) with specific standards that educators have to meet and to encourage lifelong learning for all educators (SACE, 2020a:8). The CPTD system requires educators to earn 150 points per three-year cycle to retain their registration with SACE (SACE, 2018:9-10). This is an attempt to improve professional and ethical teaching.

The Professional Teaching Standards policy was published in October 2020 (SACE, 2020b). Apart from a shift in the sequence of the Professional Teaching Standards, a few changes were also made in the semantics. Some of the sub-principles were grouped or split into separate sub-principles. A few of the sub-principles were explained to refine the expectation. The final Professional Teaching Standards include: (1) "Teaching is based on an ethical commitment to the learning and wellbeing of all learners". This standard refers to the importance of educators believing in the ability of learners to learn, considering contextual factors that influence how learners learn and having respect for diversity amongst learners (SACE, 2020b:8), (2) "Teachers collaborate with others to support teaching, learning and their professional development", (3) "Teachers support social justice and the redress of inequalities within their educational institutions and society more broadly", (4) "Teaching requires that well-managed and safe learning environments are created and maintained within reason", (5) "Teaching is fundamentally connected to teachers' understanding of the subject/s they teach", (6) "Teachers make thoughtful choices about their teaching that lead to learning goals for all learners", (7) "Teachers understand that language plays an important role in teaching and learning", (8) "Teachers are able to plan coherent sequences of learning experiences", (9) '"Teachers understand how their teaching methodologies are effectively applied" and (10) "Teaching involves monitoring and addressing learning" (SACE, 2020b:8-11). These standards are linked to underlying relationships (SACE, 2017a:5). The Professional Teaching Standards are related to the MRTEQ (SACE, 2017a:2; SACE, 2020a:60). The draft policy stated that the standards aim to govern the work of educators from TP in ITE up to retirement and that the Professional Teaching Standards will be considered when educators need to be licenced for practice or when PSTs need to be registered provisionally until they have graduated and completed the induction process of one year together with the required tasks to receive permanent licencing (SACE, 2017a:3). The 'Professional Teaching Standards' and the 'Teacher Professionalization Path' was planned for launching during the 2020/2021 financial year (SACE, 2020a:17). While the original plan was to gazette the Professional Teaching Standards, the decision has since been taken that Council will implement the standards directly in their authority as a self-regulatory professional body that is mandated to set and maintain ethical and professional standards (SACE, 2020a:59).

The proposed path for educator professionalism includes criteria for selection into ITE and standards for PSTs who are provisionally registered, although it is not stated what these criteria entail, nor what the standards are for PSTs (Chiloane, 2018). The 2018 SACE report also stressed the importance of establishing criteria for entry into ITE with the help of various stakeholders, to ensure that PSTs who are accepted into ITE programs have certain attributes and attitudes that are critical for educators (SACE, 2018:10). This would mean that PSTs must have certain pre-requisite knowledge and skills to be accepted for studying a B.Ed. degree. This report does however not provide the criteria. SACE also aims to become more involved in ITE by ensuring that ITE-curriculum content includes information on ethical teaching and the SACE Code of Professional Ethics, by provisionally registering all final year PSTs between April and October, verifying the results from the universities between November and January, and presenting printed registration certificates to the novice teachers at their graduation ceremonies (SACE, 2018:7). Once again, no mention is made of their previous aim to register all PSTs from their first year as they all engage in TP. SACE has become involved in certain higher education institutions (HEI) by hosting SACE days and giving SACE certificates at the graduation ceremonies. SACE has also started presenting sessions on the Code of Professional Ethics to educators and encouraging HEI to do to same to enhance ethics in teaching (SACE, 2018:14).

Codes of ethics and codes of conduct should be discipline-specific to resolve the possible ethical dilemmas that might arise in the specific field (Woody, 2008). As a result, universities, SACE, and the DBE must develop a code of ethics and code of conduct tailored to PSTs, as their possible dilemmas may differ from those faced by in-service teachers. PSTs, educators, and education lecturers must form part of the decisions of what standards should be included in a code that they are expected to follow (Kimathi & Rusznyak, 2018). Kimathi and Rusznyak further stress that ethical standards form part of the primary teaching role of educators instead of being separate from their daily activities. They further argue that using these standards for PSTs to receive SACE endorsement may enhance the usefulness of such a code.

c) Teacher rights and responsibility safety campaign

In 2019 SACE launched the 'Teacher Rights Responsibilities and Safety' campaign in an attempt to guide educators who have to face violent situations at their schools (SACE, 2020a:17). It started as seminars and round-table discussions to allow in-service teachers to provide input on the dilemmas they face and the solutions they recommend. All provinces were however not reached due to the COVID-19 pandemic (SACE, 2020a:64). The handbook aims to improve educators' understanding of their rights, responsibilities, and safety issues as well as how to act and respond when their rights are breached, trigger a discussion about

educators' rights and responsibilities, and act as a guideline when violence occurs at schools (SACE, 2020a:64). SACE aimed to get input from as many role players as possible. It is unclear whether PST's' rights, responsibilities, and safety were represented and addressed in these discussions (SACE, 2020a:64). Taking into account that the handbook is a guideline for educators, referring to all people who teach, the deduction is made that it applies to PSTs as well (SACE, 2021:8). The handbook was only released in 2021 (SACE, 2021b).

The "Teachers' Safety and Security in South African Schools: A Handbook" states: "As much as children should be provided with a safe learning environment, educators also need to be provided with a safe work environment, so that they can carry out their duties with confidence." (SACE, 2021:8). As PSTs are also educators during their TP, this highlights the importance of ensuring a safe environment for TP. Although many might argue that school violence is not an ethical dilemma, various ethical dilemmas can arise due to violence in schools. Educators have a basic human right to teach in a safe school environment, however they often find themselves in dangerous and uncomfortable situations (SACE, 2021:12). Violence against educators includes: "threats, harassment, victimization, bullying, and sexual harassment" (SACE, 2021:12). Educators, including PSTs, need to be fully informed of their rights and responsibilities to ensure that they respond appropriately when they encounter violent dilemmas (SACE, 2021:12-13). It is an international tendency that educators experience violence inflicted by learners, but do not report it to the school administration due to fear of destroying their career or shame for their inability to control the violence (SACE, 2021:15;29). In line with previous research (Boon, 2011), in-service teachers in Gauteng, South Africa, also reported resigning from the teaching profession due to fear of safety, depression, burnout, and post-traumatic stress disorder due to violence in schools (SACE, 2021:12). Educators who are victims of school violence tend to be absent regularly, unprepared for lessons, and less motivated to teach (SACE, 2021:13). This should be addressed to prevent PSTs from discontinuing their studies or starting their careers as educators with low morale.

The Handbook states the responsibility of the principal and school management team to create, implement, and communicate these policies to address these issues in the school (SACE, 2021:24). This highlights the importance of the principal of school-based TPC informing the PSTs of the policies and protocols before they start their TP (SACE, 2021:31). Educators must protect learners by reporting any form of abuse of a learner. Failure to report abuse is a criminal offence as the educator has a 'duty of care' (SACE, 2021:29). Once again, the duty of PST in this regard is unclear. The handbook stipulates here that 'educators' have a 'duty of care' but only that the school and educator have to report any form of violence. Whether PSTs are obliged, or even allowed to report violence against learners is unclear. The

handbook further stipulates that the school should have an official code of conduct for learners and staff, a discipline policy, and a safety policy. This means the policies must be approved and signed by the school governing body and be communicated to all role players. The handbook also stipulates that school staff should be expected to sign the code of conduct (SACE, 2021:32). The researcher believes that PSTs should also be considered in these policies, or an additional policy should be drawn up for them as they will also teach and work with the learners during their TP.

2.7.4 The primary teacher education (PrimTEd) program

The DHET launched a four-year project in 2015 called the 'Primary Teacher Education (PrimTEd). One of their aims was to improve ITE. Multiple role players in education, including DHET, DBE, Education Deans Forum, SACE, South African Mathematics Foundation, and the teacher unions form part of the PrimTEd project organised by the Joint Education Trust (JET, 2020). The curriculum framework for ITE that stipulates the content that PSTs need to learn is currently only a draft (JET, 2020).

a) Teaching Practice Guidelines for Initial Teacher Education

Although the focus of the PrimTEd TP Guidelines is on improving the quality of TP by improving the administrative and mentoring aspects of the TP program, and not ethics, some valuable arguments are presented that should be considered for ethics in TP (JET, 2020). One of the main suggestions presented by the PrimTEd TP guidelines is a well-established partnership between universities and schools that takes the needs of the university, school, and learners into account (PrimTEd, 2019:3; JET, 2020). Whereas the MRTEQ did not stipulate what guidelines for professional ethics, values, and conduct are expected of PSTs, the PrimTEd TP guidelines stipulate alignment with the SACE Professional Teaching Standards to ensure that PSTs have developed these skills by the time they start teaching (PrimTEd, 2019:13).

TP relies on the goodwill of schools and other role players who voluntarily mentor PSTs during their TP. The guidelines, therefore, emphasize the importance of mutual respect, trust, and inclusion between the TP partners (PrimTEd, 2019:15). These values are found in several codes of ethics for education and should thus be considered for inclusion in a code of ethics for TP. The PrimTEd TP guidelines call attention to the need for all role players to support PSTs during their TP, however, not without highlighting the responsibility of PSTs to respect in-service teachers, school policies, protocols, and culture (PrimTEd, 2019:15; JET, 2020). The goals of these partnerships are to improve: PSTs' professional abilities, knowledge of the school environment, personal growth, and to impact the school's learners, mentor teachers, and community (PrimTEd, 2019:15-16). Although there is no direct link to PST ethics these

goals can be linked to PSTs' ethical and moral development. The policy stresses the importance of formalizing the partnership through an MoU that is signed by the parties involved to enhance accountability, governance, and sustainability of the partnership (PrimTEd, 2019:16). This agrees with the researcher's opinion that a gentleman's agreement is not an effective method to regulate TP.

PST training, mentor teacher training, and university TP lecturer training provided by the university are key to ensure that all role players are fully aware of and prepared for their roles in TP. In addition, all TP documentation needs to be very explicit, and schools should be encouraged to develop their own workplace-based placement policies for TP. An MoU will ensure that partnerships in TP are formal (PrimTEd, 2019:25). The WIL committee of the PrimTEd project has created an MoU for TP. This stipulates the roles of all the various role players in TP as set out in the WIL curriculum framework (PrimTEd, 2019) and has to be signed by the school principal, district director, and dean of the Faculty/School/College of Education (PrimTEd, 2018). The WIL guidelines stipulate the role of all the TP role players (PrimTEd, 2018; PrimTEd, 2019). The guidelines provide thorough expectations of PSTs during their TP, which include professional attitude; placing the welfare of learners first; accepting that the mentor teacher has the final say, and portraying an ethical and professional attitude towards all role players. Once again, what is perceived as a professional and ethical attitude is not stipulated. Other aspects include personal growth as an educator, which may or may not refer to ethical development, and taking critical suggestions and assessments from the mentor teacher in a positive manner (PrimTEd, 2019:17). There are also guidelines on orientation, observation, and participation. Although there are no direct links to ethics, the following deductions can be made: PST orientation to school policies and rules may influence their ethical behaviour during TP as well as in the future; observation of mentor teachers' ethical (or unethical) behaviour may influence the PST's future ethical behaviour; participation of PSTs in teaching, as well as extra-curricular activities, may influence their dedication to the learners and school in general and consequently their relationships with role players in TP (PrimTEd, 2019:18).

TP can be beneficial to all role players in the school community. The importance of transparency in the school's TP policy is stressed, as all role-players should be aware of the roles assigned to PSTs and support them (PrimTEd, 2019:24). The PrimTEd TP guidelines make a very important statement: "School mentor teachers frequently become the most significant influence in the development of a competent and qualified student teacher." (PrimTEd, 2019:21). The value of the statement cannot be ignored in terms of skills, but also in terms of ethics, values, and personal conduct. Therefore the guidelines propose that a

criteria for mentor teacher selection should be agreed upon by all TP role players (PrimTEd, 2019:18). Furthermore, the PrimTEd group recommends the use of an ICT platform for TP to enhance transparency of the TP documentation and improve communication and sharing of information between various role players. Such a platform should include the TP code of conduct, TP-manual and TP-handbook for mentor teachers (PrimTEd, 2019:26). The use of an ICT system for TP will not only improve general organisation and quality of TP, but can also be used to improve ethics in TP. An ICT platform can include training for mentor teachers, sharing TP-related resources and information, collaboration on and sharing of TP documents as well as updates, enhancing the flow of documents (e.g. MoU that has to be signed by various parties), virtual meetings, and most importantly provide a communication channel between the TP office at the university and the school based TPC's (PrimTEd, 2019:26-27).

Although the focus is on learning to teach specific subjects, the PrimTEd TP guidelines highlight the importance of learning the skill of teaching by combining the theoretical knowledge and practically applying it during TP. The researcher believes that this should also be considered in terms of ethics. PSTs should be expected to apply the ethical theories they learn at university and adhere to the ethics codes for education during their TP, to learn how to teach and behave ethically when they qualify as teachers (PrimTEd, 2019:35). It is important to integrate theory and practice in ITE and make the links between TP and theory in the rest of the program explicit to PSTs (PrimTEd, 2019:43). This model agrees with the applied ethics framework that aims to create a bridge between theory and practice.

In the PrimTEd program, the North-West University (NWU) seems to play a part in the TP policy development. On the PrimTEd portal access is provided to NWU's 'Work Integrated Learning Manual' (NWU, 2019b) and examples of 'Practicum Handbook for Student Teachers' for the first and second year Foundation Phase PSTs. Each Practicum yearbook is specific to a year group and TP period. The first year B.Ed. PSTs complete a compulsory on-campus professional orientation program (POP) for the majority of their first WIL placement period (NWU, 2019a; NWU, 2020).

b) North-West University Work Integrated Learning Manual

The WIL Manual provides detailed information about TP to the various role players in TP to ensure that all are on the same page. This includes a code of conduct, that has to be signed by the PST, with sub-sections on 'working with the school', 'school policies', 'working with learners', 'working with parents', 'working with the WIL office', and 'working with the North-West University' (NWU, 2019b:7-10). It includes a progression table stipulating what is expected of PSTs in each semester and year. A section on 'Professionalism and Ethics' is also

included. This section addresses professional conduct, communication, dealing with complaints, disability services, religious needs, information on expenses as well as accidents and injuries. This section states that any complaints must be directed to the WIL staff and the contact details for the WIL staff are provided in the manual (NWU, 2019b). One section is devoted to 'the mentor teacher' and includes 'roles and responsibilities', 'teaching practice', and 'providing feedback'. Another section explains the expectations of 'School management' and refers to 'registration and placement', 'criteria for selection of mentor teachers' and accidents and injuries of PSTs, while another section is devoted to the 'University assessor' (NWU, 2019b). A separate section is included on absences and absenteeism, dealing with the absence of the PST as well as the mentor teacher. The section 'Removal from Practicum' stipulates that breaching the WIL code of conduct or the SACE Professional Code of Ethics will result in the removal of the PST from practicum (NWU, 2019b). It further includes PST 'Roles and responsibilities' as well as general placement roles and procedures (NWU, 2019b).

c) The Practicum Handbook for Student Teachers

The Practicum Handbook for PSTs, most commonly referred to as a TP-handbook, includes the assessment rubrics related to TP assessments, assignments, the TP progression table, and the observation report that the mentor teacher has to complete after TP (NWU, 2019a; NWU, 2020). The Professional Orientation Program (POP) that first-year PSTs undergo in their first semester instead of attending TP, equips them with the knowledge and skills that they need for TP (NWU, 2020:4). The POP includes sessions on professional conduct addressing personal, staff, and teacher-learner relationships; how to handle sexual misconduct; personal conduct addressing dress and personal appearance; as well as power relations; communication skills; listening skills; a professional plan which includes knowledge of the roles of a teacher; time management; self-care and well-being when education presents difficult situations; as well as resilience (NWU, 2020:19-41). The POP also includes coursework on the SA Schools Act of 84 of 1990 and existing policies, regulations, rules, and procedures at primary schools, including codes of conduct and safety and security guidelines (NWU, 2020:42).

The example TP-Handbook for PSTs who attend TP includes information directed at actual TP activities. All contact details of the WIL office are provided, as well as the guidelines for communication between the PST and WIL office, and guidelines for submission of TP portfolios and assessments. It is important to note that the NWU uses an ICT portal for communication between PSTs and the WIL office, although other communication methods such as email and WhatsApp are used as well (NWU, 2019a:5-7). It includes a separate section on 'professionalism and ethics' with specific guidelines of what is expected of PSTs. PSTs are

expected to locate and read the SACE Code of Professional Ethics on their ICT portal before TP. It also includes a rubric 'competence – professional conduct' where the mentor teacher must assess the PST's professional conduct. PSTs are expected to reflect critically on the SACE Code of Professional Ethics after their TP. The TP handbook also includes academic assignments and a planning and preparation portfolio that PSTs prepare during their TP (NWU, 2019a).

2.8 Teaching ethics to pre-service teachers

Bowie (2003) argues that professions (such as teaching) must act in the interest of the public and ensure that their decisions are for the greater good and not for personal enhancement. Educators must be prepared for unexpected ethical dilemmas that may arise (Davids, 2016:11). Boon (2011) however found a considerable lack in the teaching of ethics in B.Ed. degrees at universities. Other researchers agree that PSTs are unprepared and inexperienced in handling ethical dilemmas (e.g. Ulvik et al., 2017). Alcòn (2017) also claims that teaching ethics to PSTs has been widely neglected in research and practice, although the fast-growing education sector calls for raised standards in professional conduct. Universities have to play a role in the ethical training of students as they train the professionals of the future (Delgado-Alemany et al., 2020). Davids (2016) however questioned whether it is possible to teach educators how to act and reason ethically.

Preparing teachers for the profession is a strenuous process, which should include not only academic training but also practical experience and a code of conduct to ensure that all educators are on the same page (Kumar, 2015). Boon & Maxwell (2016) found that PSTs had very superficial opinions about ethical dilemmas when compared to medical students. They further uncovered that most universities do feel that ethics form part of their PST program, although it is not explicitly taught. Canadian universities agree that ethics form part of PSTs' curriculum, however, they do not all agree on how this instruction should take place (Maxwell, 2015). Finkler and De Negreiros (2018:41) point out that teaching professional ethics to undergraduate students has proven insufficient in the past. Educators need to understand their own identity with regards to ethical behaviour and merge this view with what is expected of an educator to inherently want to make ethical decisions (Davids, 2016:11). Bowie (2013) believes that ITE courses should aim to make educators more moral and improve their professional conduct, by raising PSTs' sensitivity towards ethical issues and enhancing their awareness of the duties and obligations of teaching.

According to Maxwell, Tanchuk & Scramstad (2018:3) PSTs' ethics training should include instruction in the ethics of teaching, as well as guidance on how to achieve the ethics of

teaching in practice. The authors suggest using 'professional expectations' where PSTs learn what the ethical standards entail, as well as 'reflective practices' where PSTs reflect on their actions to determine how their moral character can be improved (Maxwell et al., 2018:3). PSTs need to know what is expected of them in order for them to follow these expectations (Maxwell et al., 2018:3). They stipulate that factual content that should be included in 'professional expectation' to prepare PSTs for ethics in teaching, include the code of ethics, standards for TP, educational laws, and legal decisions regarding teaching (Maxwell et al., 2018:3). While this Deontological approach suits the majority of PSTs ethical reasoning ability, PSTs do need to be aware that their main priority remains preventing harm and in exceptional cases they may be expected to disregard the codes, standards, or laws in to make a reasonable decision to prevent harm (Maxwell et al., 2018:4). 'Reflective practices' are linked to virtue ethics. This practice encourages PSTs to always act ethically and develop ethical characteristics. It also encourages them to determine what is the best outcome for the entire group, rather than strictly adhering to laws and rules (Maxwell et al., 2018:6). It is however important that PSTs need to learn to reason critically by taking the professional standards into consideration to justify their decisions (Maxwell et al., 2018:6). Maxwell et al. (2018) firstly suggest that universities should decide whether they want to focus on ethical expectations of teaching or general ethics expectation across professions and then only include that specific focus in their ITE curriculum. Secondly, the authors suggest that the ITE curriculum must include teaching the processes of ethical reasoning, which can be achieved by means of a case study approach (Maxwell et al., 2018:8).

Weinberger, Patry, and Weyringer (2016) agree that ITE curriculums should include a combination of knowledge and practical instruction. They suggest the use of Values and Knowledge Education (VaKE) to make PSTs ethically aware. VaKE is a learning process where PSTs debate how to address ethical dilemmas by asking knowledge questions and doing elementary research on ethical theories, as well as empirical research to investigate the specific situation to justify the appropriate moral solution for the situation (Weinberger et al., 2016). Finkler and De Negreiros (2018:41-42) also argue that ethics is not simply the transmission of certain knowledge such as a list of moral values. Ethics involves the skills and attitudes to apply the knowledge and should therefore be taught through experiences. Warwick and Silverman (2011:276) add that problem-solving is the best method to expose PSTs to ethics. PSTs should thus reflect on ethical dilemmas encountered in their TP and the solutions thereof, to develop their ethical awareness (Walters et al., 2017; Orchard & Davids, 2019:5). This is in line with empirical ethics proposed by Schjetne et al. (2016). Empirical ethics connects learning on-campus and learning in-service, by giving PSTs an assignment to bring narratives of ethical dilemmas that arose during their TP to class for discussion. The lecturer

will facilitate the "processes of screening, sorting, analysing, arguing and negotiating" of the narratives that PSTs present (Schjetne et al., 2016:38). Lecturers and mentor teachers are expected to help PSTs to reason practically about the ethical issues. The aim should not be to identify a single solution, but rather to guide the PSTs to understand that there are multiple 'correct' solutions dependent on the context (Schjetne et al., 2016:39). Empirical ethics further implies a practical discussion of whether certain events improve PSTs' moral understandings or whether educational practice or ethical theories in education need to be adapted (Schjetne et al., 2016:40). Empirical ethics, therefore, implies a critical engagement with theories and practice as with applied ethics. Davids (2016) agrees that reflection and debate on ethical dilemmas and solutions are crucial because theoretical ethical knowledge does not necessarily lead to ethical judgement. The situation, context, and other people involved influence ethical judgement in the specific situation. Recognizing that something is unethical and thus showing ethical judgement, does not necessarily lead to the correction of the unethical conduct. People do not respond to a situation in the same way, although both responses might be ethically correct. In such cases using a code of ethics to determine the best action for the situation and state why it is the best decision can be justified (Davids, 2016:10). Schjetne et al. (2016:39) agree that lecturers must provide PSTs with resources, questions, concepts, and ethical theories that they can employ to understand and argue ethical dilemmas. They argue that theories and ethical concepts must be taught to PSTs alongside their TP and they must be exposed to the application of the theories and concepts during their TP. Schjetne et al. (2016:39) further caution that PSTs have to be exposed to ethical dilemmas that cause conflict and contradictions and not only ethical dilemmas with set outcomes.

Orchard and Davids (2019:5) also suggest the use of philosophy for teaching workshops to enhance PSTs' ethical awareness and reasoning. An expert on ethics facilitates short, intensive workshop on ethics, aiming to stimulate PSTs to reflect critically, raise confidential concerns in a safe space, debate how to handle ethically complex classroom situations, focus on ethical dilemmas that novice teachers often face, and become involved in philosophical debate with regards to what it means to teach ethically (Orchard, Heilbronn & Winstanley, 2016:48 in Orchard & Davids, 2019:6). Orchard and Davids (2019:10) also suggest the use of pair and small group discussions, where PSTs feel comfortable to discuss personal dilemmas. Orchard and Davids (2019:7&11) argue that focused workshops, where PSTs reflect on ethical dilemmas that occurred in TP, will prevent ethics from being neglected in the overcrowded ITE curriculum and the exposure to philosophy will improve their ethical deliberation. TP can play a very big role in teaching ethics to PSTs (Donahue, 1999). Donahue agrees that mentor teachers and lecturers should encourage PSTs to reflect on their TP and take the context and consequences of their actions into consideration. For many PSTs in South Africa, TP is their

first encounter with learners from different racial, cultural, religious, and economic contexts. Furthermore, it can be their first exposure to poverty, lack of parental involvement, substance abuse, and violence (Orchard & Davids, 2019:5). Ariff et al. (2017:751) add that PSTs need to be prepared to act professionally to ensure quality teaching. The Pre-service Teacher Development, Community of Practice (CoP) in South Africa also identified several competencies or qualities that PSTs should be equipped with to produce teachers who are flexible and empathetic towards learners from various contexts (BRIDGE, 2017:3).

Taylor (2015) and Rusznyak (2018:6) argue that educator professionalism is in the hands of ITE. Taylor argues that educators will have to display the effectiveness of theories and practices to gain the social trust of the communities. These theories and their application in practice should be learned during ITE. Taylor (2015) further calls for closer collaboration between various stakeholders in education to ensure that everyone agrees on what best practices entail. A final condition for educator professionalism is an internal motivation to maintain professional standards instead of having the DBE enforcing the standards (Taylor, 2015). According to Rusznyak (2018), universities vary in their opinions of educator professionalism. Some universities ascribe it to personal attributes, others to shared moral purposes of a community, and others to shared knowledge (Rusznyak, 2018:1). Educator professionalism which includes ethics is currently taught in ITE programs through codes of conduct, coursework (academic knowledge), and assessment criteria of TP (Rusznyak, 2018:6). Another aspect of professionalism that should be included in ITE curriculums is professional relationships. Relationships with various role-players form the key pillars of a code of ethics and code of conduct in education. It is important to teach PSTs through their coursework how to approach relationship building in school settings during their TP and provide them with enough time during their TP to practice forming these relationships (PrimTEd, 2019:42).

Some universities expect PSTs to enrol with pre-requisite ethical knowledge, a 'desire to teach', and 'commitment to the profession'. In other words, people are born as good teachers and called to the profession (Boon & Maxwell, 2016; Rusznyak, 2018:5). They are therefore expected to arrive at university with certain personal attributes or characteristics of a good teacher. Many people, including university students, have the perception that morals develop at home and cannot be influenced by lecturers (Millan & Arruda, 2008 in Finkler & De Negreiros, 2018:42) and that education students should be selected in the light of portraying certain ethical qualities (Rusznyak, 2018; Maxwell, 2015). Even the 2018 SACE report indicated this as a possible new practice (SACE, 2018). Taylor and Mayet (2015) argue that low entrance requirements for ITE are a spoke in the wheel as it often means PSTs do not

have the motivation to become good teachers but rather choose education as a last option. The Pre-service Teacher Development-CoP also confirmed the need to improve the rigour of the selection criteria for PSTs and emphasized the importance of screening PSTs to ensure that they have internal motivation to become teachers (BRIDGE, 2017:3). Lapsley and Woodbury (2016:194) point out that educator licensing and accreditation standards lack "values, virtues, morality, and character". There is also a lack of formal training in moral-character education at ITE institutions. They point out that ITE should include training on "best practice, broad character education, and intentional moral-character education" (Lapsley & Woodbury, 2016:194). PSTs assume that they will receive moral training as part of their ITE, however, this is seldom the case (Narvaez & Lapsley, 2008). Although Lau (2010:569) does not necessarily agree that students should arrive with a pre-requisite set of ethical skills, she supports the notion that students who are motivated and interested to learn about ethics will more easily become ethically aware. Ethics programs for ITE do however have a large influence on the ethical development of PSTs (Maxwell, 2015). Universities, therefore, should include ethical principles applicable to the teaching profession in the ITE curriculum (Delgado-Alemany et al., 2020:11).

Another issue in South Africa is that PSTs do not receive enough preparation in theory and TP to deal with the variety of social problems that they will encounter in practice (BRIDGE, 2018). To improve ethics education Finkler and De Negreiros (2018:39) propose studying how undergraduate curriculums and university life, in general, can contribute to ethical development. They highlight that knowledge, skills, and attitudes contribute to professional competence, but those attitudes do not receive sufficient attention due to the difficulty of assessment of attitudes. Instead attitude is evaluated superficially as diligence and punctuality, while respect, empathy, understanding, responsibility, and solidarity is overlooked (Finkler & De Negreiros, 2018:39). Rusznyak (2018:5) agrees that ethics in education can only truly be improved if ITE programs expect more from the PSTs than the usual expectations to know and adhere to a code of conduct, be willing to endure learners, and dress appropriately. This highlights the importance of a code of ethics for TP. The ITE program should broaden PSTs theoretical knowledge on ethics and develop them personally to help them respond to demands in practice. It is also important to include ethics in both coursework and TP (Rusznyak, 2018). University life provides many opportunities to develop a moral personality that forms the foundation of ethics (Finkler & De Negreiros, 2018:40;42). For instance, the ethical development of PSTs is largely influenced by the example set by the lecturers (Murphy et al., 2011; Bergman, 2013; Alcòn, 2017; Finkler & De Negreiros, 2018:42). Personal conduct can be influenced through university policies such as on-time assignment policies, punctuality of lectures, zero tolerance for plagiarism and discrimination, etc. which models the expected

ethical behaviour to PSTs. This should form part of the criteria for TP (Rusznyak, 2018:5). However, Woody (2003) warns that letting the PSTs observe ethical educators or lecturers will not prepare them properly for dealing with ethics in practice. Van Nuland (2009:18) adds that educators become 'good educators' through education, training and experience. This viewpoint highlights the important role that universities play in cultivating good educators for practice. Ethics education should include making PSTs aware of ethical principles that are inherent to being a good educator (Strike, 2003). Strike also emphasizes that ethics education should take into account that there are PSTs with no prior knowledge of ethical principles for teaching or concept of good teaching, while others might have a deep philosophical understanding of ethics in teaching.

Anangisye (2011:12) pointed out that a framework for teaching ethics to PSTs is lacking. Rusznyak (2018) and the ITE-CoP meeting highlights (BRIDGE, 2018:1), confirm the urgent need for closer collaboration and standardization amongst various stakeholders. This includes the structures and committees that different universities employ to coordinate TP and sharing of good practices. It also includes identifying which issues in TP apply to all universities and which are internal to a specific university (BRIDGE, 2018:3). Another issue is the alignment of terminology regarding TP of various institutions to ensure uniformity (BRIDGE, 2018:4). Other areas to improve collaboration between universities include the lists of schools at which PSTs are placed, resources such as TP guidelines for schools and PSTs, assessment rubrics, and teaching materials (BRIDGE, 2019:5-6).

In South Africa race and culture have a large influence on educator identity. It shapes individual educators' beliefs on educator professionalism, curriculum content, and discipline which is often rooted in religious and cultural beliefs (Davids, 2016:5). It can also not be ignored that each educator's past will contribute to their beliefs of what and how to teach. The diversity in South Africa consequently leads to possible ethical dilemmas when educators have to teach learners from various backgrounds (Davids, 2016:5). PSTs' varying social backgrounds lead to contrasting understandings of various ethics terms, such as integrity, respect, and compassion (Orchard & Davids, 2019:13-14). PSTs enter schools during their TP with preconceived ideas about education and may consequently accuse mentor teachers of acting unethically or not according to the professional standards of teaching that they were taught on campus (Schjetne et al., 2016:40). Orchard and Davids (2014:4) warn that single keynote lectures on ethics would not modify PSTs' pre-existing assumptions about education and the unethical behaviour of educators that goes hand in hand with education (Orchard & Davids, 2019:4). Schjetne et al. (2016:40) suggest that ITE needs to equip PSTs with the skills and attitudes to discuss these issues with the mentor teachers, instead of blindly evaluating

practices against their preconceived ideas and ideal practices which may not have been practical. Critical self-reflection is another way in which PSTs can develop moral reasoning (Lapsley & Woodbury, 2016:201).

Educator identities should be developed through reflection on one's own school experiences or on how policies influence ethics (Rusznyak, 2018:5). Other aspects of educator identity include: 'an ethically-driven accountability to the practice' and 'acquisition of formal knowledge' which is mainly achieved through coursework on ethics, ethical decision making, morality, etc. to guide PSTs with regards to decision making and professional relationships of care (Rusznyak, 2018:5). Other aspects are: 'Theoretical knowledge of education' which aims to improve the PST's knowledge of how learners develop, barriers to learning that learners can experience and how to teach specific subjects to the learners (subject didactics). 'Subject and pedagogical knowledge' refers to knowledge of the content the educator is expected to teach. 'Conceptually-informed judgement in practice' refers to the combination of subject knowledge and didactics, by selecting and presenting content in a logical way (Rusznyak, 2018:6-7).

Another important recommendation is that PSTs need to be trained on educational policies as well as The Constitution of South Africa as they are expected to portray this knowledge as novice teachers. PSTs should get opportunities to critically engage with the SACE Code of Professional Ethics (South Africa. Ministerial Committee on Teacher Education, 2005). Awareness of the 'seven roles of a teacher', which form part of the 'Norms and Standards for Educators' (South Africa, 2000) is also emphasized. However, the focus should be on professional understanding rather than cluttering the curriculum to include all seven roles (South Africa. Ministerial Committee on Teacher Education, 2005).

Researchers (e.g., Boon, 2011:79; Kumar, 2015; Sawhney, 2015:1 and Kruea-In & Kruea-In, 2015) highlight that the role of ethics in PST programs is to ensure that educators are ethically conscious and capable to deal with the ethical demands of teaching. Kumar (2015:66) stresses the importance of cultivating and internalizing a habit of educator ethics within PSTs. The question however arises: How should ethics be incorporated in ITE programs? Another argument to consider is the provision of programs that are not only presented face-to-face as this leads to high costs for courses as well as preventing PSTs from working while studying (South Africa. Ministerial Committee on Teacher Education, 2005). The possibility of presenting ethics through an ICT platform should be investigated. Further investigation on the efficacy of online workshops on ethics was also suggested by Orchard and Davids (2019:15).

Currently, no formal requirements exist as to what should be included in PSTs' curriculum with regards to ethics (Walters et al., 2017: 386), nor are there requirements for how it is to be taught (Woody, 2008:51). Walters et al. (2017:390) further identify that some universities teach ethics through the Philosophy of Education, whilst others do it through teaching codes of conduct.

2.8.1 Integration of ethics vs. standalone subject

One big debate on ethics teaching in tertiary institutions is whether ethics should be integrated with other practical subjects linked to TP such as Professional Practice or whether it should be presented as a standalone subject. Although many universities seem to integrate ethics in other subjects, some researchers argue that PSTs should take ethics as a full standalone subject, due to the importance thereof. Bergman (2013) stresses the importance of teaching ethics as a continuous program over multiple semesters to allow for progression. Boon & Maxwell (2016:1) claim that ethical reasoning must be taught formally in PST programs if educators are expected to reason ethically in practice, however ethics are seldom included and explicitly taught in ITE (Boon & Maxwell, 2016:11). Boon & Maxwell highlighted that a crowded curriculum and the general belief that it is tradition to integrate ethics across the curriculum are the reasons for the lack of standalone ethics in ITE programs in Australia. The research of Orchard and Davids (2019:3) revealed that only one South African university offers a standalone ethics course in its ITE curriculum. However, this is not to say that ethics is not addressed at all in ITE at South African universities (Orchard & Davids, 2019:4). However, the focus of ethics in ITE is often on research and not ethics in education (Walters et al., 2017:390).

Alcòn (2017) claims that when ethics is integrated across the curriculum it is watered down and focuses on unethical practices. Alcòn believes that a focus on ethical practices will be more beneficial for PSTs. Ethics should be taught by an ethics specialist which seldom happens when it is integrated across the curriculum (Woody, 2008; Alcòn, 2017; Walters et al., 2017). It seems that ethics is embedded across the curriculum at most institutions. This however leads to informal and meagre strands of ethics being presented, rather than a thorough ethics module (Walters et al., 2017). They found that 'Professional Studies' and 'Subject Studies' were most often the subjects where ethics are integrated, through the "consideration of professional procedures, professional behaviour, teacher values and professionalism, contemporary issues in education, or issues of safeguarding." (Walters et al, 2017:390). Other aspects included in ethics teaching that are integrated across the curriculum involve: special needs students, differentiation, behavioural management, legal responsibilities, proper interaction with students, gender, social media, safeguarding, inclusion, issues of power, sexuality, and professional practice (Walters et al, 2017:390). Boon and

Maxwell (2016:15) warn that integration of ethics instead of explicit standalone instruction often hinders systematic and explicit teaching of ethics, as well as a lack of attention to the development of ethical reasoning. Final year education students also highlighted their need for ethics instruction and training (Boon, 2011). Lau (2010) found that after students attended an ethics course even more of them argued that ethics education is a necessity.

A PST, from Tanzania, claimed that ethics was only acknowledged during their orientation to TP in their first year (Anangisye, 2011). Here they received booklets on desirable behaviour for their TP. Boon (2011) agrees that although certain universities discussed professional standards of behaviour with PSTs before they went on practicum each year, the underpinning philosophy of ethics was not taught. Orientation of PSTs before TP is very important, but it should be expanded by allowing PSTs to practice good skills and even ethical decision-making in class before they go out to actual TP (Ulla, 2016). Moswela and Gobagoba (2014:206) found that although University of Botswana integrates ethics in some of their courses and provides ethics orientation to the PSTs, many PSTs still experience ethical dilemmas during their TP. Both in-service teachers and university lecturers in their study support the idea that ethics needs to be taught as a standalone subject. Educators in England regard ethics in ITE as very important. However, they do not feel that there is time to address ethics in the ITE curricula, apart from touching on pedagogical ethical issues (Bergman, 2013:32). This informs on why ethics is integrated across the ITE program, rather than being presented as a standalone subject (Walters et al., 2017). Bergman (2013) argues that ethics should be integrated throughout the course, but also form part of the specific subject content.

2.8.2 Code of conduct and code of ethics vs. ethical theory education

Another debate that can be found in the literature is by which means ethics should be taught. Alcòn (2017) argues that a code of ethics or code of conduct will not resolve ethical dilemmas in the short term but teaching ethics to PSTs will gradually change the education system. Confusion occurs when ethics is regarded as pure deontology and blunt obedience to rules, ignoring values and attitudes linked to ethics (Finkler & De Negreiros, 2018:40). Finkler and De Negreiros cite the opinion of Puig (1998) that ethics teaching should be more about developing moral character than about teaching rules (Puig, 1998 in Finkler & De Negreiros, 2018:40). Universities however use a variety of methods to teach ethics, including teaching a code of conduct (Bowie, 2003). Moswela and Gobagoba (2014:206) agree that a code of conduct should be provided to address the aforementioned ethical dilemmas and ensure the professionalism of PSTs. Teaching codes of ethics and codes of conduct can motivate PSTs to improve their professionalism (Şahin et al., 2009:803). Şahin et al. (2009) further point out that ethical behaviour is most often regulated by external components such as codes of

conduct, however, the actual aim is to develop moral teachers. This might be better achieved through codes of ethics and Forster (2012:142) argues that universities must focus on using codes of ethics to enhance PSTs' moral capacity and sensitivity. Warnick and Silverman (2011:274) agree that ethics preparation should include studying and implementing a code of ethics and code of conduct. They conclude that a code will provide PSTs with ethical guidance. It should however be kept in mind that all codes have limitations (Warnick & Silverman, 2011:274). Relying solely on a code can be problematic as educators need to justify their actions. Alcòn (2017:6) warns that a closed code of conduct may encourage educators to use closed minded practices and not take the context into account. Braxton and Bayer (2004:54) however argue that an institutional code of conduct may help to manage and address ethical dilemmas. Bucholz et al. (2007:63) propose educators should use a code of ethics as guideline for making decisions while considering the implications of their decisions in the long term, as well as how it will affect their professional identity as an educator.

A code of ethics and code of conduct will not necessarily prevent ethical dilemmas. It is however favourable for universities to have a code of ethics and especially a code of conduct before ethical dilemmas arise as this will enhance their public credibility (Braxton & Bayer, 2004:54). A code of conduct shows that the faculty is prepared to address ethical dilemmas and willing to take responsibility, while at the same time looking after the welfare and personal development of their PSTs (Braxton & Bayer, 2004:54). Warnick and Silverman (2011:274) add that national policies on ethics should be included in ITE curriculums. PSTs are sometimes prepared for ethical classroom behaviour by enforcing them to sign a code of conduct, of which the university keeps a copy. This code of conduct stipulates the disciplinary steps to be taken should the PST not adhere to the code (Walters et al., 2017:391). This can be a valuable way to enforce a code of conduct for TP of PSTs. Teacher registration figure 3.boards in Australia also expect novice teachers to have the codes of conduct internalised when they start teaching. This however may lead to novice teachers memorizing the code of conduct, but being unable to apply the code (Boon, 2011:81).   Delgado-Alemany et al. (2020) found that few universities have codes of ethics published on their websites and available for public viewing which either means that they do not have a code of ethics that guide the conduct of their staff and students, or they do not communicate their policies efficiently which seems to be the case in most instances (Delgado-Alemany et al., 2020:10). Delgado-Alemany et al. further found that a few universities that have a code of ethics include ethics subjects in their undergraduate curriculums, while some universities that do not have a code of ethics include ethics training in their courses. Therefore, the existence of a code of ethics does not determine whether ethics forms part of the curriculum (Delgado-Alemany et al., 2020:10-11).

Boon (2011:81) and Forster (2012) suggest the use of courses in ethics or teaching moral philosophy to prepare PSTs for ethics in practice. Boon and Maxwell (2016:15) argue that courses in philosophy of education could lead to improved reflection and critical deconstruction of ethics in other courses. Teaching only ethical theory can however lead to the poor moral development of educators (Şahin et al., 2009:804). This agrees with the earlier work of Bowie (2003) who claimed that ethics should be taught through applied ethics where students learn to take various aspects into account to solve an ethical dilemma. He cautions against the danger of bluntly applying a theory and ignoring all other aspects that might be more important in the solution than the application of a single theory. He, therefore, promotes the use of ethics theory with case studies where PSTs must grasp the principles from the case to choose a theory instead of the inverse (Bowie, 2003).

Alcòn (2017:11) raises a few concerns that arise with academic ethics. These include reporting unethical conduct to the appropriate authorities, creating a standardized code of ethics that is suitable for all contexts and circumstances, and the inability of legal codes to address all contexts and circumstances. Alcòn (2017) therefore suggests teaching philosophical virtue-based ethics with multiple possibilities, that can be adapted to a specific context for PSTs. She argues that educators' ability to reason critically should not be undermined, as this process could help them to find a better solution for an ethical dilemma. It is important to expose PSTs to various theories and philosophies of ethics to ensure that they can respond to and resolve ethical dilemmas in various contexts (Alcòn, 2017:11). Students need opportunities to analyse professional ethics, explicit instruction in professional as well as personal ethics, and instruction in virtue-based ethics (Boon, 2011). Walters et al. (2017:393) also point out some developmental needs of universities. Universities need to give attention to developing a set of requirements on what needs to be taught about ethics within each subject. They further need to focus on engagement with codes of conduct relating to the university as well as schools.

Although there are multiple opinions on the means through which ethics should be taught, case studies seem to be the method of teaching ethics that allow PSTs to apply theories, codes of ethics, and codes of conduct, as well as reflect on the solutions. Therefore, case studies can allow the university to include all the recommendations for teaching ethics to PSTs.

2.8.3 Teaching ethics through case studies

In a study with in-service teachers in Canada, case studies were utilised to improve their awareness of standards of practice and ethical standards. The case studies worked very effectively in enhancing educators' understanding of how to implement these policies (Van Nuland & Khandelwal, 2006:76). It is important to teach ethics to PSTs in a way that will allow

them to apply it in practice. Warnick and Silverman (2011) point to various studies from the past (e.g. Soltis, 1986 and Howe 1986 in Warnick & Silverman, 2011) insisting that the emphasis in ITE should be on conducting case studies and practicing to apply ethical theories rather than learning a code of conduct. Goh and Matthews (2011:101) agree that identifying and categorizing the dilemmas that PSTs encounter during their TP is not sufficient. They recommend integrating these dilemmas into the education courses and guiding the PSTs to see how they can apply the theories they learn at university in their TP. Goh and Matthews (2011) also argue that PSTs need to reflect on and review the course content to ensure that it addresses their current dilemmas. Following this reflective practice will also enhance PSTs' independence and critical thinking which will support them in identifying and addressing ethical dilemmas in the future (Goh & Matthews, 2011:101).

Boon (2011) suggests that ethics should be taught through case studies, workshops, reflective journals, and lectures. Warnick and Silverman (2011:274) agree with Bowie (2003) that the use of ethical theories on its own can be problematic, as it can either improve objectivity or contradict it by defending both parties. Bowie (2003) suggests the use of a case study approach allowing PSTs to determine which theory works the best in a particular context. Kumar (2015) suggests that ITE programs should focus on teaching PSTs how to apply codes of ethics and codes of conduct on dilemmas in the education context. Kumar supports solving case studies by applying a code of conduct. Ethical issues regarding accountability, standards, and assessment of learners can be included in the case studies for PSTs (Bergman, 2013).

Professional ethics is taught through applied ethics and entails knowledge of both ethical theories and ethical norms om teaching. Applied ethics as the bridge between theory and practice will expect PSTs to engage with case studies to practice detailed analyses of ethical dilemmas, draw distinctions, present arguments, and suggest other examples and theories for solving the ethical dilemma (Bowie, 2003). Warnick and Silverman (2011:275) and Kumar (2015) support a mixed approach where knowledge of a code of conduct and ethical theories are applied to specific cases; discussing and examining the details to make a justified conclusion. Warnick and Silverman (2011:274), however, warn that the case study method may lead to discouragement as some cases are hard to solve, cannot be solved, or seem to be solved through mere intuition. They suggest that the initial judgement should be made according to certain set rules, considering all aspects, however, the final judgement will rest on intuition (Warnick & Silverman, 2011: 277). The use of case study dialogues is supported by Forster (2012:135) who argues that it will add value to education. Bergman (2013:40-41) adds that honest dialogue and the constant pursuit of professional integrity is the key to teaching ethical behaviour to PSTs.

Case studies should be realistic and include uncomfortable topics that educators may encounter, to challenge PSTs' preconceptions and help them to reflect critically (Ulvik et al., 2017:250). The VaKE method suggested that PSTs reflect on real-life dilemmas they encountered (Weinberger et al., 2016:79-80). They are encouraged to use their experience (however limited it may be) to address these dilemmas and reflect on the solutions to inform their future responses to similar dilemmas. Weinberger et al. (2016) highlight that previous research (Weinberger et al. 2013) also agrees that situations used to practice addressing ethical dilemmas are more effective when the situations are determined by the PSTs' experiences. Weinberger et al. (2016) concluded that this method improves PSTs' ethical reasoning which helps them to address interpersonal conflicts that arise.

Warnick and Silverman (2011:275) suggest that ethics should be a process rather than a method as no fixed mechanism can be applied to all ethical cases, considering all the competing values of ethics. As there will never be one absolute answer PSTs must discuss their decisions. Reflection is therefore an important tool in developing ethical practices in PSTs (Walters et al., 2017:388). PSTs also highlighted their need to learn ethics through context-based, practical scenarios as well as lectures where ethics are broken down and explained (Boon, 2011:88). PSTs should ponder on education issues to support them in making decisions when challenging circumstances arise. Discussions and role play are therefore common methods used when teaching ethics (Walters et al., 2017:391) emphasizing the importance of reflective practices to teach ethics to PSTs.

Case studies allow the PSTs to practise applying theories and codes to a practical situation to prepare for actual TP. The MRTEQ also stipulates that competent learning happens when there is a mixture of theory and practice, from where the model of TP arises (South Africa, 2015). This combination of theory and practice forms the base of applied ethics which is the conceptual framework in which this research is rooted and should be considered when designing an ethics curriculum for ITE.

2.9 Chapter summary

This chapter presented a conceptual framework on ethics as a foundation for this research. Applied ethics, rooted in deontological ethics was identified as the theory of practice on which this research was based. This research aimed to create a bridge between theory and practice, while at the same time recognizing the need for a code of ethics and/or code of conduct to guide PSTs' behaviour. The codes of ethics and codes of conduct for TP must be in line with the laws of South Africa as well as the ethical and professional codes that are presented by

the Department of Education and SACE as the teacher organization of South Africa. It is important to have all the role players involved in TP on board with the code of ethics and/or code of conduct to ensure successful communication and implementation of the code. An ethics code will have no value if the role players are unaware of it or unwilling to adopt it. It is therefore important to include the ethics codes in the coursework of PSTs. However, the previous literature strongly suggests that PSTs need to interact with codes and practice to apply them in case studies, rather than only reading through or memorizing the content.

The literature review revealed many ethical dilemmas in education that affect PSTs during their TP. Furthermore, additional ethical dilemmas arise due to the unique role of the PST during TP. PSTs and even in-service teachers' ethical awareness differ according to their previous experiences, social and cultural background. In recent years several ethics policies were established in South Africa to manage and address ethical dilemmas that occur in education, highlighting a need for guiding codes. It is however not always clear where PSTs fit into these policies and whether these policies address the unique dilemmas that PSTs encounter during their TP. It seems that fourth-year PSTs mainly register provisionally with SACE and even these PSTs often register towards the end of the year after they have completed their TP. This means that the PSTs are not bound to the codes presented by SACE. Nevertheless, the importance of exposing PSTs to these policies cannot be ignored as they will be bound by these policies as soon as they graduate. The university must however recognize its responsibility in improving PSTs ethical awareness through providing them with codes of ethics and codes of conduct, training them on the application of these codes, training them on ethical theories and the application of these theories, and attempting to instill values and morals in PSTs that are expected of educators. The literature emphasizes that PSTs need training in ethics and although integration of ethics in ITE is common, a standalone ethics subject should be considered. Ethical awareness is essential to be a good educator and integration of ethics in overcrowded curriculums may lead to ethics being dismissed.

CHAPTER 3 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter focused on concepts and the literature related to the current research. The conceptual framework explained the various ethical theories, highlighting applied ethics, rooted in deontological ethics as the framework for this research. Specific attention was given to existing codes of ethics and codes of conduct in both education and initial teacher education (ITE). Finally, methods for teaching ethics to pre-service teachers (PSTs) were discussed. In Chapter 3, the research design and methodology will be discussed. Ethics in teaching practice (TP) was studied through a pragmatic lens, using the sequential explanatory triangulation mixed method approach. This research aimed to provide a policy framework for ethics that can assist universities to create a code of ethics and/or code of conduct for TP of PSTs. To achieve this main objective, the researcher first had to determine the status of codes of ethics and codes of conduct as well as the existing protocols that are in place if PSTs encounter ethical dilemmas. To determine what the policy framework for ethics in TP needs to include, the researcher also had to determine what ethical dilemmas PSTs experience and how they perceive it. Finally, it was necessary to determine how the teaching practice coordinators (TPCs) perceive the role of the code of ethics and/or code of conduct for TP, as they deal with ethical dilemmas reported by PSTs and in-service teachers. This sequential explanatory design as portrayed in Figure 3.1 and Figure 3.2 was employed to meet these sub-objectives contributing to achieving the main objective of providing a policy framework for ethics in TP of PSTs.
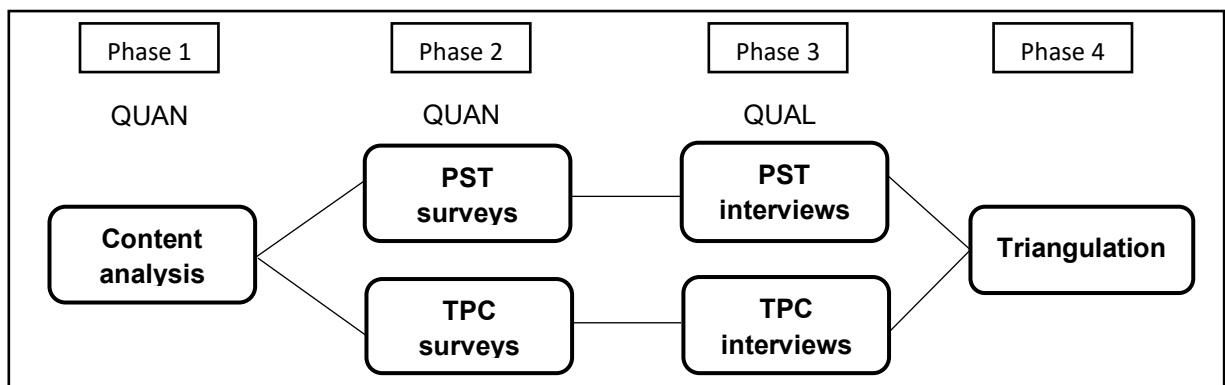
Figure 3.1: Steps for the current research

Figure 3.1 is a simplified diagram of Figure 3.3 which has been adapted specifically for this research. The data collection, analysis, and interpretation consisted of four phases. The first phase was a quantitative content analysis of documentation, available on the websites of universities, related to codes of ethics and codes of conduct. The content analysis was conducted to count the ethics policies and protocols that South African universities have in place, which are available online. This was done to provide a background for the research and

inform the survey questions (Bowen, 2009). The second phase employed quantitative surveys. The *'Survey of Pre-Service Teachers' Experiences of Ethics in Teaching Practice'* (Appendix B) was sent to PSTs who have completed at least two TP placements as they have more experience of TP. These surveys were in the sequential explanatory design as a participant selection design to identify suitable PST participants for the qualitative interviews (Creswell & Plano Clark, 2007). This was important as the PSTs had to be selected purposively for the interviews. PST participants were expected to report on ethical dilemmas they experienced during their TP, in their interviews. Therefore, only PSTs who indicated that they had previously experienced ethical dilemmas could be included in the qualitative PST sample. Concurrently the *'Teaching Practice Coordinators' Knowledge of Ethics for Teaching Practice Survey'* (Appendix F) was sent to the TPCs of South African universities to gain a more accurate insight into the actual ethics policies and protocols for TP at South African universities. This sample was selected as TPCs work intimately with the placing of students in schools for the practical component and thus have a unique insight into issues that may arise during TP as they are the bridge between the PSTs and schools. The third phase of this study was the qualitative interviews. First qualitative semi-structured interviews were conducted with PSTs who were purposively selected from the surveys of the quantitative phase. Secondly, interviews were conducted with the TPCs from specific universities that had participated in the survey. The fourth phase of this research was the triangulation of the data collected in the previous three phases.

Irrespective of the fact that this research had nothing to do with the impact of the COVID-19 pandemic, the pandemic had an impact on the research and forced the researcher to make adaptions to the timeframe and methodology. The interviews of PSTs and TPCs had to be postponed which caused a setback for the intended timeframe of the research. PST interviews could not take place in March 2020, therefore the researcher adapted the methodology, adding a quantitative phase that employed a participant selection survey for the PST sample. Interviews were scheduled with PSTs in November 2020, under strict COVID-19 protocols (Higher Health and Universities South Africa, 2021) with final year PSTs who returned to campus for examination preparation and online for PSTs who did not return to campus. These interviews were completed before most of the participants completed their B.Ed. degrees in December 2020. The TPC interviews which required the researcher to travel were postponed to 2021. However, due to continuous restrictions, these interviews were changed to online interviews. The adapted methodology meant that the researcher needed amendment to the ethical clearance from the various South African Universities which again extended the timeline. The online interviews also influenced the number of participants in the qualitative

phase of the TPC strand of the research, as the majority of TPCs withdrew or did not respond to the invitation or reminders of the invitation for an online interview.

3.2 Mixed Method research

This research used a mixed method research approach. Creswell (2014) explains mixed methods as a combination of qualitative and quantitative research and data. Creswell (2015b) elaborates that mixed method research is more than just the collection of data through multiple methods. It is the collection, analysis, and interpretation of quantitative as well as qualitative data, which is also integrated or combined to create a specific design for the research.

Quantitative research is underpinned in the philosophical position that knowledge is "absolute and independent of human beings" (Bless, Smith & Sithole, 2013:15). The quantitative phases of this research aimed to determine the statistical characteristics of three specific samples (Kelle, Kühberger & Bernhard, 2019). In the content analysis and TPC survey, statistics of the frequency of policies and certain characteristics thereof were determined. PST surveys were used to determine the frequency of various types of ethical dilemmas experienced by PSTs as well as to identify valuable participants for the qualitative phase. Bless et al. (2013) define quantitative approaches as nestled in numbers and statistics, which allow generalization of the findings. The advantage of numbers is that they are exact and can be analysed through descriptive statistics. Qualitative research has a philosophical underpinning that "knowledge is constructed by human beings" (Bless et al., 2013:15). Qualitative approaches aim to gain a deeper understanding of a specific incident (Bless et al., 2013). The advantage of qualitative data is that human experiences are recorded in a sensitive and meaningful way that cannot be portrayed by numbers (Bless et al., 2013). In certain research, understanding is enhanced by combining quantitative and qualitative approaches (Bless et al., 2013).

According to Papadimitriou, Ivankova, and Hurtado (2013), mixed methods research is a fitting approach for research in higher education as the use of multiple methods helps to explain the complex dilemmas of higher education, such as ethics in TP. Creswell (2015b) agrees that the merging of the data adds value to the quantitative and qualitative phases and leads to unique and creative data that would not have been achieved through a single method. One advantage of mixed method research is that the researcher can combine the advantages of both the quantitative and qualitative methods while avoiding their disadvantages (Bless et al., 2013). Another advantage of using mixed methods is that it not only leads to more rigorous results but also enhances the transferability of the results (Papadimitriou et al., 2013). For this research, it meant that the policy framework for ethics in TP might be applicable to use for more than just the single university for which it is compiled, and which included the views of

various role players. Mixed method research helped to expand the boundaries of how ethics in TP is researched and addressed (Papadimitriou et al., 2013) by including multiple perspectives on the same matter. Mixed methods allowed the researcher to use the results of the content analysis to publish preliminary findings separately and to combine them with each of the other data sets where they were added, or helped to explain the findings (Hesse-Biber et al., 2015). The use of various methods allowed the researcher to set up a policy framework for ethics in TP that considers the existing policies, PSTs experiences, and TPCs opinions. One great disadvantage of mixed method research is however that it can be challenging to ensure the quality and rigour of the results (Papadimitriou et al., 2013). Papadimitriou et al., therefore, caution that the researcher must explicitly explain each method she will use and how it is combined to enhance understanding. Validity standards must be upheld for the individual quantitative and qualitative phases to prevent a chain reaction of results lacking credibility (Creswell & Plano Clark, 2011).

The reason for choosing a mixed method design for this specific study was to triangulate data and control the weaknesses and bias that qualitative and quantitative designs present when used by themselves (Creswell, 2014:14-15). The mixed method approach allowed the researcher to use quantitative surveys and then validate the data by following it up with qualitative interviews, which allowed the researcher to obtain more thorough information about the matter than a single-phase study would have revealed (Okeke & van Wyk, 2015). Within mixed method research the researcher must be explicit about her priority, sequence, and intent for various methods (Creswell, 2015b). The researcher used surveys to determine common themes and identify participants who have a rich knowledge of ethical dilemmas in TP and who could contribute deeper insights by contributing during follow-up interviews. A sequential mixed method design was therefore employed. The focus however was on merging the results from the surveys and interviews to identify general themes that should be included in a policy framework for ethics in TP. The surveys and interviews were used to confirm or reject the findings from the content analysis. The data sets were compared to determine whether the PSTs and TPCs reported similar ethical dilemmas, and also to allow both sets of participants to inform the new framework.

In mixed methods research the researcher can specify her philosophical assumption, as well as a theory in which the quantitative, qualitative, or both phases of the research are rooted (Creswell, 2015b). Bless et al. (2013) point out that a combined quantitative and qualitative methodology acknowledges that the researcher cannot be 100% objective but will aim to understand the world and solve problems effectively. This pragmatic approach is the modern approach for research in the social sciences (Bless et al., 2013) and also the approach the

researcher took to conduct this research. The mixed methods research design allowed the researcher to address various research questions through one study and include various role players' opinions in the research output (policy framework for ethics in TP) (Mertens & McLaughlin, 2004). Luxardo, Colombo, and Iglesias (2011) agreed that topics such as ethical responsibilities are best researched through mixed methods. The mixed method approach also allowed for triangulation and comparison of data sets to determine if the opinions of the various samples agree (Guest, Macqueen & Namey, 2014:192). The mixed method approach allowed the researcher to explain the findings (explanatory design) of the quantitative content analysis and surveys with the qualitative data from the interviews, as these interviews provided more depth and allowed the researcher to probe to enhance understanding (Guest et al., 2014:192). Therefore, the researcher employed the sequential explanatory mixed method design for this research using a pragmatic lens.

3.3 Pragmatism as philosophical worldview

Each researcher has particular assumptions, propositions, thoughts, and approaches to research that influence their approach to research (Okeke & van Wyk, 2015). These underlying beliefs form a philosophical base from which the researcher will make decisions about which research questions to investigate and what methodology to use (Okeke & van Wyk, 2015). The mixed method approach is rooted in pragmatism, therefore it allowed the researcher to combine different research approaches to address the research problem (Preissle et al., 2015). The researcher used a pragmatic lens for this research as she took the stance that quantitative and qualitative data can contribute to the answers to the research questions within this research problem (Maree, 2016). Kilpinen (2008) explains that pragmatists believe that no action that is taken happens accidentally. The researcher agrees with Kilpinen that deliberate action must be taken, therefore this research was conducted deliberately to urge universities to develop a sound code of ethics and/or code of conduct as part of the policy framework to inform the institutional policies, as such codes will not emerge on their own. This agrees with the scope of applied ethics used as the theory of practice in this research, that a code of ethics that is specific to TP and addresses specific moral issues that PSTs encounter would encourage ethical reasoning for decision making by PSTs (Fisher, 2014).

Pragmatism posits that behaviour comes before knowledge (Kilpinen, 2008), which is consistent with the researcher's view that the establishment of a code of ethics and/or code of conduct needs to be pursued by investigating the experiences or behaviours of PSTs as this will uncover the important aspects that need to be included in the code to improve PSTs' ethical reasoning during their TP. Pragmatism also purports that each person has knowledge that forms a set of laws for their behaviour, however, this knowledge and laws are provisional and

can be revised and adapted through reflection (Maddux & Donnett, 2015). This reflection process is however recurrent, and the person will go back and forth between original and new knowledge until an idea is shaped. This again agrees with the scope of applied ethics, to create a bridge between theory and practice. An applied ethics approach allowed the researcher to enquire about the theory of ethics that PSTs learn at the university and how it manifests during TP. Reflection on their ethical experiences, in turn, influenced the policy framework for ethics in TP, highlighting the bridge between theory and practice that was investigated though this mixed method design. In the context of education and TP, applied ethics is mainly based on the principle of utility 'What is in the best interest of the student?' (learner) (Bucholz et al., 2007:61). The code of ethics should therefore allow the PSTs to reflect on their behaviour and beliefs to improve their knowledge of acceptable ethical behaviour by determining the best outcome for the learner. This was in line with the aim of this research which was to produce a policy framework for ethics in TP that can inform the code of ethics and code of conduct that can enhance PSTs' ethical awareness and ethical behaviour during TP. Pragmatists also believe that knowledge and beliefs are formed when it is considered, evaluated, available to the public to consider and critique, and applied in a specific situation (Maddux & Donnett, 2015). This pragmatic worldview and applied ethics scope underscore the researcher's belief that universities' codes of ethics and -conduct on TP should be publicly available online, to encourage transparency and application of these codes.

Maddux and Donnett (2015:64) explain that pragmatism has four strands. The first strand is the assumption that thoughts and learning are ambiguous. This is emphasized in applied ethics where various theories can be applied to a moral dilemma to achieve the desired outcome (Collste, 2012). Secondly, thoughts lead to actions, which become habits that are used to address doubts. The third strand is that actions that resolve doubt lead to new habits that will inform future thought. Habits include motivation, discretion, and speculation (Kilpinen, 2008). Finally, Maddux and Donnett (2015) argue that knowledge is productive as it informs a persons' behaviour and belief. Kilpinen (2008) adds that pragmatists believe thought and habit should be united. This emphasizes the applied ethics bridge between theoretical knowledge of ethics (thought) and PSTs' behaviour and ethical reasoning (habit) in practice (Fossa, 2017).

According to Maddux and Donnett (2015), pragmatism revolves around reflection on a problem that the researcher experienced. Pragmatists are fully aware that people make their own choices with regards to their behaviour, therefore reflection is necessary to study circumstances linked to a person's behaviour (Kilpinen, 2008). Reflection on dilemmas that were experienced during TP, although necessary, leads to certain challenges as not all PSTs identify the same problems as ethical dilemmas (Maddux & Donnett, 2015). Kilpinen (2008)

and Maddux and Donnett (2015) explain that the pragmatist researcher needs to form a relationship with the area that she plans to investigate and make recommendations to have a thorough background of the existing dilemmas and relationships.

As a pragmatist, the researcher aimed to use the previous ethical dilemmas of PSTs and TPCs to create a policy framework for ethics in TP that can lead to the establishment of a code of ethics and/or code of conduct that will encourage ethical reasoning of PSTs to inform rather than dictate their decision making (Maddux & Donnett, 2015). Consequently, the researcher planned to employ a quantitative and qualitative phase to collect and analyse data to ensure a thorough understanding of the existing codes and ethical dilemmas experienced by PSTs and TPCs as well the relationships between the codes and the ethical dilemmas.

3.4 The Mixed Methods Design

When using a typology-based mixed methods design, the researcher can adapt the design to the purpose of the particular study (Creswell & Plano Clark, 2011). The sequential explanatory triangulation mixed methods design was based on the principles of the sequential explanatory design but also employed triangulation in the final phase (Creswell & Plano Clark, 2011).

3.4.1 The sequential explanatory design

Mixed method research is compiled of three basic designs: Convergent Parallel Design, Sequential Explanatory Design, and Sequential Exploratory Design (Creswell, 2015b). It is important to select a design that is in line with the purpose of the research (Preissle et al., 2015). Creswell explains that the convergent design entails collecting and analysing the quantitative and qualitative data separately, but simultaneously, and comparing the results to determine whether the two different sets of data, covering two different perspectives, are convergent or divergent. In the sequential explanatory design quantitative data is collected and analysed in the first phase, followed by qualitative data collection and analysis in the second phase. The qualitative findings are used to improve the understanding of the quantitative results. The exploratory sequential design starts with qualitative data collection and analysis. The qualitative results are then used to create an instrument for the quantitative phase of data collection that follows (Creswell, 2015b:63-64). These designs can however be adapted and advanced to suit the needs of the specific research (Creswell, 2015b). The second and third phases of data collection employed a sequential explanatory mixed method design, where a quantitative survey was administered first, followed by in-depth semi-structured interviews, to gather data from two distinct participant samples: PSTs and TPCs.

Okeke and Van Wyk (2015) explain that the sequential explanatory mixed method design consists of two phases that are executed in different stages of the study. Creswell and Plano

Clark (2011) further explain that it has three steps (see Figure 3.2): step one is the quantitative data collection (phase one); step two, is the mixing of the data by using the quantitative results to develop or adapt the qualitative measure; and step three is the qualitative data collection (phase two). The chronology and order of the various methods are very important in ensuring the validity of the study (Papadimitriou et al., 2013). Bless et al. (2013) and Creswell (2015b) agree that the researcher must explicitly state how, why, and when the data were merged to enhance transparency and scientific rigour of the data. According to Preissle et al. (2015) previous research (e.g. Bryman, 2007; Maudley, 2011) listed the failure to integrate the data sets as a major disadvantage of using mixed methods research. Creswell (2014:224) confirms that the quantitative results should inform the qualitative phase of the research, i.e., identifying the questions that should be asked during qualitative interviews. The quantitative results allowed the researcher to adapt the interview schedule (Creswell, 2015a:15). Although the researcher planned to use the quantitative phase to generalize the findings, the poor response rate prevented this. The qualitative interviews were used to follow up on irregularities and gain the perspectives of outliers in the quantitative data (Preissle et al., 2015) and to provide personal depth to the study (Creswell, 2015a:15). The mixed method approach also allowed the researcher to obtain multiple perspectives (policymakers, PSTs and TPCs) of the research problem (Creswell, 2015a:15)thus leading to a better understanding of the current situation with regards to ethics for PSTs (Creswell, 2014:19). In phase four the triangulation model was employed to merge the results from the previous three phases (two quantitative and one qualitative) and ensure that the perceptions of multiple role players contributed to a new policy framework for ethics in TP (Creswell & Plano Clark, 2007). The various phases of data collection enabled the researcher to triangulate the data, as well as expand the concept of what should be included in the policy framework for ethics in TP, that will protect all the parties involved in TP (Creswell & Plano Clark, 2011).
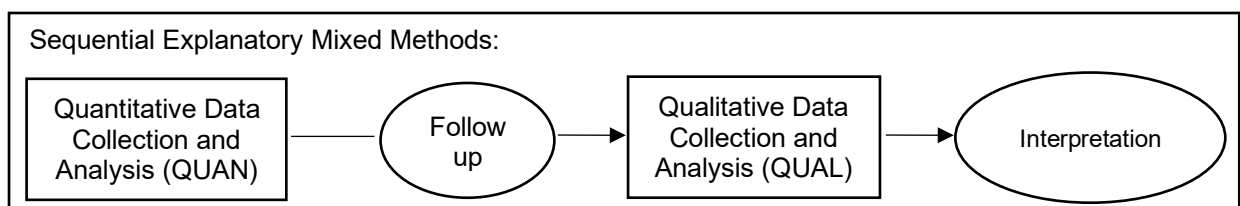
Figure 3.2: Sequential Explanatory Mixed Methods (Creswell, 2014:220)

The sequential explanatory design allowed the researcher to conduct multiple investigations over a period, as it allowed the researcher to collect the data as a single researcher (Creswell & Plano Clark, 2007). Another advantage of the design was that the researcher could write the research report in phases (separating the quantitative from the qualitative, as well as the various samples in each phase) thus making it easier to write the research report (Creswell &

Plano Clark, 2007). This proved to be a great advantage during the COVID-19 lockdown period when the researcher could not meet PSTs or TPCs for interviews but had already disseminated the surveys of the quantitative phase.

One issue that was anticipated was that participants could drop out of the study, due to factors such as staff turnover (Preissle et al., 2015). With the PSTs the researcher would not have been able to replace one participant with another if one decided to withdraw, although additional participants could be sought. Fortunately, none of the PSTs withdrew. In both the first and second phases of this study, the information provided by the TPCs concerned the institution and not the individual participants. Therefore, replacement staff could be sought. Two TPCs who participated in the survey were not able to attend the interview but recommended a colleague from their department to participate in their place. Since several participants were expected to participate in two phases of the research, the researcher had to ensure that they were not over-burdened (Preissle et al., 2015). The sequential explanatory design allowed the participants to have a break in between the data collection phases and ensured a lower intensity of what was expected from them at any time. Furthermore, making appointments for interviews at times that suited the participants and adhering to the timeframe of one hour helped to alleviate the burden on the participants.

Teddlie and Tashakkori (2003) caution that when using sequential mixed methods, one phase of the study can have a significant influence on the following phases. Therefore, it was of utmost importance that the researcher ensured validity in every phase. The findings of the interviews were compared to the findings of the surveys and content analysis to triangulate the data sets of the various participant groups, as the results of the content analysis, PSTs and TPCs had to either agree or contradict each other. The credibility of the research is improved if the data sets are convergent (Bless et al., 2013). It was however important that the researcher disclosed any contradictions and explored possible reasons for the contradictions instead of withholding evidence to ensure the data sets agree (Bless et al., 2013; Preissle et al., 2015). In this research, the identification of different themes by the different participants meant that the researcher could expand the policy framework even more, by including divergent results.

3.4.2 Triangulation model

The researcher chose the triangulation model to gather data from different samples about ethics in TP (Almalki, 2016). The triangulation model compared data in the interpretation phase and aimed to provide an in-depth explanation of what should be included in a framework for ethics, from the perspective of policymakers, PSTs, and TPCs (Creswell & Plano Clark, 2007;

Almalki, 2016). Triangulation can be seen as a framework for thinking about mixed method research. In general, it makes sense to gather data from multiple sources and through various methods (Almalki, 2016). An advantage of employing this method was that data could be collected from the different samples (PST and TPC) in the same time frame and equal preference was given to both quantitative and qualitative phases (Creswell & Plano Clark, 2007). The researcher used descriptive statistics to analyse the quantitative data and thematic analysis of narratives to analyse the qualitative interviews. Another advantage of using triangulation was that it allowed the researcher to use the advantages of the qualitative and quantitative research, and it enhanced the validity of the findings by ensuring that the various role-players had a voice in what should be included in the policy framework for ethics for TP (Hoang Dang, 2015). The disadvantage was that the various phases created considerable work for the researcher (Creswell & Plano Clark, 2007). The triangulation revealed contrasting opinions between policies, PSTs, and TPCs which the researcher aimed to use to enhance the policy framework to cater to the needs of all the role-players (Creswell & Plano Clark, 2007).

The triangulation model was used to merge the data from the various phases during the interpretations and analysis phase (Creswell & Plano Clark, 2007). The qualitative data assisted the researcher to determine the validity of the quantitative data (Kelle et al., 2019). Triangulation helped the researcher to better understand the ethical dilemmas that arise during TP and the measure in which existing policies or a lack of policies helped or failed to address the dilemmas. In the cases where the content analysis did not yield any policies in the online search, the researcher could follow up with the TPC from the university to determine whether or not the policies did indeed exist (Bucholz et al., 2007).

3.4.3 The sequential explanatory triangulation mixed methods design

A design was constructed for this research by adapting and combining the sequential explanatory design and the triangulation model. It was important to predetermine whether the quantitative and qualitative phases would have an independent or interactive level of interaction (Green 2007 in Creswell & Plano Clark, 2011). In this research, an interactive interaction approach was adopted as data sets from the quantitative phases were used to inform the qualitative phase, by alerting the researcher on questions that should be asked in the following phases. Equal priority was given to both phases, as the results from the content analysis, surveys, and interviews were used to establish what should form part of a policy framework for ethics in TP. All statements were given equal importance to create a policy framework aiming to address a vast majority of ethical dilemmas (Creswell & Plano Clark, 2011).

Since the research was performed by a single researcher and the results from one phase informed the consequent phase, the researcher chose sequential timing (Creswell & Plano Clark, 2011). The results from the quantitative phase were used to inform the qualitative phase as the results from the PST and TPC surveys were considered when planning follow-up questions for the interview schedules as well as follow-up questions for individual participants. However, the results from the first three phases, Content analysis, surveys, and interviews (Figure 3.1) were merged at the end during interpretation which allowed the researcher to draw conclusions. The researcher then decided which facets were relevant from the perspectives of the different samples, as well as whether their views were equal, equivalent, or contradictory (Creswell & Plano Clark, 2011). This allowed the researcher to use the findings from all the phases to create an informed policy framework for ethics in TP that included the viewpoint of the various role-players.
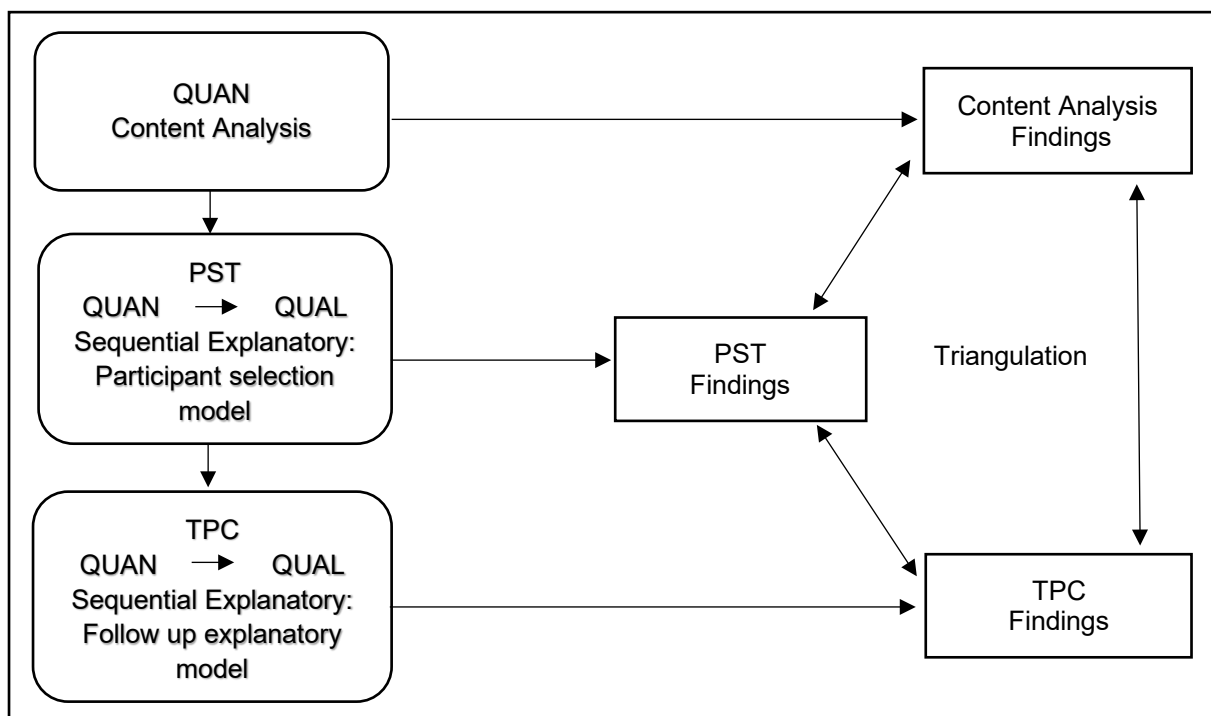
Figure 3.3: The sequential explanatory triangulation mixed methods design (Adapted from Hoang Dang, 2015)

Figure 3.3 is a visual diagram of the sequential explanatory triangulation mixed method design, implemented during this research. It portrays how the three phases (Content Analysis, PST, and TPC) of data were collected. The content analysis was performed first, and the results were used to inform the researcher of existing policies and protocols as well as questions that needed further explanation by the PST and especially the TPC sample. The PST surveys and interviews that followed, allowed the researcher to compare PST opinions with the official policies and protocols that were available online. The follow-up surveys and interviews with the TPCs allowed them to identify and present policy documents that were not available online

or provide reasons for the inclusion or exclusion of certain policy documents or protocols. The PST and TPC strands then both employed a sequential explanatory design. Finally, the results of all the phases were merged through triangulation.

The participant selection model (Figure 3.4) was employed for the data collection from the PST sample in phase two of the research to identify participants who could participate in the qualitative phase of the research (Creswell & Plano Clark, 2007).
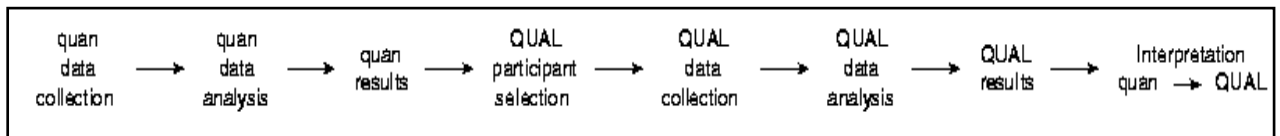
Figure 3.4: Participant selection model (Creswell & Plano Clark, 2007)

Identifying the right sample is of utmost importance and choosing the correct sample for this research proved to be time-consuming and challenging (Almalki, 2016). The *"Survey of Pre-Service Teachers' Experiences of Ethics in Teaching Practice"* (Appendix B) with the PST sample was conducted first. This survey aimed to identify third and fourth (final) year PSTs of a specific university and campus in the Western Cape, who previously experienced ethical dilemmas during TP. The researcher then followed up with these students through semi-structured interviews (Creswell & Plano Clark, 2011). The interviews intended to provide personal depth to the quantitative data, by exploring the experiences of the PSTs and allowing them to voice their experiences and needs. The results were then merged and interpreted with the content analysis and TPC data in the triangulation phase.

The TPC strand employed a follow-up explanation model as portrayed in Figure 3.5 (Creswell & Plano Clark, 2007). The Quantitative surveys of the PST and TPC strands were conducted concurrently.
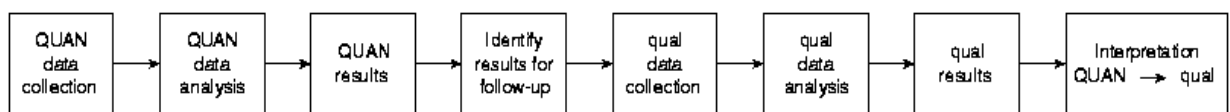
Figure 3.5: Follow up explanation model (Creswell & Plano Clark, 2007)

The survey: *"Teaching Practice Coordinators' Knowledge of Ethics for Teaching Practice Survey"* (Appendix F) was used to gather information from TPCs about ethics policies and protocols for TP at their institution. This was followed by interviews that consisted of closed and open-ended questions with the TPCs who participated in the quantitative phase. This was the first point where the two data sets informed each other. Creswell (2015b) cautions that the researcher must ensure that the qualitative phase is a direct pursuit to explain the quantitative results. The researcher used the results of the survey to adapt the questions that were asked

in the interviews (Appendix L), as well as to identify information that had to be followed up with specific TPCs (Creswell, 2015b). The semi-structured interviews were performed to gain more depth by further exploring the quantitative findings (Creswell & Plano Clark, 2011; Creswell, 2015a). The interview process allowed TPCs to elaborate and explain their answers to the survey, as well as clarify what procedures and policies had helped to improve ethical conduct during TP for the PSTs at their specific university.

The sequential design was followed because it enabled the researcher to research separate phases, as an individual researcher. This method also allowed the researcher to write a structured report of the different phases as well as the samples within each phase (Creswell & Plano Clark, 2011). This helped the researcher to provide feedback to various participant groups on their specific contribution. After the results from the first three phases were collected the researcher merged the three sets of data during the fourth phase (triangulation phase). This allowed her to see how the opinions of PSTs and TPCs agreed or contrasted each other and/or the existing policy documents. It furthermore allowed the researcher to identify themes that should form part of a policy framework for ethics in TP based on the current and actual ethical dilemmas that are experienced by various role players during TP. This framework can in turn be used to inform policies (Hoang Dang, 2015). Either of the three samples (Content Analysis, PST, or TPC) on their own would not have yielded a framework that took into account the needs of all the role players in TP (Kelle et al., 2019).

3.5 Methods employed in this research

For this research, a sequential explanatory triangulation mixed methodology was applied. The researcher gathered information in each phase, and the findings from each phase informed the following phase as prescribed by the sequential explanatory mixed method approach detailed above. Content analysis, surveys, and interviews were used in this research.

3.5.1 Quantitative phase

In the quantitative phase of this research data was collected from three samples. The content analysis was performed to inform the surveys. This was followed by surveys for PSTs and TPCs. The qualitative phase was then constructed on the results of the quantitative phase.

3.5.1.1 Phase 1: Content analysis

Content analysis of the ethics codes and policies that South African universities have available online was the first phase of data collection in the quantitative phase (Figure 3.1 and Figure 3.3). Content analysis is "the systematic, objective, quantitative analysis of message characteristics" (Neuendorf, 2019:1). It is the analysis of the content of any written form of text

and includes pictures, symbols, and other visual texts (Neuman, 2014). Krippendorff (2012 in Creswell, 2015b) explains content analysis "as collecting qualitative data and analysing it quantitatively". Content analysis also refers to determining what is available (Parry, 2020). In this research, it was used to search for policies and protocols that are available for ethics by locating selected keywords. Content analysis is the determination of the frequency of a message characteristic (Maier, 2018) and includes the computer analysis of word usage (Neuendorf, 2019). Quantitative content analysis has become a popular method for data analysis as computer media and technology expand (Neuendorf, 2019).

Weber (1910 in Neuman, 2014) suggests the use of content analysis as a quantitative technique when the researcher aims to count the data objectively. According to Bowen (2009), content analysis can help to provide context, background information, and help the researcher to understand the roots of the aspect she is studying. The content analysis helped the researcher to establish a background knowledge of existing policies and protocols and to identify questions for the surveys or interviews. It also provided supplementary information and allowed the researcher to track changes in policies to enrich the conceptual framework and review of the literature (Bowen, 2009). Bowen (2009) also suggests using content analysis to verify the findings of the current study. In this research, the answers from the surveys and the interviews were compared to the findings of the content analysis to determine if the findings were convergent or divergent. Another aim of the content analysis was to organize information into specific categories, to answer research questions (Bowen, 2009). In this research, the content analyses aimed to answer the question "*What is the current status of codes of ethics and codes of conduct regarding pre-service teacher practice at universities in South Africa?*". It also provided preliminary information to answer the questions "*What procedures are put in place to guide pre-service teachers when they encounter ethical dilemmas during teaching practice?*" and "*If these procedures exist, are they elucidated in the ethics policies of the universities?*"

Advantages of the content analysis included: time efficiency, easy access (online policies), cost-effectiveness, and lack of obtrusiveness and reactivity. Content analysis can be used to describe communicative messages. It is safe to use as it does not require long procedures for ethical clearance and it does not invade people's privacy (Maier, 2018). This allowed the researcher to start with the research of phase one while waiting for ethical clearance from South African universities to continue with phases two and three of the research. Another advantage was that using texts eased the data analysis as the data was already in an analysable format. The pre-existence of the documents also avoided recall bias which can often be used to manipulate results (Maier, 2018).

Disadvantages included limited detail in certain policies, problems with retrievability, such as websites and links not working, as well as a lack of authorization to gain access (Bowen, 2009). Content analysis was also time-consuming as it was sometimes difficult to locate the texts and determine and search for all possible synonyms (Maier, 2018). This resulted in multiple searches over multiple days. The removal of humans from the process is most advantageous as it lowers the risk of bias, however, the disadvantage is that it can lead to the researcher misinterpreting certain information in the documents. Another disadvantage of content analysis is that it prevents the researcher from using non-verbal cues to enhance understanding of the message (Maier, 2018). However, in the current research, the content analysis aimed to analyse impersonal data, controlling this factor. Additional disadvantages were found in the coding of data. Irregular use of terms across the universities prevented the results from being generalized. Coding terms that were too narrow may have excluded specific data as the data the researcher aimed to locate may have been described by another term, while too broad terms could have led to misinterpretation (Maier, 2018). This proved to be difficult as the terms "code of ethics" and "code of conduct" that were originally searched, often did not generate any search results, however documents with different titles e.g., "Teaching practice handbook" mirrored the content of these codes. Furthermore, the various universities had different understandings of what a code of ethics and a code of conduct meant (Neuman, 2014:376). Another disadvantage of the content analysis was that follow-up research was necessary to make inferences as the content analysis in itself did not reveal the intentions of policymakers or the influence it had on the role players in TP (Neuman, 2014:378). Therefore it was planned to send a survey to confirm the results of the content analysis to the TPCs of all fourteen universities. However ethical clearance had to be sought from each university before contact could be established with the TPC.

A major issue of content analysis is that the validity and reliability of the data can be influenced by the coding. Reliability is determined first through unitizing reliability. Natural beginnings and endings improve reliability, but phrases can lower it (Maier, 2018). In this research the use of phrases interchangeably with synonyms to locate documents could have lowered the reliability as a fixed unit (word) was not searched and counted, but rather a pool of synonyms to enhance the probability of finding a policy document. This influenced the second principle, categorizing reliability, which increases when various coders assign the same code to a specific unit (Maier, 2018). The use of various synonyms that were categorized together due to the content matching the description may have enhanced categorizing reliability. However, the use of various terms for the same policy documents may also have led to the accidental exclusion of policies from the results or the inclusion of policies that do not fit the category. Validity can also be questioned as it is hard to determine whether the coding scheme measures the aspect it should and was not adjusted in favour of the researcher (Maier, 2018). In this research, the

validity was enhanced by the fact that the researcher needed accurate results to aid the second phase (surveys) of the data collection and analysis where the results were confirmed or rejected by PSTs or TPCs.

The researcher chose content analysis as the first phase of the methodology as she wanted to count the frequency of the various policy documents (codes) and protocols objectively that the various South African universities have readily available to the public. Even though the location of documents held difficulties and led to possible disadvantages, this stage gave the researcher a thorough idea of the transparency of the universities' ethics codes for TP (Armytage, 2017). She furthermore wanted to identify the frequency with which certain protocols or expectations of PSTs are portrayed within these documents. The content analysis further helped the researcher to identify what questions can be asked in follow-up interviews as she discovered certain protocols and expectations or the lack thereof within these policies. The content analysis enabled the researcher to determine how many universities had specific policies, protocols, and expectations of PSTs elucidated in these policies that are available online, informing her of the status of ethics codes at South African universities.

a) Content analysis population and sampling

The population of a study refers to all the people who could be possible participants and will be influenced by the outcome of the research (Kumar, 2015:231). A quantitative sample should be unbiased and represent the population from which the sample is taken (Kumar, 2014). The larger the sample, the more diverse the sample should be to better represent the population, leading to more accurate results (Kumar, 2015). Purposive sampling was used for the content analysis as all the universities had to be in South Africa and offer a B.Ed. degree at their Education Faculties or Schools or Colleges of Education. The population was small due to the purposeful nature of this research. The researcher proposed to use the top 20 universities of the 21 universities throughout South Africa which have a Faculty or School of Education, to have a representative sample and possibly enhance external validity in terms of generalizability (Preissle et al., 2015). The sample was proposed as it was believed that their knowledge would bring a great contribution to the guidelines for a policy framework for ethics in TP that could be utilized by all South African universities. As the focus was on creating a policy framework specific to the needs of PSTs, the seventeen universities that offered programs for various phases of teaching in South African Schools were retained for the sample. Three (3) universities' websites were not functional on three different occasions that the researcher performed the web search and were therefore also excluded from the sample. With content analysis, it is important to select a sample of documents that are representative and relevant to the research. Content analysis can be done with very large samples (Parry, 2020:359). Therefore, the researcher included all policies that she could locate online that included the terms ethics, conduct, TP, or WIL.

b) Content analysis data collection

The first part was a quantitative content analysis where the researcher performed a thorough internet search on the websites of the fourteen identified universities. The Education Faculty/Schools/Colleges portal was screened, and a word search was also performed on each website using synonyms and phrases to search for available ethics policies, codes of ethics, codes of conduct, or other documents that could provide insight into the university's ethics protocols for TP. The researcher furthermore searched the website for a portal with a document repository. If the university had such a portal to which the researcher could gain access she also browsed through these policies. If none of these searches yielded any results the world wide web was searched using the keywords in conjunction with the university name in an aim to locate ethics policies and codes. If the website was not functional, and the worldwide web search yielded no ethics policies or codes the university was excluded from the research. Websites were also searched for information on research gatekeepers and TPCs needed for subsequent phases.

The codes were analysed by recording each predetermined aspect on a checklist (Given, 2012; Neuman, 2014). The researcher counted the frequencies of the various policies and protocols using the checklist '*Checklist for content analysis of codes of ethics and conduct*' (Appendix A) to determine the number of codes of ethics and codes of conduct that exist within these universities. She further counted how many of these codes included specific protocols or expectations of PSTs to protect them from ethical dilemmas. The comments section was used to stipulate the names of the policies in which the researcher located certain protocols or expectations, provide explanations of a finding, or make notes of other policies that the researcher had to attempt to locate. It was also used to indicate the name of the policy or document in cases where for instance the code of ethics was not a detached policy but formed part of another policy or document. A checklist was created for each university.

c) Content analysis data analysis

The researcher analysed the documents in the content analysis, by changing them into numeric data. Manifest coding was used to count and table codes of ethics, codes of conduct, as well as specific keywords in these codes (Neuman, 2014). The data from the checklists were then recorded on an Excel spreadsheet to allow the researcher to perform descriptive statistical analysis (Parry, 2020:362). The researcher used a table (see table 4.1) and graphs (see figure 4.2 and figure 4.3) to portray the frequency and intensity of codes of ethics, codes of conduct, and protocols or expectations within these codes for the quantitative content analysis (§4.2.1) to ease discussion of the existing data (Neuman, 2014). The content analysis

aimed to count how many universities had specific codes of ethics or codes of conduct as well as included specific protocols and expectations of PSTs in these codes (Neuman, 2014:374; Maier, 2018a:240). The latter was included to reason about the content that should be included in such codes. One point was allocated to the criteria in the table if the university had the specific code or the protocol or if the expectations appeared in one of the codes. Zero points were given if the internet search did not reveal the codes or the codes did not reveal the specific characteristics. If the university website had another policy (e.g., a faculty handbook) that contained some of the information that is expected to form an ethics code, e.g., a code of conduct for the Faculty or School of Education, 0,5 points were allocated to the criteria in the code of conduct for the Education Faculty/Schools/Colleges section. Although these universities' websites did not include a separate code, they did make their ethical expectations and values (code of ethics) and/or ethics protocols (code of conduct) known in other documents that could be found in the public domain.

This data was then used to inform the researcher of adaptions needed in the survey and interview schedule questions. It was further used to compare the policy documents with the findings of the surveys and interviews in the triangulation phase. Neuman (2014) argues that this is a reliable method as the information is black on white and there are no areas in-between. However, a possible limitation of the validity and reliability of manifest coding was the fact that terms can have different meanings for different universities. For this reason, the researcher used various terms on the checklist, i.e., code of conduct and code of ethics as well as awarded half points for policies if another document had a section resembling the sought-after policy. She further aimed to control this factor by following up on the results with PSTs and TPCs. The content analysis was therefore used in conjunction with the PST survey and the TPC survey as well as PST and TPC interviews in the qualitative phase, for triangulation.

3.5.1.2 Phase 2: "Survey of Pre-Service Teachers' Experiences of Ethics in Teaching Practice"

The second phase of the quantitative data collection was done through surveys. A participant selection survey (Appendix B) was sent to PSTs from university A4 to identify valuable participants. The researcher applied for ethical clearance at university A4 to conduct research with staff and students at the university and clearance was granted (see Appendix C).

Section A of the survey gathered biographical information. Section B of the survey consisted of closed questions. The first part of this section aimed to determine if, and how ethics was presented as part of the ITE curriculum at the specific university. The second part of section B aimed to determine which of the PSTs had experienced ethical dilemmas, as well as what

categories of ethical dilemmas PSTs had experienced. Categories presented by (Shapira-Lishchinsky, 2010) for in-service teachers were adapted, by referring to the literature, to make them more applicable to PSTs (§2.5.1). Category 1 'caring climate vs formal climate' was included in the survey as ethical dilemmas with regards to 'relationships with learners' and 'contrasting values with the school values'. Category 2 'disruptive justice vs. school standards' was included as 'Laws (e.g., school law, children's law, Human rights)'. Category 3 'Confidentiality vs school norms' was broken up into 2 categories: 'personal conduct (dress code, being on time, etc.)' and 'school policies and practices (mark administration, disciplinary systems, etc.)' Category 4 'Loyalty to colleague's vs school norms' were included as 'Relationship with a teacher'. Category 5 'Family agenda vs educational standards' were included as 'relationship with a parent/caregiver/the community'. Two more categories were added 'subjects knowledge' and 'pedagogy of teaching' as these categories were pointed out by previous research (Woody, 2008; Rusznyak, 2018) (§2.6.1 & §2.8). Section C of the survey consisted of open-ended questions to determine PSTs' opinions about the sufficiency of ethics policies and protocols at the university, how they feel it can be improved, as well as their impression of how the DBE should be involved.

a) PST population and sampling

Purposive sampling was also used to improve the research integrity as it ensures that PSTs are knowledgeable and can contribute rich data towards the research (Preissle et al., 2015). Okeke & Van Wyk (2015) however warn that a purposive sample can be subjective as the researcher chooses the representative sample. To prevent bias when choosing a sample for the qualitative phase, as the researcher was also employed at University A4, the participant selection survey was used to identify the qualitative PST sample. These surveys were originally shared with 116 fourth year (final year) PSTs of the B.Ed. degree course at university A4. However, due to lack of participation, the surveys were later sent to the 121 third-year PSTs as well. This survey intended to identify participants for the qualitative phase and not to gather data, however, some valuable data was gathered through these surveys. This unintended data was discussed in the PST data analysis section of Phase 2.

b) PST data collection

This phase of the data collection aimed to identify a sample for the qualitative PST interviews. The *"Survey of Pre-Service Teachers' Experiences of Ethics in Teaching Practice"* (Appendix B) was employed in the second phase of the research to identify PSTs who had experienced ethical dilemmas during their TP and could therefore be included in the purposive sample for PST interviews. Additional questions were however added to contribute to the data on the ethics policies and training presented by University A4 as all PSTs were able to comment on

ethics training and awareness, irrespective of whether they had experienced an ethical dilemma during their TP. The survey was created on Google Forms and shared with PSTs in their third and fourth year of study. The letter of invitation (see Appendix D) with the link to the survey was shared on multiple platforms to reach as many PSTs as possible. PSTs received a letter of consent with this invitation, explaining the study and their rights (see Appendix E). The survey was sent to the final year PSTs in June 2020, a follow-up reminder was sent at the beginning of July 2020, and a second reminder at the end of July 2020. The second group of PSTs, third-year PSTs, were included with the third reminder, as the original responses were very few. PSTs completed the survey online by following the link, and the survey was automatically submitted back to the researcher. The survey was sent to 237 PSTs and only 55 PSTs chose to participate in the voluntary study.

c) PST data analysis

The closed-ended section of the PST surveys was analysed using descriptive statistics, due to the small sample (Okeke & van Wyk, 2015). This was achieved by exporting the Google Forms responses as an Excel sheet and then importing the Excel sheet to SPSS computer software. Frequency distribution tables and pie charts were drawn up in SPSS allowing the researcher to comment on the percentage, mode, and dispersion of the data (Okeke & van Wyk, 2015). The mode allowed the researcher to determine and comment on whether most PSTs agreed or disagreed with statements. The mode refers to the value which occurs most frequently. The mode can be one (uni), two (bi). or multiple (multi) values (Okeke & Van Wyk, 2015:397). The researcher then discussed the dispersion of the answers to each question by comparing the percentage of participants that agreed and disagreed with each statement, indicating the choice of the majority, and pointing out the number of PSTs who did not answer the specific question. Where a visual presentation enhanced the discussion of the data, or the question could not be tabled, a pie chart was used for discussion.

Section A gathered biographical information of the participants and was analysed by placing it in a frequency distribution table and converting the frequencies to percentages for a description of the participants. The biographical information was necessary as it provided insight into the responses that followed in the survey. Section B of the survey consisted of closed-ended questions as well as a single open-ended question asking for an explanation of the ethics training they received if they indicated that they did receive ethics training in question 2. The closed-ended questions were analysed in SPSS using frequency tables indicating the frequency and percentage of each response, furthermore, SPSS generated pie charts for each question, indicating the distribution of the responses. The researcher chose to present the data in a series of tables as it provided a more structured summary making it easier to discuss the

results. Section C consisted of open-ended questions that only participants who indicated that they did experience an ethical dilemma were expected to answer. However, all the PSTs who completed the survey continued to the end of the survey irrespective of the fact that the survey indicated that only PSTs who answered 'YES' at question 9 should continue. The open-ended questions, including the open-ended question from section B, were analysed through thematic analysis, using colour coding to highlight the various themes that occurred in the responses (Okeke & van Wyk, 2015). Structural coding was used by placing the responses to each specific question in a table (Saldaña, 2013:84) and reading it a couple of times. While reading through the responses colour coding was done to highlight similar themes in the responses with the same colour. These colour-coded responses were then grouped by colour and provided with a theme. By ascribing themes to the data underneath each question, structural coding allowed the researcher to compare similarities and differences in PSTs perceptions (Saldaña, 2013:84). The surveys revealed names of subjects and programs of the specific university and needed to be clarified to enhance the overall understanding of the results. PSTs often referred to Professional Practice as a subject in which ethics is addressed. This subject is where practical learning takes place and PSTs learn from practice through case studies, video recordings, lesson observations, etc., as well as during practice by completing a WIL component (CPUT, n.d. a). Another program that PSTs referred to was First Year Experience (FYE) program. This program is an orientation program for all first year students and is presented for each campus as a whole, but also split up into the various faculties to address specific orientation needs related only to the faculty (CPUT, n.d. b).

3.5.1.3 Phase 2: "Teaching Practice Coordinators' Knowledge of Ethics for Teaching Practice Survey"

The second phase of the data collection was quantitative surveys that were sent to TPCs of the Education Departments of various South African Universities. The *"Teaching Practice Coordinators' Knowledge of Ethics for Teaching Practice Survey"* (Appendix F) was used to conclude the ethics codes and practices that the various South African universities include in TP, as well as to look for gaps within these practices. As the literature search yielded very little information about ethics for TP at universities in South Africa the surveys provided the researcher with background knowledge to follow up in the qualitative interviews. Surveys were advantageous because they could include the entire sample of the content analysis as they did not have large financial implications. This also sped up comparison, as all participants answered the same questions (Lambert, 2012:102). The disadvantages of surveys in this research, however, included that it was time-consuming to prepare surveys and required specific skills. The surveys could also not be adapted after they were sent out (Lambert, 2012:130). A pilot study could have helped to control this factor, however, that would have

required additional time that the researcher did not have at her disposal. Surveys were compiled by the researcher using the review of the literature. The survey existed of closed- as well as open-ended questions.

a) TPC population and sampling

Purposive sampling was used for the TPC surveys as all participants had to work for a university with an Educational Faculty that offered a B.Ed.degree, and know the policies and protocols for TP (Emmel, 2014). This sample was retained from phase one of this research as a sequential explanatory design was followed. The researcher applied for ethical clearance to conduct research with the staff at the fourteen universities that were identified in the content analysis. Five universities had more than one campus offering B.Ed. degrees, or more than one TPC administrating the TP. However, the researcher did not receive clearance from the Education Faculty/Schools/Colleges to proceed with research at university B1 and did not receive ethical clearance at all from university B2 to proceed with contacting participants of either of the campuses. TPCs from both campuses were contacted in the case of university A4 but only one TPC participated, and although the other TPC responded to the reminder requests, the survey was never completed. This may have been because the TPC is a colleague of the researcher and consequently perceived conflict of interest or power dynamics of the collegial relationship. At university D1 and F1, the researcher was provided with a name of a TPC by the ethics committee or Head of Department (HOD) that she was to contact and therefore only had contact with one campus. Surveys were distributed to twelve TPCs from twelve SA universities who granted ethical clearance. The researcher sent a letter of invitation (Appendix R) and an informed consent form (Appendix H) to the possible participants.

Before the researcher engaged with any participants, she applied for ethical clearance from the various SA universities that were identified for the sample during the content analysis. The researcher contacted the gatekeeper of the university to find out if these details were available on their website. If these details were not available the researcher contacted the research office, head of the department (HOD), or registrar to enquire about the application process. The ethics application at the South African universities differed greatly and proved to be extremely challenging. University F1 has the gatekeeper details and application form for external researchers online, making it very easy to apply as an external researcher. University A3 makes use of an online system on their website, however, an external researcher needs to be represented by an internal host who will support the researcher with the research logistics. At universities B3, E1, E2, and E3 the faculty research committees reviewed the researcher's ethical clearance certificate from her university as well as the informed consent form, invitation letter, instruments, and proposal, and all four universities granted ethical clearance on this

basis. At university A1 the HOD is the person who needs to grant permission for external research in the department. The application process for ethical clearance at this university was the submission of the aforementioned documents to the HOD. The researcher however had to apply for ethics through the full ethics application process of the university at universities C1, D1, and H1. University C1 and D1 made use of an online system called RIMS through which the researcher had to apply by completing a full application and uploading the supporting documents. University H1 sent an application form to the researcher via e-mail, which had to be completed and sent back with the supporting documents. The average time for feedback from universities who requested full applications was one month as FRC meetings typically take place once a month. This timeframe was however also applicable for university F1. Feedback after re-submission of the changes requested by the universities then took another month as the application had to go through an FRC meeting. University C1 and F1 also postponed their meetings on various occasions due to the national lockdown due to COVID-19 that occurred during this process which prevented the meetings from taking place. The researcher struggled to get hold of the gatekeeper at Universities A2 and B1. The researcher did multiple website searches, sent emails, and made phone calls to the registrar, post-graduate department, faculty coordinators, and administrators that she identified on the websites. However, when the researcher contacted the Phase Program Coordinator and HOD respectively and was referred to the research departments, she was immediately supplied with a short online application form to fill out and submit with supporting documents. Where the researcher was unable to determine the details of the Gatekeeper, ethics committee, or TPC through web searches, e-mail, and telephone calls, universities were excluded from the research. The researcher contacted the research department of university B2 and was referred to the TPC, who referred her to the HOD. Although the researcher followed up with the HOD on two occasions after the initial contact, the researcher did not receive any response and decided to eliminate the university.

Once the researcher received ethical clearance, she requested the details of the TPC from the individual/department granting access. If they were unable to help, a web search was done or the HOD of the Department was contacted. At university A2, however, the researcher did not receive the details of the TPC, and the research office acted as a mediator preventing direct contact with the participant, as their way of protecting their employees. When the researcher had the details of the participant or mediator and ethical clearance certificate the researcher sent out the invitations to the participants. The invitations were sent via e-mail and consisted of an invitation letter, informed consent form, and the ethical clearance certificate from the researcher's university as well as the university which the participant represented. The first batch of surveys was sent on 09-04-2020 to five universities (A2, A4, B3, E1, and E3) who had

sent official written ethical clearance to the researcher. University A1 indicated that they will provide clearance but as the official clearance letter had not been received when the first batch was sent, they were not included in this batch. University E2 was also not included in batch one, although the university had granted ethical clearance, as the TPC had not yet been identified. An invitation was sent to the WIL coordinator of university E2 on 30-04-2020 as the Department had still not been able to supply the details of the TPC. Follow-up e-mails were also sent to universities that had not yet completed the survey as a reminder on this date. At University A1 the HOD responded that she was not willing to grant ethical clearance and that someone else must, however, no response was received from the postgraduate office on how ethical clearance could be sought. The invitations were sent to TPCs from universities A3, C1, D1, F1, and H1 individually as ethical clearance was granted by the individual institutions up to 18-08-2020. The invitation was also sent to University E2 as soon as the TPC was identified. Reminders were also sent monthly to TPCs who had not yet responded, while the researcher awaited the outcome of all the ethics applications. A final reminder was sent to the TPCs who had not responded on 31-08-2020 as the researcher needed to finalize this data set to analyse it and continue with the follow-up interviews. On this date, the researcher received survey responses from the following Universities: A2, A3, A4, B3, D1, E2, E3, F1, and H1. Although the TPC from University E1 had a telephonic conversation with the researcher about the survey and seemed interested in sharing her experiences, she never submitted a survey and did not react to the follow-up emails. Finally, only nine (9) TPC completed and submitted the survey.

b) TPC data collection

The survey was compiled as an electronic survey on Google Forms. This allowed the participants to complete the survey by following a hyperlink in their invitation letter. The first page of the survey was a summary of the informed consent form. The full consent form with all the details of the research was however emailed to the TPC with the invitation letter and proof of ethical clearance from University A4 and the specific university where the TPC was employed. In the case of University A2, the external researcher had to send the invitation and a survey link to the research office who then distributed it to the participant. The Google form was submitted directly to the researcher upon completion, therefore lessening the burden on the participant of having to download, complete, upload, and return the survey. This process also limited the possibility of forms getting lost or information leaking by being sent to the wrong e-mail address or from e-mail addresses being hacked.

c) TPC data analysis

The survey summary was extracted from Google forms as an Excel Sheet. The small population and sample of this research directed the analysis of the closed-ended questions of

the surveys towards descriptive statistics. The Excel spreadsheet was analysed in SPSS using descriptive statistics (Okeke & van Wyk, 2015). This was achieved by using frequency distribution tables and frequency polygons to portray and compare the distributions (Neuman, 2014). The focus of descriptive statistics is on central tendency and dispersion. Central tendency refers to the centre of gravity of the data distribution and is determined through the mean, median, and mode of the dataset. Dispersion, however, refers to the spread of data from the centre of gravity of the data set and includes the range, percentile range, and quartile deviation, as well as standard and mean deviation (Okeke & Van Wyk, 2015). Tables were however used to present the data in Chapter 4 as it portrayed a clearer picture of the TPC's responses.

Biographical information gathered in section A of the survey was used to describe the sample (see table 4.2) and provide insight on the types of universities, provinces, and Language of Learning and Teaching (LoLT) of the participating universities. This could prove to be valuable in the interpretation and discussion of the data as these factors may influence the status as well as the need for specific ethics policies and protocols. Section B of the survey consisted of nineteen closed-ended questions, to which the participants responded on a five-point Likert scale. This data was captured on SPSS in a frequency table to depict the number of TPCs that responded with each level of agreement and thereby comment on the dispersion of the data. The table also indicated each response as a percentage which was used for the discussion of the results. Furthermore, a frequency polygon was created in SPSS for each question, clearly indicating the central tendency and distribution of the responses. For the discussion, frequency tables were however used. This portrayed whether the data was skewed. The discussion included the mode to determine the view of most universities. In some cases, a bi-mode was indicated in the discussion to portray the number of participants who either 'agreed' and 'strongly agreed' or who 'disagreed' and 'strongly disagreed' with a specific statement to determine the total number of TPC who agree or disagree with the statement (§3.5.1.2c).

The open-ended questions of section C of the survey were analysed through thematic analysis (Okeke & van Wyk, 2015). The responses from the nine surveys were copied to a table. Each question's responses were placed on a separate table for the specific question, thus employing structural coding (Saldaña, 2013:84). The responses were read a couple of times and highlighted with different colours according to the various themes that the researchers identified. In some responses, multiple colours were used as the response addressed various themes. The themes were then listed and discussed by comparing similarities and differences in TPCs experiences. True verbatim quotes with the TPC pseudonym were provided in the discussion.

The quantitative and qualitative phases of a sequential explanatory design were done separately (Creswell, 2014:224). The quantitative data of the content analysis and surveys were analysed first, and the results were used to inform the researcher of the questions that needed further explanation in the qualitative phase of the data collection.

3.5.2 Qualitative Phase

The quantitative data analysis was used to identify significant results that needed further explanation (Creswell, 2014:224). This phase aimed to explain quantitative results and give more depth to the findings (Creswell, 2014:224). In the third phase of the research, qualitative interviews were held with the PSTs from University A4 as well as TPC's from the various South African universities. The first set of interviews was with the PSTs who had experienced ethical dilemmas during their TP. The second set of interviews was follow-up interviews with the TPCs who participated in the TPC survey. This allowed the researcher to ask the TPCs follow-up questions about the general findings of the PST interviews, as well as to clarify specific findings from interviews with PSTs from university A4 with the TPC of university A4.

3.5.2.1 Phase 3: Pre-service teachers' perceptions of ethics during teaching practice Interviews

To establish an effective policy framework for ethics in TP, it was important to include the voices of PSTs. Reflection on the PSTs' experiences of ethical dilemmas, codes of ethics, codes of conduct, and protocols should form the centre of the policy framework to ensure that it caters to their needs. Goh & Matthews (2011) also recommend integrating the dilemmas that students report into the academic courses to ensure that teaching is in line with practice. Semi-structured interviews were held with PSTs (see Appendix I) to explore their experiences and identify their ethical dilemmas, to inform the ethics codes of the university.

a) PST population and sampling

It was important to ensure that the sample could supply the necessary information, therefore purposive sampling (Neuman, 2014; Kumar, 2015:228) was used to identify PSTs at University A4, who could share their experiences of the ethical dilemmas they encountered during their TP (Crouse & Lowe, 2018). PSTs were selected from this university as the research aimed to provide guidelines for a policy framework for ethics in TP for this university. However, since the good practice from various other universities informed this code though the input from the content analysis as well as the TPCs these guidelines could be utilised by other South African universities as well. Purposive sampling improves the research integrity of the qualitative phase as it ensures that the PSTs are participants who personally experienced ethical

dilemmas and can therefore contribute rich data towards the research (Preissle et al., 2015). Due to the selection of informative participants, the sample was small (Neuman, 2014).

The researcher aimed to use twelve (10%) of the final year B.Ed. Education PST population (116 PSTs) to which she had access to ensure that the sample was manageable for a single researcher as part of a larger mixed methods research study (Emmel, 2014:5). The participant selection model was followed in the quantitative phase to prevent bias in selecting this sample for the qualitative phase. The sample included third- and fourth-year PSTs. The invitation was not extended to second-year PSTs as they had only had one TP opportunity in their first year and missed their second-year TP due to the COVID-19 pandemic. First-year students could not be included as they had not had any TP experience due to the COVID-19 pandemic which prevented them from going on TP in 2020. As the sample had to be PSTs who had experienced ethical dilemmas during their TP the researcher could only include the PSTs who indicated on their survey that they had experienced an ethical dilemma. Therefore, only nine PST participants were selected for the qualitative phase. These PSTs were contacted via email and invited to participate in the qualitative phase of the research. All nine PSTs agreed to participate.

b) PST data collection

After the PSTs agreed to participate in an interview, they were provided with a short Google forms link where they could indicate a date and time which would suit them for an interview, as well as whether they preferred to attend an online interview or a face-to-face interview (see Appendix J). Due to COVID-19, most interviews were conducted online through Microsoft Teams. Three PSTs however requested face-to-face interviews as they did not have trustworthy internet connections at home or were uncomfortable with an online interview. These three interviews were conducted following strict COVID-19 protocols. PSTs and the interviewer were screened upon entering the campus, PSTs and the interviewer had to wear masks, sanitize their hands when entering and exiting the room as well as keep a social distance of 1,5m. These interviews were also scheduled at least 48 hours apart and all the surfaces were sanitized before and after each interview (Higher Health and Universities South Africa, 2021). The interviews were conducted over two weeks in November 2020 in an attempt to accommodate all PSTs on a date and time they found suitable. Before any of the interviews were conducted, the researcher asked the PST to sign an informed consent form (Appendix K), state that they were willing to participate in an interview, and indicate if the researcher could make a voice recording of the interview. All nine PSTs signed the consent form and permitted the researcher to make a voice recording.

The researcher planned fixed interview questions aimed to determine how PSTs think of and feel about ethical dilemmas they experienced during TP (Okeke & van Wyk, 2015). Each interview lasted between 30 and 60 minutes. Questions on the interview schedule (Appendix I) were asked as well as follow-up questions if the interviewer required further explanation on a statement made by the PST (Okeke & van Wyk, 2015). In some instances, the interviewer also followed up on statements that the PST made in her survey. The advantages of the semi-structured interviews were that they allowed the researcher to gain insight into the PSTs' feelings about the ethical dilemmas they experienced and their perceptions of the ethics policies and protocols at their university using the follow-up questions she asked according to participants' responses (Lambert, 2012:105). These questions were recorded in the interview trancriptions and can be located in the data set. The interviews thus allowed the researcher to probe for more comprehensive information if PSTs gave brief or unclear answers. It also allowed the researcher to add unstructured questions which lead to meaningful results (Okeke & van Wyk, 2015), e.g. on how they felt the university could better prepare them for ethics in TP.

The downside of the interviews was however that the interviews and the transcriptions were time-consuming (Okeke & van Wyk, 2015). Apart from transcribing, translation was also necessary. Although the interviews were conducted in English, many PSTs responded in Afrikaans. This can be ascribed to the fact that these PSTs all indicated Afrikaans as their LoLT in their surveys and were more comfortable expressing themselves in their home language, or as one PST who indicated English as her Home Language often responded in Afrikaans. Some participants may also have felt uncomfortable sharing their true feelings and experiences which could influence the results (Okeke & Van Wyk, 2015). This was detected in nervous laughter and PSTs whispering to ask the researcher if they were allowed to talk about a specific dilemma. Throughout the interviews, the interviewer reassured the PSTs that they could give their opinions and that they would remain anonymous because some of the PSTs implied that they were unsure if they were allowed to voice what they had experienced (Okeke & van Wyk, 2015).

Other aspects had to be considered when preparing for and conducting the interviews. When conducting interviews, the interviewer must consider her behaviour and attitude as this may play a role in how the interviewees respond. The interviewer carefully focused on how she posed the questions, organised the interviews efficiently such as starting and finishing on time, and created an environment that portrayed respect, such as waiting for the participant to answer, encouraging them to take their time, and reassuring them when technical issues with online interviews occurred. Personality aspects such as charisma, trustworthiness, and

seriousness could have influenced interviewee responses (Okeke & Van Wyk, 2015). The interviewer prepared the interviewees in advance by communicating the purpose of the interviews, estimated duration, and proposed outcome to the PSTs (Okeke & Van Wyk, 2015) in an invitation letter. Validity and reliability could not be ensured completely as the interviewer has no way of determining whether the interviewees were telling the truth or had subjective motives. The interviews were however audio-recorded and transcribed into full verbatim narrative accounts. This aimed to enhance the validity and reliability by ensuring that the researcher used the same information for the narrative as reported by interviewees (Fraenkel & Wallen, 2008). Audio recordings made the data recording easier and ensured that narrative accounts were a precise representation of the PSTs' experiences. The recordings were transcribed as full verbatim quotes and provided with time stamps whenever the speaker changed or every 2 minutes to enhance the trustworthiness of the data. Additionally, the researcher sent the transcripts back to the participants to check and confirm the information or if they wanted to clarify something they misstated. However, only PST11 and PST37 responded and confirmed that the transcriptions from their interviews were correct.

c) PST data analysis

The interview data were analysed through thematic analysis (§4.3.1.2). Thematic analysis of the PST, as well as TPC interviews, allowed the researcher to compare the various cases during triangulation to draw conclusions on the ethics experiences of PSTs as well as TPCs during TP (Saldaña, 2013:181). Figure 3.6 provides the overview of the steps that were followed for the PST qualitative data analysis. The interviews were recorded, and the recordings were stored under the pseudonym allocated to each PST. These recordings were then presented to a transcriber who completed full verbatim transcriptions of each interview recording with time stamps. Each transcription was compared to the audio recording. After the cross-checking was completed, the transcripts were reread and all identifiers such as names of universities, towns, schools, lecturers, and educators were replaced with pseudonyms as well. This step also allowed the researcher to familiarize herself with the data (Terry et al., 2017). Member checking was employed by sending the transcripts back to the participants via e-mail, to enhance the validity and reliability of the data before interpretation thereof was done.
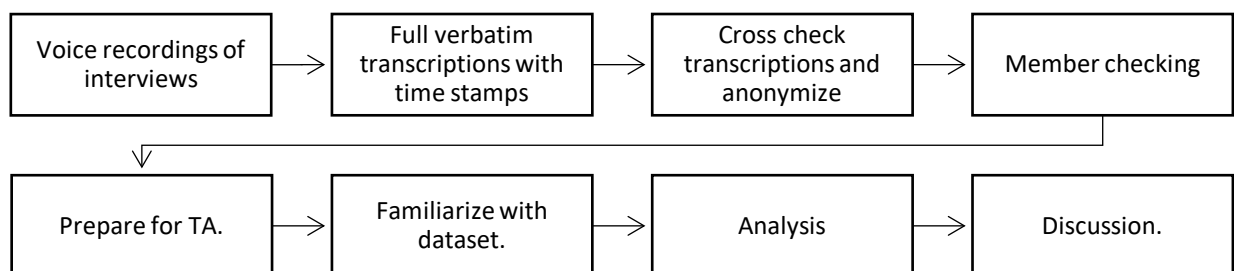
Figure 3.6: Qualitative data analysis overview

Thematic analysis can be done through selected computer-based analysis programs such as ATLAS.ti. However, it has been cautioned that novice researchers with small samples should use hard copies or basic word processors and focus on learning how to interpret the data instead of how to work with the program (Saldaña, 2013:25). Other considerations in the decision to use manual analysis were a lack of available funding, inability to acquire an institutional license, a lack in the researcher's skills of the ATLAS.ti program, and the accompanying limited time since the COVID-19 pandemic had already delayed the entire timeline (Basit, 2003 in Saldaña, 2013:26). When using computer software it is still recommended to use hard copies and apply the themes before running the data through a software program (Roulston, 2013). Therefore, hard copy theming would have been done as a first step irrespective of acquiring a license for ATLAS.ti. It is said that the human mind has a natural tendency to look for themes and make meaning (Guest et al., 2014), therefore thematic analysis of a small number of cases can be performed through manual methods using a basic word processor program (Microsoft Word) and hard copies.

The transcriptions were prepared for manual thematic analysis. The transcriptions were placed in tables on Microsoft Word, for manual coding (Saldaña, 2013:26). The researcher used the basic three-column table of Smith & Osborn (2008) as suggested by Saldaña (2013). The transcript was typed in the wider centre column and a narrower column was added to the left of the transcription for notes, while another column was added on the right for the identification of the themes (Saldaña, 2013; Roulston, 2013). Two additional narrow columns were however added to the left of the notes column where the lines were numbered, and the time stamps and speakers were indicated. This allowed the researcher to provide detailed identifiers when verbatim quotes were used in the discussion, improved the validity and reliability of the transcripts, and eased the cross checking of recordings and transcripts. Furthermore, it made it easy for the researcher to determine which data (PST participants' words) had to be themed.

The entire data set was reread by the researcher to familiarize herself with the data. Thereafter the first transcript was reread to begin theming the data (Saldaña, 2013:176; Terry et al., 2017:30). According to Saldana qualitative data can be coded and analysed in multiple ways. In this research 'theming the data' or 'thematic analysis' was employed (Saldaña, 2013). Saldana confirms that thematic analysis is a suitable coding method for interview data. Portions of the data were labelled with an extended thematic statement. This method differs from the majority of coding methods that ascribe a shortcode in a line-by-line approach (Saldaña, 2013). Thematic analysis is an intensive analysis technique and the researcher had to work strategically as the thematic analysis was not detached from the research questions, aims and objectives, and the conceptual framework (Saldaña, 2013). Theming of data allowed the

researcher to look for repetitive patterns in the data that were necessary for higher-level discussion of the interview data (Saldaña, 2013:5).

One disadvantage of the qualitative interviews was that it was very time-consuming to analyse the large quantity of raw data (Okeke & van Wyk, 2015). Due to the large quantity of data in the transcriptions, themes had to be identified for data reduction (Roulston, 2013). This data reduction is often critiqued, however, it is important to note that the researcher included broad categories, as well as multiple sub-categories when theming the data to give a voice to all the participants. Theming also assisted the researcher to group similar voices and identify different and contrasting voices of PSTs to have a higher level discussion (Saldaña, 2013:38). Not all of the interview data was rich in value and some of the data were incomplete, stated misunderstandings, or were irrelevant to the research objectives (Roulston, 2013; Guest et al., 2014). Therefore, not all portions of the data were themed. When theming the data, it was important to follow a structure (see figure 3.7). When identifying themes in this research, the researcher looked for participants' explanations, understandings, and suggestions (theming the data) of ethics in TP, using the research questions as a guide (structural coding) (Rubin & Rubin, 2012 in Saldaña, 2013). According to Saldana (2013:176) themes can include 'descriptions of behaviour' and 'morals from participants' stories' which were two categories that the researcher included in the analysis. She looked for ethical dilemmas during TP, the morals and values included in policies, ethics education, as well as PST's awareness of morals and values as part of her structural coding and theming of the data (Saldaña, 2013) in the first cycle of the coding as seen in Figure 3.7.
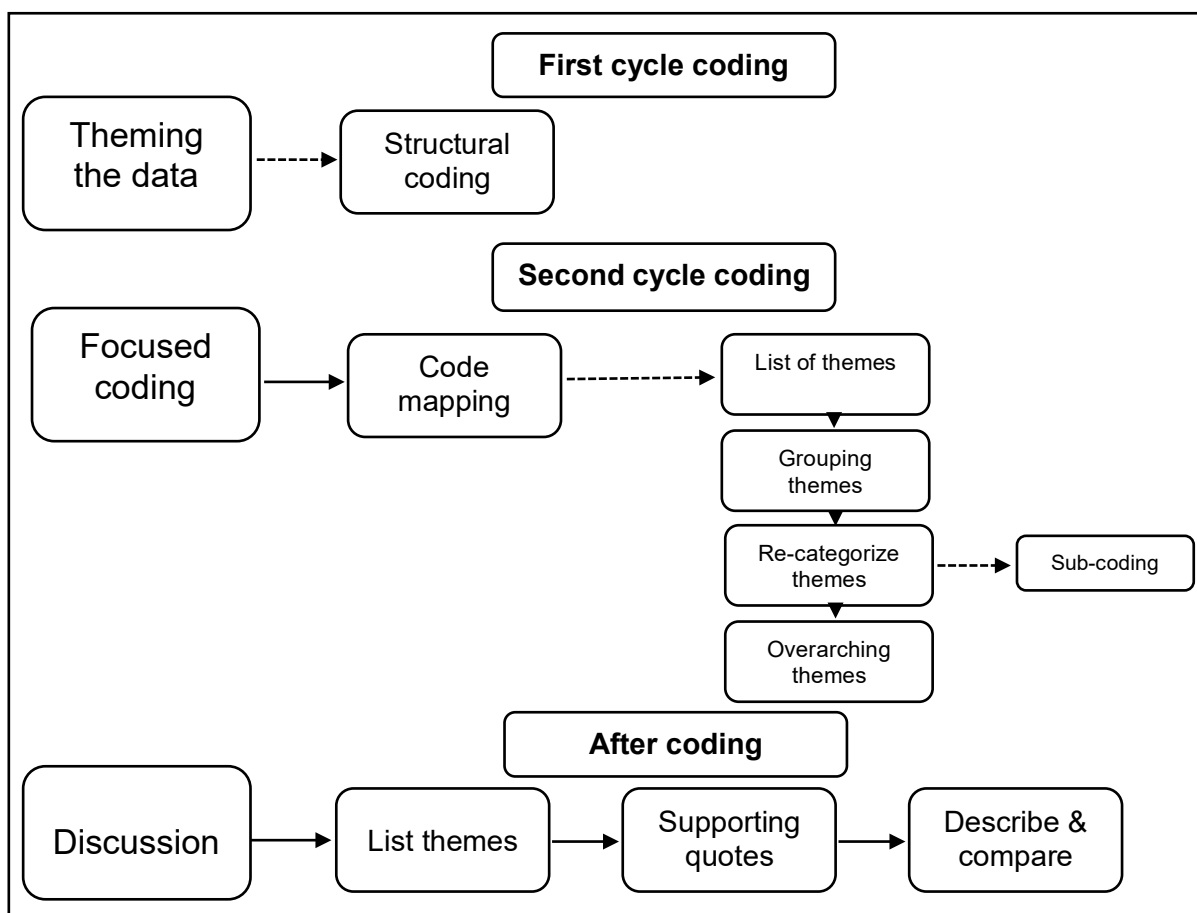
Figure 3.7: Coding of qualitative interview data

The first themes were identified during data collection as the researcher noted certain statements made by PSTs and immediately wrote them down on the list of themes. These themes were then explored further in the remaining interviews as the researcher added follow-up interview questions accordingly (Saldaña, 2013:180). Further theme identification was employed during the initial analysis where each transcript was analysed separately (Figure 3.8). There is not a single, fixed method that must be used to determine themes. The researcher reread the first transcript and highlighted statements and phrases that addressed or revealed either ethical dilemmas experienced in TP, ethics education of PSTs, or ethics-related policies and practice (Saldaña, 2013:19; Roulston, 2013:164). The focus of this pre-coding of the analysis was "What does this text mean to me?" (Guest et al., 2014:53). The researcher looked for the themes identified during data collection as well as new themes. The full transcripts were used to prevent the researcher from missing important data such as discrepant cases that might influence the interpretation of the data. It is, however, important to note that only the data from the participants were themed as the aim of the qualitative interviews was to determine the perceptions of the PSTs (Saldaña, 2013:16).
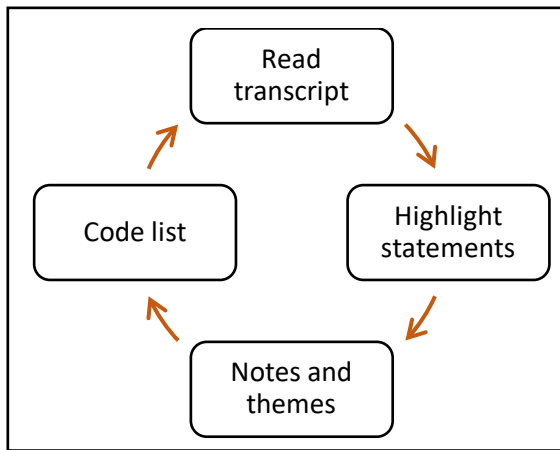
Figure 3.8: Steps to identify themes

Together with the highlighting of statements, notes were made in the left-hand column and preliminary themes were indicated in the right-hand column to label data that represented an aspect that would contribute to a research objective (Roulston, 2013). The researcher then compiled a list of notes and themes by copying the notes and themes from the transcripts to a table. The researcher followed this process with all transcripts. One after the other narratives were reread, notes were made in the left-hand column, and themes were indicated in the right-hand column while continuing to add new themes to the code list (Saldaña, 2013:180; Roulston, 2013). The researcher looked for similar as well as new themes in each narrative that followed (Hawkins, 2018).

Once the researcher had completed this process with all nine transcripts, she started at the beginning again and looked for recurring themes (Roulston, 2013; Hawkins, 2018) or notes that she had missed in the original reading or that were only indicated in the later interviews. The researcher then went through the interview transcriptions iteratively, making links between the interviewees and themes as well as indicating where PSTs agreed with or contrasted each other's statements or implied meanings (Guest et al., 2014; Hawkins, 2018). It is important to note that frequency was not the only consideration for including themes. Themes previously found in the literature, as well as negative and derivative themes. were also included (Roulston, 2013). Negative or derivative themes can provide new and relevant results and it also portrays critical data analysis (Guest et al., 2014:74). The researcher also highlighted possible verbatim quotes to be used in the analysis and discussion to support or explain the themes she identified (Butler-Kisber, 2010 in Saldaña, 2013). The aim of identifying themes was to describe and understand ethics in TP from the various PSTs' points of view (Van Manen, 1990 in Saldaña, 2013:176). At this stage, themes were "simple examples" of PSTs' ethical experiences (Rubin & Rubin, 2012 in Saldaña, 2013:177).

A disadvantage of coding for qualitative analysis was that the researcher applied her analytic lens and therefore the codes that were identified may be subjective and portray the researcher's interpretation more than the participants' interpretation (Saldaña, 2013:7). This highlights the need for employing specific methods of coding as seen in Figure 3.7. Themes were identified on a manifest and latent level. Manifest level themes refer to the themes that were directly stipulated in the data, such as "**Ethics policies, codes, and protocols at the university**". Latent level themes were however identified by looking at the underlying phenomena of ethics in TP, such as "**PST ethical awareness**" which refers amongst other things to PSTs' morals and values (or lack thereof) as implied by their actions. These latent themes however portrayed the researcher's interpretation of the PSTs' responses.

An inductive approach was employed. Codes were not predetermined but rather identified from the data (Saldaña, 2013). An inductive approach meant all themes that could contribute to answering the research questions were investigated (Hawkins, 2018) and new unanticipated knowledge could be discovered, leading to adaptions in the research question. The researcher granted equal value to each interview transcript and considered all statements (Roulston, 2013). Therefore, the dataset was not reduced before analysis. Furthermore, the inductive approach led to the researcher refining the research sub-questions. Sub-question B was divided into two sub-questions: "*What procedures are put in place to guide pre-service teachers when they encounter ethical dilemmas during teaching practice?*" and "*If these procedures exist, are they elucidated in the ethics policies of the universities?*" An additional question was also added during the qualitative PST data analysis. The question '*How should PSTs be prepared for ethics in teaching practice?*' helped to answer the question '*What procedures are put in place to guide pre-service teachers when they encounter ethical dilemmas during teaching practice?*' It is important to note that the researcher did not come to the analysis without pre-existing ideas of themes that could be found. The literature review already revealed possible themes and during the interviews, the researcher also noted certain preliminary themes (Roulston, 2013). Furthermore, the research questions guided the research design that was employed. '**Structural coding**' was used with theming of the data to identify themes specifically linked to the research sub-question '*Which ethical dilemmas do pre-service teachers encounter during teaching practice?*' (Saldaña, 2013:84). This research question was framed deliberately to gather data on the various ethical dilemmas that PSTs experience during their TP and the category 'Ethical dilemmas experienced by PSTs during their TP' was established simultaneously with the coding of the data (Saldaña, 2013:84).

| List of themes | → | Grouping themes | → | Recategorize themes | → | Overarching themes |
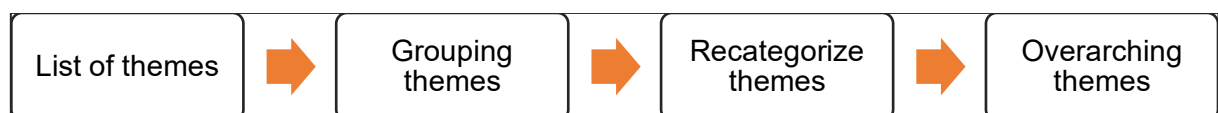
Figure 3.9: Process of theme mapping used during second cycle focused coding

When all the transcripts were themed and the theme list was finalized, focused coding was employed as a second cycle coding method (Figure 3.7) to categorize the data (Saldaña, 2013:213). The concept of 'code mapping' was adapted to 'theme mapping' as seen in Figure 3.9 to prepare the data for second cycle coding and to improve the organization of the large data set. This also improved credibility and trustworthiness as it demonstrated the thought process used to group, keep or discard themes (Saldaña, 2013:194). Theme mapping assisted the researcher with the iterative process of data analysis as it provided a visual display that could easily be manipulated to determine the superordinate and sub-themes (Saldaña, 2013:194).

The first iteration of theme mapping was to make a theme list, by copying all the themes from the individual transcripts to a single table (Saldaña, 2013:194). The theme list was checked for duplicates and synonyms. The second iteration of theme mapping was the original categorization of subordinate themes into groups, by cutting and pasting the themes into groups (Saldaña, 2013). Basic categorization was employed to group themes. Subordinate themes that were categorized together were not always similar. At times they even contrasted each other but were grouped because they had something in common to form part of the superordinate theme (Saldaña, 2013:6). For example, both themes '*Ethics should be taught as a standalone subjec*t' and '*Ethics should be taught as a subdivision of Professional Practice*' were included in the category '*Future PST ethics training at the university*' as both were PSTs' suggestions of how they thought ethics training should be presented. Saldaña (2013) explains that themes are used to categorize data in such a way that it leads to higher-level theoretical constructs. He also cites the work of Rubin & Rubin which states that the initial themes must be integrated to identify "processes, tension, explanations, causes, consequences and/or conclusions" (Rubin & Rubin, 2012 in Saldaña, 2013:178).

Guest et al. (2014) explain that the focus now shifts to finding the meaning that exists in the text. The themes were therefore grouped into clusters that formed webs of meaning or hierarchical codes to ensure that the codebook was organized in a logical manner (Guest et al., 2014:68). The researcher then provided titles to the clusters of subordinate themes to form superordinate themes to answer the research questions (Saldaña, 2013:178). The researcher added the superordinate themes to the theme list table to start forming the codebook. Some of the superordinate themes originated directly from the interview questions, however other unexpected themes that arose were not disregarded (Roulston, 2013). The researcher aimed to keep the themes and analysis as close to the actual interview data as possible (Guest et al., 2014:72). This was achieved by annotating the themes from each interview in a single table and using these verbatim quotes when discussing the themes in Chapter 4 (Butler-Kisber,

2010 in Saldaña, 2013). Van Manen (1990 in Saldaña, 2013:176) points out the need to reduce the collective set of themes and to only focus on the essential themes. This was achieved through the merging of similar themes, as well as discarding of irrelevant themes that did not address the research questions or contribute to the objectives of this research. Therefore, not all the themes that were identified on the original transcripts and placed in the list of themes were used in the analysis and discussion.

The third iteration of the theme mapping re-categorized the initial categories to further condense the superordinate themes for discussion (Saldaña, 2013:198). This phase was done using an adapted model of manual '**tabletop categories**' (Saldaña, 2013:205). All the themes and categories from the second iteration were cut up and pasted on a wall grouping them in a manual theme tree. Categories that could be grouped were moved around to form larger categories and a new category label was provided for each group (Saldaña, 2013: 205). However, when grouping the themes with the categories for the theme tree the need for further sub-categories arose as the researcher realized that some of the superordinate themes were too broad. As portrayed in Figure 3.7 '**sub coding**' was utilized to further refine these categories to allow detailed description of categories, while at the same time condensing the categories for the data analysis (Saldaña, 2013:12,78). This was done by organising the themes into subcategories by placing them in rows underneath each other around each superordinate theme. The 'tabletop categories' mind map not only made it easier to identify sub-codes of the groups of subordinate themes but also to look for links between the subordinate themes and group these themes together, as well as identify superordinate themes, categories, and ultimately overarching themes (Hawkins, 2018; Saldaña, 2013:180).

Coding and recoding were performed to refine and condense the themes. This lead to some themes being incorporated with others, while others were renamed or even discarded if they were found to be irrelevant (Saldaña, 2013:11). The process of code mapping allowed the researcher to arrive at focused coding as it identified overarching themes for the discussion (Saldaña, 2013). Saldaña (2013:198) also points to the importance of identifying an overarching theme that combines the identified themes to reduce the number of themes for discussion. The fourth iteration of theme mapping aimed to group the superordinate themes into specific concepts, to create the overarching themes for the research (Saldaña, 2013). The focus of the research was to identify the significant themes in the narratives to provide a clear picture of PSTs' ethical dilemmas, ethics education, and associated ethics policies and practice (Hawkins, 2018). The table of superordinate themes was divided into four parts accordingly. This assisted the researcher to identify the four overarching themes: '**Ethical dilemmas experienced by PSTs**, '**Reporting ethical dilemmas**', '**Ethics policies and protocols**' and '**Ethics training**'.

The focus then shifted in the discussion phase to looking for "patterns of relationships among the instances of meaning in this text" (Guest et al., 2014:54). The themes were then analysed by describing each superordinate theme and how it related to the other themes or the literature, all while providing supporting verbatim quotes for each theme (Saldaña, 2013 & Hawkins, 2018). Where quotes were in Afrikaans as directly given by the participants, English translations were provided in the thesis for brevity, however, the original quote could be located in the dataset. The pseudonym, page, and line number were presented in each case as an identifier for the data (Hawkins, 2018). The themes were also linked to and compared with theory and previous literature where applicable (Saldaña, 2013:181). These emerging themes were then analysed further during the interpretation phase when the various sets of data from the content analysis, PST, and TPC strands were merged. The frequency of themes was not the main objective for selecting themes for the discussion. The researcher mainly included and grouped themes to answer the research questions on the phenomena of ethics in TP (Emerson et al., 2011 in Saldaña, 2013: 180). Furthermore, themes that occurred in the various populations were considered important.

3.5.2.2 Phase 3: Teaching practice coordinators' perceptions of ethics during teaching practice Interview

In the TPC interviews the researcher aimed to gain a more thorough insight into the knowledge shared by specific TPCs in their surveys (Appendix F). Furthermore, she aimed to determine similarities or differences in the perceptions of PSTs and TPCs, as well as between South African universities.

a) TPC population and sampling

As the research employed the sequential explanatory design, the same TPCs that participated in the surveys were invited to participate in the follow-up interviews (Appendix L). Due to the costs involved in the follow-up interviews with TPCs at universities across multiple provinces in South Africa, the researcher originally planned to select only 5 TPCs whose surveys indicated they could contribute valuable data to this research. However, due to the COVID-19 outbreak and the consequent national lockdown regulations, the researcher was unable to travel and perform the interviews. At first, the interviews were postponed to 2021, however, when the second wave of COVID-19 hit, it was decided to adapt the methodology and change the interviews to online Microsoft Teams interviews. One disadvantage of online interviews was that they were impersonal and therefore might have influenced the depth of the data the TPCs were willing to share. The advantage was that the interviews were a lot more cost-effective thus allowing the researcher to invite all the TPCs to participate in a follow-up

interview. The ethics boards of the various universities were informed of the change in the methodology and permission to continue with an online interview was sought.

The researcher contacted all the TPC participants of phase two, asking them to indicate whether they were interested in participating in a follow-up interview. Three TPCs from the quantitative phase agreed to participate. These TPCs represented universities A2, A4, and H1. Three TPCs did not respond to the invitation or the reminder for the invitation. These TPCs were representative of universities E2, E3, and F1. Three TPC participants indicated that they were no longer available to participate in an interview. These TPCs represented Universities A3, B3, and D1. TPCs from Universities A3 and B3 provided the details of a colleague that could participate. In both these cases, the researcher sought additional participants from these two universities, however, only at University A3 the new participant agreed to participate and asked a second colleague to join the interview. These TPCs were indicated as TPC A3.2 and TPC A3.3 as the original TPC from University A3 was no longer part of the research.

The researcher then contacted the TPCs who agreed to participate via email to determine a suitable time for an interview in March 2021. TPCs from Universities A3 and H1 confirmed that they would participate in the interview in March 2021. TPCs from Universities A2 and A4 asked to postpone the interviews due to time constraints. TPC A2 withdrew before the interview and did not provide details for a replacement TPC or lecturer to participate. As the ethical clearance from universities did not allow the researcher to contact new participants directly, a new participant could not be sought by contacting lecturers or TPCs at the university. An interview was scheduled with TPC A4 for April 2021, however, due to personal reasons the TPC asked to postpone the interview further and it was rescheduled for May 2021. Once a preferable time slot was established with the TPCs, an email was sent to schedule the appointments and provide the TPCs with the interview schedule with the formally planned questions (see Appendix L) and a letter of consent to the interview and audio recording thereof, that had to be signed by the TPCs (see Appendix M).

b) TPC data collection

Semi-structured interviews were planned for TPCs to follow up on the knowledge that the researcher gained about the policies and protocols of the universities through the survey (Appendix F). Furthermore, these interviews allowed the researcher to determine which ethical dilemmas were experienced at the various universities and if they were in line with what the PSTs from University A4 experienced.

The interviewer prepared the TPCs for the interviews by conveying the purpose of the interviews, estimated duration, and proposed outcome to the PSTs (Okeke & Van Wyk, 2015) in the invitation letter. The researcher also sent the interview schedule to the TPCs in advance when she sent the meeting appointment. All the TPCs who agreed to participate in the qualitative phase permitted the researcher to record the interviews which eased the transcription of the interviews and enhanced the validity of the transcriptions. The researcher also recorded their permission in the interview recording in line with the requirements of the ethical boards at certain universities. The interviews lasted between 30 and 60 minutes. The researcher aimed to keep them as short as possible but extra time was allowed due to the adapted method of online interviewing in line with COVID-19 fieldwork guidelines (Higher Health and Universities South Africa, 2021). In the interview with TPC H1, technical issues occurred as the TPC struggled with her internet connection and had to reconnect taking up a lot of extra time. She also searched for documents that she wanted to refer to which took extra time. Although no audio had to be transcribed for the times that she was disconnected or searching her computer, the overall duration of the interview was stretched out to 57 minutes. In the interview with TPC A3.2 and TPC A3.3, the time also extended to 54 minutes as two participants commented on most questions.

Semi-structured interviews however have advantages and disadvantages as discussed in (§3.5.2.1b). Additional disadvantages encountered in the TPC online interviews were issues with connectivity and poor connections leading to inaudible statements. It was also less personal which may have led to participants feeling even more uncomfortable to share their experiences than in face-to-face interviews (Okeke & van Wyk, 2015). As discussed in (§3.5.2.1b) validity and reliability are never absolute in interviews. However, in all cases, the TPCs seemed sincere and stated that they will rather not respond to a question than provide incorrect information. At times TPCs also admitted that they were unsure of certain information and that they stood to be corrected. Audio recordings were transcribed, following the same process utilised in the PST interview analysis (§3.5.2.1b). The researcher also sent the transcriptions back to the TPCs to allow them to compare them to the audio recordings that were automatically uploaded to the Microsoft Teams 'Chat' function. They were given time to comment on the transcriptions if they felt the transcriptions were incorrect or wanted to clarify something they misstated. However only TPC A3.2 provided feedback and she did not request any changes to be made.

c) TPC data analysis

Thematic analysis was used to examine the interview results. The researcher was able to compare the different cases during triangulation using thematic analysis of the PST and TPC

interviews to conclude the ethics experiences of PSTs and TPCs during TP (Saldaña, 2013:181). The steps that were taken for the TPC qualitative data analysis were depicted in Figure 3.6. The same processes of cross-checking, anonymising, and member-checking were followed with the TPC transcripts as were employed in the thematic analysis of the PST interviews (§3.5.2.1c). The same limitations with regards to a software system that were experienced with the PST thematic analysis applied to the TPC thematic analysis. Other advantages and disadvantages of thematic analysis also remained the same (§3.5.2.1c).

As with the interview transcripts of PSTs, not all the data of the TPC interview transcripts were valuable, for instance, TPCs making excuses for background noise or explaining that their internet had disconnected. As a result, not all aspects of the data were themed. Although the TPC data set was smaller it remained of utmost importance to follow a structure when theming data (Figure 3.7). The researcher again familiarised herself with the dataset, by rereading all of the transcripts that had been prepared for thematic analysis (Saldaña, 2013:176; Terry et al., 2017:30). Theme identification was again employed as portrayed in Figure 3.8. Each transcript was analysed separately in Microsoft Word by reading the transcript, highlighting themes, making notes and writing down themes on the transcript, and finally adding the themes to the code list in the same manner as in the PST interview analysis (§3.5.2.1c) (Saldaña, 2013:19; Roulston, 2013:164). The complete transcripts were used to prevent the researcher from losing important data such as discrepant cases that could affect the interpretation of the data. It is important to remember, however, that only the data from the TPCs were used. The researcher searched for patterns that had been discovered during the quantitative phase and the PST interviews, as well as new themes and highlighted data that portrayed these themes (Saldaña, 2013:19; Roulston, 2013). This process was followed with all the TPC interview transcripts (Saldaña, 2013:180; Roulston, 2013). The researcher printed hard copies of the TPC interview transcripts with the preliminary themes and notes and re-checked the transcripts for additional themes or recurring themes that she missed in the additional theming process (Roulston, 2013; Hawkins, 2018). Thereafter the researcher iterated through the interview transcriptions, connecting the interviewees to themes, and identifying where TPCs agreed with or disagreed with each other's statements or implied meanings. This meant that negative or derivative themes were included in the analysis as it may generate new and relevant results and portrays critical data analysis (Guest et al., 2014:68 & 77).

As with the PST interviews, the highlighted data were later used to form a codebook, adding the verbatim quotes that supported the identified themes (§3.5.2.1c) (Saldaña, 2013). The researcher selected themes that were relevant for the discussion of the data. Themes were included in the discussion due to frequency, previous identification in the literature,

identification in the quantitative phase of the research, and the qualitative PST interviews (Roulston, 2013). The themes in the TPC interviews aimed to confirm or reject the findings of the content analysis and TPC survey as well as to gain more insight into the TPCs' perceptions of ethics practices in TP.

It was just as important to use specific coding methods in this phase, as in the PST interview analysis (§3.5.2.1c) to structure the coding process. Themes were identified on both a manifest and latent basis. Manifest level themes refer to the themes that were directly stipulated in the data and therefore themed using the words used by participants. One example was 'MoU: school and university'. Latent themes on the other hand referred to the researcher's subjective interpretation of the TPCs' words (Saldaña, 2013:175; Neuman, 2014:374-375). An example of a latent theme from the TPC interview data analysis was 'pedagogy and didactics'. Equal value was given to each interview transcript in this thematic analysis, and the researcher considered all claims made by TPCs (Roulston, 2013). This phase aimed to gain insight into the ethical dilemmas that are reported to TPCs, as well as their perceptions and knowledge of ethics policies and protocols at the universities and how it guided ethics in TP (Van Manen, 1990 in Saldaña, 2013:176). Themes were not predetermined as an inductive approach was followed (Saldaña, 2013), and all themes that could contribute to answering the research questions were considered (Hawkins, 2018). Furthermore, the inductive approach made it possible to add research questions as unanticipated outcomes were discovered. A question was added in the PST interview phase, however, the TPC responses also contributed to answering the newly added question: '*How should PSTs be prepared for ethics in teaching practice?*' It is important to note that the researcher did not go into this phase of the research without preconceived ideas of possible themes (Roulston, 2013). Some of the themes that were assigned were already revealed in the literature review, quantitative phase, and PST interviews as this was the last phase of data collection.

Focused coding was then employed as a second-cycle coding method to categorize the themes in the codebook (Saldaña, 2013:213). 'Theme mapping' (Figure 3.9) was employed in the same manner as it was in the PST interview analysis for better organization of the themes. Theme mapping demonstrated the thought pattern of the researcher, improving the credibility and trustworthiness of the research (Saldaña, 2013:194). Theme mapping provided a visual display, allowing the researcher to go through the themes iteratively. Consequently, the researcher could group similar themes and form groups of themes, that were later labelled as superordinate themes, while also identifying themes that could be merged or discarded (Saldaña, 2013:194). The same steps of theme mapping were followed for the TPC interview analysis as with the PST interview analysis (§3.5.2.1c) as portrayed in Figure 3.9.

Theme mapping meant the researcher first used the list of TPC interview themes that was generated during the theming of the data (Saldaña, 2013:194). During this phase, themes were cut and pasted with other themes that were similar to create groups of subordinate themes (Saldaña, 2013). Groups of themes were created due to correlation. Although this correlation was often similar, in some cases difference and causation led to the grouping of themes (Gibson & Brown, 2009 in Saldaña, 2013:177; Saldaña, 2013:6; Guest et al., 2014:68). For example, the themes 'SACE Code of Professional Ethics', 'course content: national policy', 'course content: SACE lecture', 'roles, rights, and responsibilities', and 'prepare PSTs for TP' were grouped as similar themes as these themes were all examples of content that is presented in the ITE curriculums at South African universities. On the other hand, 'Teachers don't want to mentor because of extra workload' were grouped with themes such as 'incentives for mentoring', 'Mentor teacher certificate' and 'SACE CPTD points' as the deduction was made that these incentives would improve in-service teachers' motivation to be trained as, and act as mentor teachers. Themes were grouped in ways that could lead to higher-order discussions of the results and answer the research questions (Saldaña, 2013:178). The focus of this phase was to find meaning in the text by grouping and organizing the themes logically and providing the groups of themes with superordinate themes to describe the category (Guest et al., 2014:68). The themes and data analysis were kept in line with the actual interview data by collating the themes in a table and copying the verbatim quotes that support each theme to the table to form a codebook. Identifiers were added to enhance the credibility of the data (Butler-Kisber, 2010 in Saldaña, 2013). The researcher aimed to determine which themes answered the research questions or addressed research objectives to find meaning in the text.

To aid with answering the research questions the data set was further condensed in the third step of theme mapping as employed in the PST thematic analysis (§3.5.2.1c). The visual theme tree of the "tabletop categories" made it easier for the researcher to identify significant themes in the narratives to identify ethical dilemmas in TP and how policies and practices could be used to manage them (Hawkins, 2018). The overarching themes were kept as close as possible to the overarching themes of the PST interviews to ease the discussion and comparison of the data sets. The first theme was '**Ethical dilemmas**', the theme was slightly adapted as the dilemmas reported by TPCs were not always experienced by PSTs, but in some cases caused by them. The other themes remained '**Reporting ethical dilemmas**', '**Ethics policies and protocols**' and '**Ethics training**'. The final overarching theme however now addressed two aspects. It was split into '**Teaching ethics to PSTs**' and '**Mentor teacher training**'.

The process of theme mapping identified the four overarching themes that were 'focused themes', and thus allowed the researcher to arrive at the goal of the second cycle of coding, focused coding (Saldaña, 2013:11). The clusters of themes (categories), superordinate themes, and overarching themes guided the researcher to identify what should form part of the policy framework for ethics in TP. These categories and themes provided insight into the ethical dilemmas PSTs encounter, how ethical dilemmas and reporting thereof could be addressed through policies, and how ethical training was presented by the university. Furthermore, this phase allowed the researcher to identify TPC's awareness of ethics policies and protocols at their university and their perceptions of how it informed ethics in TP. This was achieved by describing the overarching and superordinate themes in the results and discussion section with supporting verbatim quotes from the TPC participants (§4.3.2.3) (Saldaña, 2013; Hawkins, 2018). This allowed the researcher to determine the patterns and relationships between the themes (Guest et al., 2014:70) and compare them to previous literature (Saldaña, 2013:181). Finally, during the interpretation phase, these themes were analysed further by comparing them to the other data sets that were accumulated during this research. The themes that were selected and integrated in the interpretation phase were chosen due to their ability to answer the research questions or occurring in various data sets (§3.5.2.1c).

3.5.3 Phase 4: Triangulation, interpretation, and merging of the data sets:

This phase of the data analysis merged the three sets of data that the researcher collected. The content analysis was interpreted first. The quantitative PST surveys were then interpreted followed by the TPC surveys. This was followed by the interpretation of the qualitative PST interviews. Finally, the TPC interviews were interpreted. After all the data sets were interpreted separately, they were compared and merged in the last phase of interpretation (§4.4). The researcher discussed how the qualitative data enhanced the quantitative data (Creswell, 2014:225) and related or added to the existing literature (Hawkins, 2018). Furthermore, recurrent, and contrasting themes were identified.

The content analysis yielded deductions on the existing ethics policies and protocols. These findings were followed up in the surveys and interviews with PSTs and TPCs. In the open-ended section of the quantitative surveys, themes were identified from the participant responses. In the interpretation of the quantitative data, the researcher looked for themes that confirmed or rejected the findings of the closed-ended section of the surveys as well as the findings of the content analysis. Furthermore, the researcher looked for overlapping themes between the PST and TPC surveys, as well as themes that helped to answer the research questions. In the qualitative interpretation, the researcher looked for overlapping themes between the PST and TPC interviews as well as with the themes of the quantitative phase that

could provide more insight into the broader context of the research to answer the research questions and/or enhance understanding of the ethical dilemmas in TP (Hawkins, 2018). The themes from the analysis were used in the interpretation to explain why PSTs experience certain dilemmas as well as how they could be addressed (Hawkins, 2018). These findings in turn identified what should form part of a policy framework for ethics in TP.

Triangulation was used to merge the results of the previous three phases. The three sets of data were compared to determine and discuss how the existing codes of conduct or ethics correlated with the experiences of PSTs and TPC s during their teaching practice and identify the criteria that should be included in the framework for ethics for TP. The triangulation allowed the researcher to identify similar and contrasting experiences of various role-players as well as expand the framework for ethical conduct by adding the views of the various role-players that participated in this research. The various data sets were merged and compared to the literature (Okeke & van Wyk, 2015). The overall interpretation allowed the researcher to determine whether the dilemmas that PSTs from University A4 experienced correlated with the dilemmas found in the literature and existing policies, as well as the data collected from the TPCs. This, together with the themes identified about the existing policies, protocols, and ITE on ethics, allowed the researcher to identify important points to include in the framework for ethical conduct for South African universities.

3.6 Validity, reliability, trustworthiness, and triangulation

Triangulation is at the core of mixed method research, however academic rigour of both the quantitative and qualitative phases must still be ensured (Bless et al., 2013). Although triangulation aims to enhance the validity, results may be only partially consistent or completely contradictory. Another threat to validity that was beyond the researcher's control and might have led to contradictions in the results of the different phases was collusion amongst participants, or even superiors influencing what the participants contributed (Preissle et al., 2015). As far as the researcher knows none of the TPC or PST participants were aware of who the other participants were, however, she does not know if some of them had personal relationships and discussed their participation or answers without her knowledge. The researcher was also unable to say what influence TPC participants' superiors may have had on them, as the researcher had to get permission from the institutions to invite the TPCs, thereby alerting the superiors of the research and the questions that were asked.

Bless et al. (2013) explain that validity, reliability, and trustworthiness are enhanced in mixed method research, by designing a detailed approach that explains the reasons, timing, and methods used to mix the quantitative and qualitative approaches. Therefore, the researcher

presented a detailed research design and methodology, carefully recording each step of the research. Preissle et al. (2015) agree that using mixed method research might in some situations be seen as the ethical choice, however, Onwuegbuzie & Johnson (2006) caution that there are multiple threats to validity when using mixed methods and suggest using legitimization to control for these threats.

Onwuegbuzie & Johnson (2006) compiled a list of nine legitimation types that need to be considered for mixed methods research: "Sample integration legitimation, insider-outsider legitimation, weakness minimization legitimation, sequential legitimation, conversion legitimation, paradigmatic mixing legitimation, commensurability legitimation, multiple validities legitimation, and political legitimation" (Onwuegbuzie & Johnson, 2006:60). In this research 'sample integration legitimation' was controlled by selecting the qualitative participants from the quantitative samples of the research. Results from the PST sample could however not be generalized as the sample was not representative of the whole population, but only represented a specific university. These results only aimed to inform the policies of University A4. Although the quantitative TPC sample was small it represented multiple universities across South Africa. The researcher also aimed to control inside-outside legitimation by providing research reports to the participants and by letting the supervisors and examiners review the results. The use of three phases, content analysis, surveys as well as interviews were employed to control for weakness minimization. The use of surveys and interviews with TPCs helped to verify the results of the content analysis. Interviews with PSTs and TPCs provided clarification for their statements and enabled the researcher to identify if a question was misinterpreted and therefore answered incorrectly in the surveys. The researcher aimed to achieve sequential legitimation and commensurability legitimation by employing the various phases and going backward and forward between the strands (PST and TPC) and the phases (quantitative and qualitative) to confirm results and provide a new and deeper perspective of the findings. Conversion legitimation was addressed in the quantitative content analysis, where narrative data was counted, and themes were discussed concerning their frequency. Pragmatic mixing legitimation was controlled by the researcher explicitly stating her position as a lecturer at University A4, her assumptions and pragmatic worldview, and how it affected the design and methodology. Multiple validities legitimation was addressed by using a quantitative data analysis procedure (content analysis and descriptive statistics) to analyse quantitative data from the content analysis and closed-ended sections of the surveys, and qualitative data analysis techniques (thematic analysis) for the open-ended questions of the surveys and qualitative interviews. Furthermore, the researcher used a typology-based (existing) mixed methods type as guidance to perform the research in the various phases. To address political legitimation the researcher aimed to include various role-players in TP,

various types of universities from the different provinces of South Africa, as well include existing government and university policies (Onwuegbuzie & Johnson, 2006).

Possible challenges to validity when using the sequential explanatory mixed methods include compromised accuracy of overall results due to the researcher not considering all options when following up on quantitative results; focussing on personal demographics and overlooking important explanations; the use of different samples for the two phases of the study; and inadequate sample size on either side of the study (Creswell, 2014:225). The researcher used the same sample of TPCs in both phases of the data collection, however, some of the participants withdrew. The participant from University A3 was replaced because the original participant was no longer available. As TPC participants were merely representing the university to provide information this should not have had a big influence on the results, however, a change in the sample may have influenced the results. Another concern was the sample size due to ethical clearance not being granted and TPCs who were not willing to participate in the research. With the PST interviews, the researcher used participants that were identified in the quantitative phase to participate in the qualitative phase, ensuring that the participants remained the same. All these participants consented to participate in the follow-up qualitative interviews.

3.6.1 Validity & reliability in quantitative research

The validity and reliability of the quantitative measures need to be established when using mixed method research (Bless et al., 2013). Preissle et al. (2015) suggest the use of "integrative validity" proposed by Chen (Chen, 2010) for mixed method research of real-world evaluations. According to this model, internal validity in the form of effectiveness; external validity in the form of generalizability; and viable validity which refers to real-world implementation should be taken into account to ensure validity (Chen, 2010). In this research, the aim was to include all role players and policies regarding TP to produce a policy framework for ethics in TP that could be effective and applicable to TP at all South African universities, and specifically at University A4 in the Western Cape.

A possible problem with the face validity of the content analysis was that the same term included in the analysed policies may have had different meanings (Neuman, 2014; Maier, 2018). The researcher searched for synonyms and studied the content of policies as well as the text around keywords aiming to address this threat (Maier, 2018:245) For instance, what one university labeled as a code of conduct might be a code of ethics. Therefore, the researcher used both terms to locate and discuss documents. Furthermore, the researcher searched online document repositories on the university websites and studied all policy

documents that may be either a code of ethics or a code of conduct. Reliability could also be jeopardised when definitions or policy documents such as codes of conduct change over time (Neuman, 2014). The researcher, therefore, looked at various editions of codes if a university had changed or adapted their codes over time and still had the various copies available.

Another problem with internal validity was that not all universities had their policies available online (Neuman, 2014). The researcher aimed to overcome this problem by asking the TPCs in the second and third phases of the data collection to identify whether their universities had codes of ethics or codes of conduct. However, as all universities did not grant ethical clearance and all TPCs from universities that did grant ethical clearance did not participate or withdrew after the quantitative phase, the results of this research could not be generalized. Another threat to the validity of the quantitative phase was the sample size and bias due to the exclusivity of the study (Kelle et al., 2019). The researcher originally aimed to include the entire population of SA universities and their TPCs due to the small size of the population. however, only 12 universities gave ethical clearance. and 9 TPCs completed the survey. For the quantitative PST sample, the researcher originally aimed to include the 116 final year B.Ed. students from University A4. The invitation was sent on 12 June 2020. Due to the poor response of 7 PSTs a reminder and second request was sent on 15 July 2020. This accounted for 21 more responses, however 28 was still a small response. The researcher then extended the invitation to the 121 third-year PSTs, while at the same time sending a third reminder to the final year PSTs on 22 July 2020. The responses then accumulated to 48. The researcher sent a final reminder on 2 August 2020 resulting in a total of 55 responses. The researcher also aimed to strengthen reliability through triangulation by collecting data from different samples (policy documents, PSTs, and TPCs) and determining whether they yielded the same results (Neuman, 2014). The researcher aimed to achieve statistical validity by using mathematical equations and computerized programs to analyse the data (Neuman, 2014).

3.6.2 Trustworthiness in qualitative research

Whilst validity and reliability are sought in quantitative research where things can be measured, consideration must be given to credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity) in qualitative research (Lincoln & Guba, 1985 in Onwuegbuzie & Johnson, 2006:49). Onwuegbuzie and Johnson (2006) and Neuman (2014) explain that validity in qualitative research refers to trustworthiness. Although the researcher had no way to guarantee the truthfulness of the information provided by participants during interviews, she aimed to enhance the trustworthiness of this data. Reliability of the research refers to consistency and accuracy and is usually achieved by using various techniques to gather data (Onwuegbuzie & Johnson, 2006).

3.6.2.1 Credibility

Credibility in qualitative research refers to whether the findings directly portray the data (Graff, 2017:59). The researcher aimed to achieve credibility by enacting the following:

- The researcher employed existing research methods from the literature and provided thorough descriptions of the methods and reasons for choosing them.

- The research methodology and procedures were constantly discussed with the supervisors.

- Participants were encouraged to tell the truth by making participation voluntary and ensuring their anonymity by letting them check the transcriptions after personal information was replaced with pseudonyms.

- To control face validity, the researcher documented all the research steps and kept records of all phases of the data collection and analysis for examination purposes and for reviewing by the supervisors of the project to enhance transparency (Saldaña, 2013:194).

- To enhance the trustworthiness of this study the interviews were recorded and transcribed in the participants' direct words, as well as providing time stamps to allow for comparison of the transcription with the recording (Fraenkel & Wallen, 2008).

- A 'code book' was generated from the themes of the interviews with verbatim quotes and identifiers (Guest et al., 2014:54) to prove where the themes came from. All personal data were however replaced with pseudonyms before the records were stored.

3.6.2.2 Dependability

Dependability refers to the consistency of the data (Neuman, 2014:218). Dependability refers to whether the data collection, analysis, and findings are in line (Graff, 2017:60). Dependability was achieved utilizing the following:

- The same semi-structured interview schedule was used with all PST participants. However, follow-up questions based on their survey responses as well as their answers to interview questions differed. The researcher aimed to enquire about PSTs' opinions of findings in previous interviews to control for differences in follow-up questions. The same procedure was followed with the TPC interviews.

- Participants received the transcriptions of their interviews to allow them to check the correctness of the interviews.

- A full record of the data set was kept for verification by the supervisors and examiners.

- Trustworthiness of the qualitative results was also sought through triangulation. A mixed method design was used to have more than one source of data (Lambert, 2012:107; Guest et al., 2014:205). This also allowed the researcher to follow up on participants' survey responses in the interviews and to determine if their responses were consistent.

3.6.2.3 Transferability

Transferability is the notion of whether the findings can be applied appropriately in another situation outside the current research (Graff, 2017:60). While Quantitative research strives for objectivity, qualitative research strives for transferability as the study was descriptive and aimed to give a voice to PSTs and TPCs rather than replicate results. Transferability in this research was achieved utilizing the following:

- The policies of the different universities were collected, studied, and compared to the data collected through the surveys in the quantitative phase. This information was then compared to the PST and TPC experiences in the qualitative phase to look for possible causes and effects of unethical scenarios experienced by PSTs during their TP. The qualitative research aimed to provide authenticity to the voices of PSTs rather than trying to prove a point (Neuman, 2014).

- Although the aim was to include TPCs from universities in all the provinces and from all the various types of universities to allow transferability, a lack of participation in the qualitative phase placed a strain on the transferability. The TPC sample did however represent a traditional research university, a university of technology, and a distance learning university.

3.6.2.4 Confirmability

Confirmability in qualitative data refers to whether the findings and the data correspond (Lincoln & Guba,1985 in Graff, 2017:60). In this research the researcher aimed to achieve confirmability by means of the following:

- The researcher sent the interview transcripts back to the participants for member checking to confirm that the interviews were transcribed correctly and that the interviewees were confident that they conveyed the correct information.

- When a theme was discussed in the data analysis the direct verbatim quote was also provided. Where PSTs responded in Afrikaans and the researcher had to translate the data, the identifier could however be used to locate the Afrikaans verbatim quote in the data set (Guest et al., 2014:97).

- Furthermore, all themes that arose were considered, regardless of whether they had appeared in the literature and/or quantitative phases as the researcher aimed to provide a fair and honest representation of PSTs experiences, rather than proving a single truth. Negative and discrepant themes were also included to enhance the reliability of the results (Guest et al., 2014:68 & 77).

- The themes were discussed with the supervisors for confirmation and input to make them more objective.

- The researcher sent a research report to all participants of the study once the examination was complete.

3.7 Ethical considerations

Ethics in mixed method research can be complex, although mixed method research presents more opportunities to address ethical dilemmas (Preissle et al., 2015). It is especially difficult to anticipate the ethical challenges that will be encountered with the use of sequential designs, as the second phase emerges from the results of the first phase (Preissle et al., 2015). The researcher applied for ethical clearance from her university as well as all the other universities with Faculties of Education with various Departments, where she aimed to invite TPCs to participate in this research. No participants were included if ethical clearance was not granted (See Appendices C and G – Q).

The researcher made plans to ensure the ethical treatment of the participants. It was anticipated that this research did not include physical, social, or economic harm and that there was minimal risk of mental/emotional harm. No minors were included. All participants were either university staff or students. Nevertheless, it remained of utmost importance that the researcher treated all participants in the quantitative and qualitative phase ethically (Preissle et al., 2015). A minimal risk that was identified for the participants of this research was the invasion of their privacy and placing them in uncomfortable situations, especially when discussing ethical dilemmas with PSTs who experienced ethical dilemmas personally. These interviews may have been emotional for some PSTs (Preissle et al., 2015). Therefore, the researcher recommended and was willing to help PSTs who were emotional to make appointments with the student counsellor of University A4 for support. However, none of the PSTs were emotional when talking about the ethical dilemmas they encountered. TPCs may have feared that their name or the university they represent will be identified. Therefore, all identifiers were replaced with pseudonyms.

The first ethical challenge that was encountered during the research design phase, was with the purposive sampling method (Preissle et al., 2015). Purposive sampling means that the researcher chooses a sample that she feels best represents the population and could therefore lead to bias. This factor was controlled in the TPC strand by aiming to include the full population in the quantitative phase, as well as letting the gatekeepers or HOD identify the TPC or person most closely resembling the work of a TPC at the university, instead of making direct contact with TPCs. In the qualitative phase, it was controlled by inviting the entire sample from the second phase of the TPC strand to participate in online interviews, instead of the researcher choosing participants subjectively for face-to-face interviews. In the PST phase, it was

controlled by adding a quantitative phase that employed a participant selection survey, instead of the researcher selecting PST participants from the university where she is employed.

All participants were treated fairly. They were given a choice to participate or not and were fully informed of the intent and extent of the research (Preissle et al., 2015). Autonomy was encouraged by allowing participants to withdraw from the research at any stage and not forcing them to answer all questions of the surveys or interviews (Okeke & Van Wyk, 2015; Preissle et al., 2015). In the TPC phase, several identified participants did not want to participate or withdrew after the quantitative phase. In both TPC and PST surveys and interviews, some participants left certain questions unanswered or indicated that they were unsure of the answer. Participants were also given reasonable timeframes to complete surveys. They were given a break between the surveys and interviews. They were also given options to attend interviews at a time that suited them to control the burden of participating in the research (Preissle et al., 2015). This study did not deceive participants in any way by researching without their knowing (Preissle et al., 2015). All participants (staff members of universities and PSTs) received letters of invitation (see Appendices D and R) as well as informed consent forms (see Appendices E and S) to sign (Preissle et al., 2015). The letter of invitation specified what was expected of the participant in terms of time and participation as well as how their contributions would be used (Preissle et al., 2015). The letter explained the study as well as their rights. The informed consent form also informed the participants of the purpose and features of the research design (Okeke & van Wyk, 2015).

Non-maleficence was achieved by the researcher making all attempts to avoid any harm to participants (Okeke & Van Wyk, 2015). In the quantitative phase, this was done by assigning pseudonyms to the universities and participants in the survey, instead of using any names. The confidentiality of participants was honoured in the qualitative phase by using pseudonyms when transcribing and writing up data from the interviews, as well as only using the information gathered for the thesis and peer-reviewed journal articles (Okeke & Van Wyk, 2015). No names of participants or universities were revealed, nor will they be revealed in the future. The data was and will continue to be stored safely on a password-protected computer that only the researcher has access to. The data will be kept on the password-protected computer for five years in line with institutional policy. Records were made available, only to the supervisors and examiners, to ensure the validity of the data. This audit trail was especially important to enhance ethical practices of the qualitative phase of the research (Preissle et al., 2015). Record keeping and an audit trail control for scientific misconduct and research fraud (Neuman, 2014:146) as the supervisors and examiners could verify the results.

Beneficence was honoured by ensuring that the interview stayed above board, was efficient, and was used to inform practice (Okeke & Van Wyk, 2015). The researcher kept the conversation to the interview schedule and ensured that follow-up questions were still in line with the research. The researcher also kept to the timeframe of one hour, unless the participant wanted more time to discuss information. It is generally accepted that a researcher is in a power position. In the TPC strand of this research, the researcher was not in any sense in an authority position as a researcher or as a colleague to impose pressure on the participants (Preissle et al., 2015). In the single case of the second campus where the TPC was a colleague, the TPC chose not to participate. Since the researcher did not know the participants of the other universities, they also did not have any social pressure to participate. In the PST strand, the researcher was, however, a lecturer of the PSTs, and the relationship can be seen as power-driven (Neuman, 2014:146). This research did however not have any connection with the subject that the researcher teaches to this group of students nor was the research in any way connected to credits. The researcher also aimed to control bias by using the participant selection surveys to select the sample for the qualitative phase. No incentives were given to any participants. The researcher strived to treat all participants equally and with respect, during electronic, telephonic, and face-to-face communication to address ethical concerns related to the participants (Neuman, 2014:147;150).

Ethical issues may arise due to everyday mistakes, such as forgetting to do something or unintentionally prioritizing one phase of the data collection or analysis above the other (Preissle et al., 2015). The researcher aimed to control this by being detailed and explicit in the research design and methodology and scheduling appointments and setting reminders for herself and the participants. Furthermore, a timeframe was set up and adhered to as far as possible, however, the researcher took circumstances into consideration that were outside of her and the participants' control, to prevent the exclusion of valuable participants who wanted to participate in the research. Therefore, multiple adaptions were made to the timeframe during the COVID-19 pandemic (Higher Health and Universities South Africa, 2021). Another issue that can occur is the unintentional breaching of a professional expectation (Preissle et al., 2015). The researcher followed the ethical clearance and gatekeeper procedures set out by each university and did not enter a conversation about the research with TPC participants if their university had not yet granted ethical clearance.

Apart from treating participants ethically, research integrity is necessary to ensure that the research is ethically acceptable. Research integrity refers to the significance of the research, transparency of the researcher's position, and the absence of violations such as falsifications, fabrications, and plagiarism (Preissle et al., 2015). This research is significant as the university

where the researcher is employed does not currently have a code of ethics or code of conduct specific for TP as part of their official policies. The researcher also clearly stated her position as a lecturer at University A4 and the consequent relationships with PSTs and TPCs. Records were kept of all data collected to allow authentication of the recorded results. The integrity of the research was enhanced by using a sequential design because controversial results from the quantitative phase were followed up and explained in the qualitative phase (Preissle et al., 2015). The use of multiple methods of data collection and the follow-up in the sequential mixed methods helped to prevent misinterpretation of results. The researcher also allowed member checking of interview transcription and provided a research report to all participants and ethics boards to inform them of the results and enhance the transparency of the results (Preissle et al., 2015).

3.8 Chapter summary

Chapter 3 explained the research design and methodology used in this research paying attention to the details of the researcher's worldview; the research design, methods, and techniques that were utilised; as well as to validity, reliability, trustworthiness, and ethical considerations that were considered in this research. This research was conducted using a sequential explanatory triangulation design, consisting of four phases and employing the researcher's pragmatic worldview. Phase one was a quantitative content analysis of existing codes of ethics, codes of conduct, and protocols that South African Universities use to address ethical dilemmas that PSTs encounter. Phase two consisted of quantitative surveys. This phase gathered data from PSTs to identify a suitable sample for the next phase and gathered data from TPCs to confirm or reject findings from the content analysis and inform the follow-up questions for the next phase. The third phase constituted qualitative interviews. PSTs were interviewed first for the researcher to gain in-depth insight into their experiences and perceptions of ethical dilemmas and preparation for ethics in TP. Next, interviews were performed with the TPCs where the researcher followed up on their survey responses and determined if their experiences and perceptions confirmed or rejected that of the PSTs or provided explanations for the dilemmas that PST experienced. The fourth and final phase was the triangulation of the data, where the data from the three phases and five collection points were merged and interpreted, identifying important aspects to include in a policy framework for ethics in teaching practice. Chapter 4 will present the data analysis and interpretations, linking the findings to previous literature that was discussed in Chapter 2.

CHAPTER 4 DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

In the previous chapter, a detailed explanation was given about the sequential explanatory triangulation mixed methods design that was employed to collect data for this research. The research design encompassed four phases. The data was collected through content analysis, surveys, and interviews to allow triangulation in the final phase. In this chapter the data that was collected, analysed, and interpreted will be presented to answer the following research question and sub-questions:

- What is the current status of codes of ethics and codes of conduct regarding pre-service teacher practice at universities in South Africa?
- What procedures are put in place to guide pre-service teachers when they encounter ethical dilemmas during teaching practice?
- If these procedures exist, are they elucidated in the ethics policies of the universities?
- Which ethical dilemmas do pre-service teachers encounter during teaching practice?
- How do pre-service teachers perceive ethical dilemmas during teaching practice?
- How do teaching practice coordinators perceive the role of codes of ethics and codes of conduct for pre-service teachers?

These sub-questions had to be answered to answer the overarching research question: '***What guidelines need to be considered for the development of a policy framework for ethics in teaching practice?***'
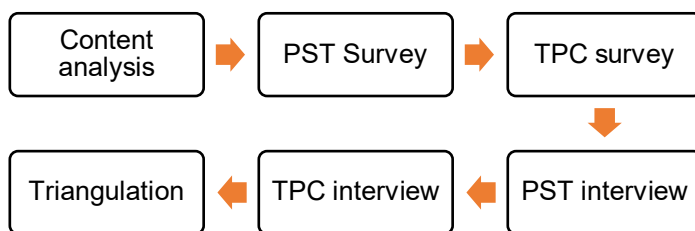
Figure 4.1: Phases of this research

Pragmatism as the philosophical underpinning allowed the researcher to combine multiple research approaches to answer the research questions (Preissle et al., 2015). The content analysis and closed-ended questions of the surveys were analysed using descriptive statistics due to the small sample size. The open-ended questions of the surveys and the interviews were analysed using thematic analysis. Since a sequential explanatory design was followed the quantitative data was analysed first, followed by the qualitative data (Figure 4.1). Each of the data sets was analysed separately. Once all the data sets were analysed, triangulation was employed to look for similarities and differences in the data.

4.2 Quantitative phase

The quantitative phase of the data consisted of three strands. The first strand was quantitative content analysis. This strand focused on locating and counting existing codes of ethics and conduct that are available online to the public. It also counted specific characteristics or protocols that are included in these codes. In the third phase, a survey was administered to identify PST participants for the qualitative phase of the research. Another survey was distributed to the TPCs of twelve (12) South African Universities to gather data regarding ethics policies and protocols for TP.

4.2.1 Content analysis:

Quantitative content analysis, using the checklist as a data collection tool, was utilised to determine the frequency of the various policy documents (codes) and protocols that are freely available to the public on the various South African universities' websites. The content analysis aimed to answer the sub-questions: '*What is the current status of codes of ethics and codes of conduct regarding pre-service teacher practice at universities in South Africa?*', '*What procedures are put in place to guide pre-service teachers when they encounter ethical dilemmas during teaching practice?*' and '*If these procedures exist, are they elucidated in the ethics policies of the universities?*'.

- *Content analysis procedure*

The researcher used a table (Table 4.1) and graphs (Figure 4.2 and Figure 4.3) to portray the frequency and intensity of ethics codes for the quantitative content analysis (Neuman, 2014:49). Once the researcher determined what policies each university had available, policy documents were scrutinized for specific protocols or expectations to protect PSTs from ethical dilemmas. If the criterion was found in one of the policy documents, one point was allocated to the criterion and the researcher made a note of which policy document contained the information. If a protocol was mentioned but not specific e.g., 'report to the university', but no mention of who, where, or how the report must be made, 0,5 points were allocated to that criterion. The fact that two of the universities (F1 and H1) made use of online systems to coordinate their TP had to be kept in mind. The possibility existed that their online systems provided much more detail on the procedures that they put in place to address ethical dilemmas. However, as the researcher was not a staff member or student at these universities, she could not gain access to the online systems through an online website search. Since the content analysis focused on policies that were readily available online, the researcher did not enquire for information that could be gathered in any other way in this phase. The second phase however aimed to follow up on the existence of policy documents that may not be available online. In the third phase, these policies were requested from the TPCs during the

interviews to include their content in the discussion of what should form part of the guidelines for a policy framework for ethics in TP.

- ***Quantitative content analysis***

The researcher employed various criteria to sift the universities to find an appropriate sample for this research. The researcher compiled a list of all the South African universities with Faculties of Education. Each university was assigned a pseudonym. Each letter indicated another province in South Africa and each number a separate university within that province. She identified twenty-one (21) universities to which a series of sifting criteria were applied. First, she identified which universities offered a B.Ed. Education degree. Universities that did not present this degree were eliminated. Consequently, four universities (C3, D2, G1, J1) were eliminated. Second, the researcher eliminated universities whose official websites were not responsive, links on the website to the Education Faculty/Schools/Colleges were broken, or whose websites revealed no information on their Education Faculty/Schools/Colleges. Since this part of the data collection was executed through an online web search these universities were eliminated. Three more universities (C2, G2, and I1) were eliminated due to issues with the functionality of their official websites. Web searches were performed on three different dates, from 22 November 2019 to 8 January 2020 to increase the likelihood of retrieving information from these websites. Universities that had fully functional websites but where the web search did not reveal policies readily available to a public citizen, were kept in the pool of participants. This allowed the researcher to contact the TPC in the second phase of the quantitative data collection to enquire about these documents. Some university websites may require access codes to retrieve policy documents. These universities were however assigned a zero score for existing policies and protocols in the content analysis of the research, as the content analysis specifically aimed to analyse documents that were readily available online, for public viewing. These universities were D1 and E1. The information of the fourteen (14) universities was placed in table 4.1 below.

Table 4.1: Policy documents, protocols, and expectations available online

Criteria	A1	A2	A3	A4	B1	B2	B3	C1	D1	E1	E2	E3	F1	H1
1. Code of Ethics for the institution.	0,5						1				0,5		1	
2. Code of Conduct for the institution	1	1	1	1	1	1	1	1			1	1	1	1
3. Code of Ethics for the Education Faculty/Schools/Colleges.							1							
4. Code of Conduct for the Education Faculty/Schools/Colleges.	1											1	1	
5. Code of Ethics for Teaching Practice.														
6. Code of Conduct for Teaching Practice.	1											1	0,5	1
7. Protocol for students to respond to unethical behaviour of teachers/ HODs or principals.	1													
8. Protocol for students (pre-service teachers) to respond to unethical behaviour of learners.														
9. Protocol for teachers/HODs or principals to report unethical behaviour/ conduct of students (pre-service teachers).	0,5													0,5
10. Expectations of pre-service teachers' relationships with learners.	1											1		
11. Expectations of pre-service teachers' relationships with staff at the school.	1											1		
12. Expectations of pre-service teachers' relationships with parents, caregivers, and the community.	1											1		
13. Expectations of pre-service teachers' personal conduct that can influence learners.												1		
14. Expectations of pre-service teachers regarding their knowledge and expertise.	1													
15. Expectations of pre-service teachers towards the law.												1		
16. Values expected of pre-service teachers														

4.2.1.1 Overview of the ethics policy documents each university has available online

Table 4.1 and Figure 4.2 provide a summary of the number of policies, protocols, and expectations for TP that each university in the sample has available online, indicating transparency.
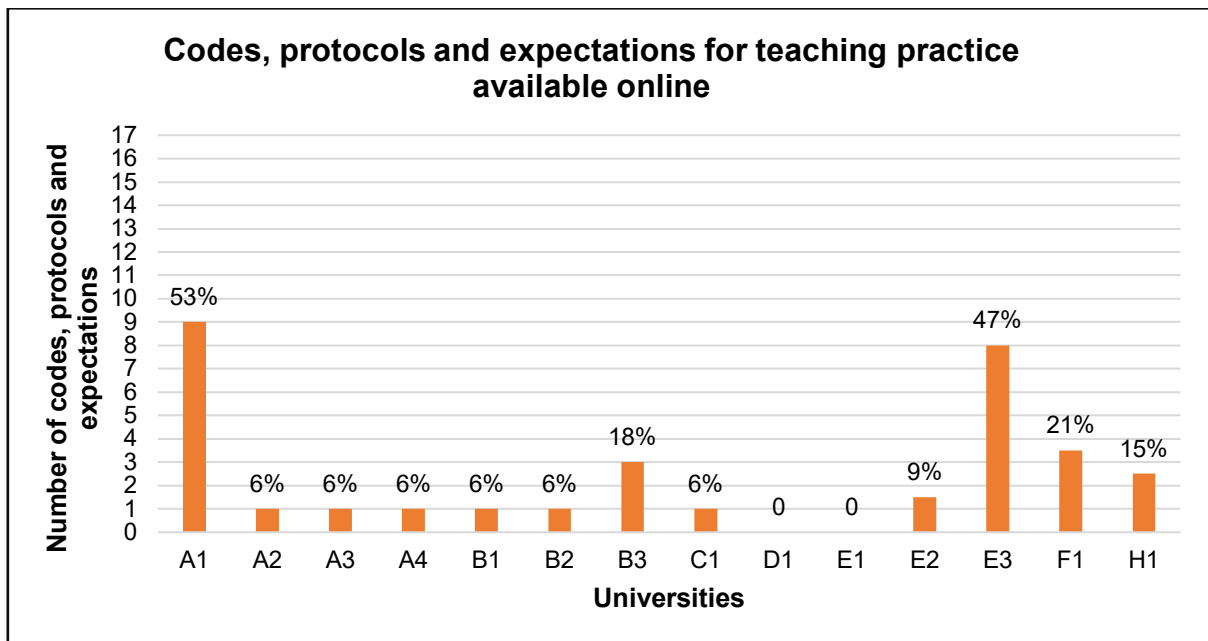
Figure 4.2: Policy documents, protocols, and expectations available online

Figure 4.2 confirms that only two universities (A1 & E3) had several codes, protocols, and expectations for their TP available online. This is a cause of great concern due to the high ethical risks involved in TP. As some universities had online systems into which the researcher could not log into, they may have these policies available internally. Public availability of these codes, protocols, and expectations may however enhance the universities' credibility and trustworthiness in the community (Forster, 2012; Braxton & Bayer, 2004; Alcòn, 2017). The majority of universities had only one of the expected criteria available online. When comparing Figure 4.2 to Table 4.1 it was found that the most common criterion that was met was the institutional code of conduct. This is a very important policy document, but it is not specific to the ethical challenges related to PSTs and other stakeholders in TP.

University A1 had a handbook for the institution. This handbook included a code of conduct as well as a section containing content that could be expected to form part of a code of ethics. Furthermore, they had a code of conduct incorporated in an education policy specific for the School of Education. However, this code did not include any information specific to TP. University A1 also had a TP-Handbook, that contained a code of conduct specific for TP as well as various protocols and expectations as shown in Table 4.1. One fact to note is that although the TP-Handbook stated that teachers and HODs should report the unethical behaviour of PSTs to the supervisor, there was not a specific description of how this process must take place. The same paradox was found at University H1. University H1 had a detailed protocol to address unethical behaviour of PSTs that was reported to the TP coordinator, however, the procedure of reporting the ethical dilemma to the TP coordinator was not disclosed. University B1 had a policy on Work Integrated Learning (WIL) but the WIL policy did

not include any information specific to PSTs or TP. Teaching and education can include unique ethical dilemmas. This policy was therefore not regarded as a code of conduct specific for TP. University E3's website revealed codes of conduct for the university, Education Faculty, and TP. It did however not reveal codes of ethics. University E3 enforced its PSTs to sign the SACE Code of Professional Conduct. PSTs from University E3 were therefore bound to many of the ethical expectations as set out in the criteria identified in the checklist, as well as set out in the South African law. Similar conduct has been identified in England (Walters et al., 2017) where the university presents a code of conduct and in Australia where PSTs are expected to sign the National Act on Child Care and Protection (Western Sydney University, 2016), or where 'The Australian Professional Standards for Teachers' document is included in their TP guide (University of Canberra, 2018a). This might also enhance PSTs' general ethical awareness and help them to maintain ethical behaviour as in-service teachers, as they practice following the in-service code while they are still PSTs. This resembles the practices of international universities (Braxton & Bayer, 2004; Walters et al., 2017).

4.2.1.2 Overview of the codes of ethics and codes of conduct available at South African universities

Figure 4.3 shows the summary of the number of each specific code of ethics or code of conduct that was found during a thorough online search.
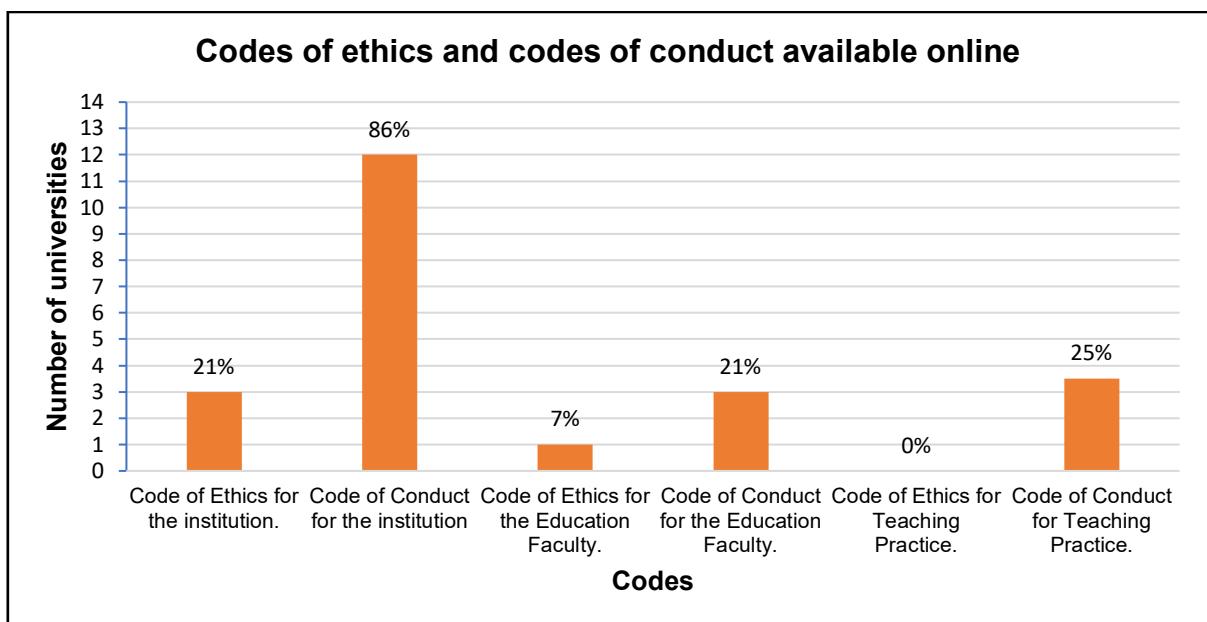
Figure 4.3: Codes of Ethics and Codes of Conduct that are available online

As seen in Figure 4.3 the majority of 12 (86%) of the South African universities had a code of conduct for the university to guide student behaviour at the university. Only three universities (21%) had a code of conduct for their Education Faculty/School/College and three and a half (25%) has a code of conduct for TP. In other words, three universities had a separate code of conduct for TP and one university referred to the conduct of PSTs during TP in another policy

document. The online searches revealed fewer codes of ethics than codes of conduct. The online search revealed a code of ethics for the university at three universities (21%). However, when examining table 4.1 only two universities had a specific code of ethics. Two of the other universities had sections resembling a code of ethics in one of their other policy documents. This could be because the terms 'code of ethics' and 'code of conduct' are not only used interchangeably but are often regarded as synonyms (Van Nuland, 2009). Many universities might therefore have a combined code of ethics and -conduct as is seen at international universities (McGill University, 2012; Western Governors University, 2018). Only one university (7%) had a code of ethics for the School of Education available online. PSTs at this university had to sign a declaration (code of ethics) at the start and end of their studies in an attempt by the university to improve their ethical awareness and behaviour. None of the universities' websites revealed a code of ethics specifically for TP. When compared to international universities which often have a separate code of ethics or otherwise a combined code of ethics and -conduct this causes great concern. The trend at certain Australian universities for instance is to make the teacher regulatory body of the state, such as 'The Victorian Teaching Profession Code of Conduct' which includes a separate code of ethics and code of conduct, part of their TP policies (§2.3). Separate codes should be considered when the guidelines for a policy framework for ethics in teaching practice is written.

4.2.1.3 Overview of the protocols and expectations located in the codes of ethics and codes of conduct of South African universities

The researcher gleaned the content of each document after counting the current policy documents to see which protocols and standards of PST are included.

As seen in Figure 4.4 the content analysis revealed that very few universities included the protocols and expectations in their policies that the researcher identified in the literature review as necessary to improve ethical behaviour during TP. Only one university (7%) had a protocol for PSTs to follow when in-service teachers, HODs, or principals acted unethically. None of the universities' policies revealed a protocol for PSTs to follow when learners engaged in unethical behaviour. Only one university (7%) had a policy that showed a protocol for in-service teachers, HODs, and principals to report unethical behaviour by PSTs during their TP. However, when comparing Figure 4.4 with Table 4.1 it was found that two universities had incomplete protocols scored at 0,5. These protocols for reporting are however included in TP policies of international universities (Western Sydney University, 2016; Deakin University School of Education, 2020; Concordia University, 2005; Western Governors University, 2018).
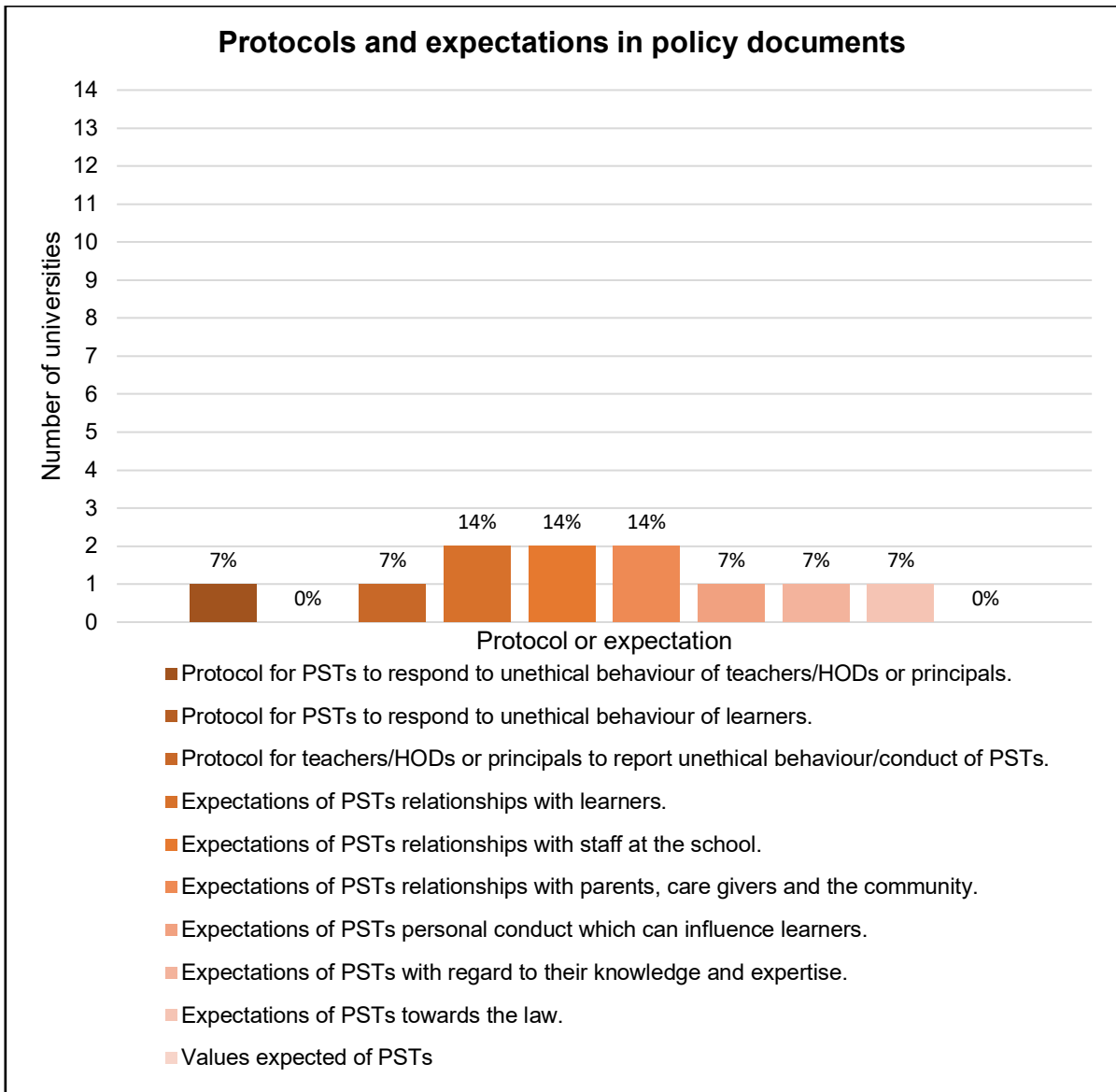
Figure 4.4: Protocols and expectations in online policy documents

Only two universities (14%) included direct expectations of their PSTs' relationships with learners, relationships with staff as well as relationships with parents, caregivers, and the community in their ethics policies. It was the same two universities (14%) that included all three of these protocols and expectations in their policies. Information on the expectations from these relationships is commonly found in Australian teacher ethics policies such as the VIT (VIT, 2016). Only one university (7%) had policies available online that included a section specific to personal conduct expected from the PSTs (e.g., dress and punctuality). Once again personal conduct is an aspect included in most international codes of conduct for TP (§2.7.2). Several researchers and government policies (Woody, 2008; Rusznyak, 2018; South Africa, 2015) have referred to the importance of excellent subject knowledge as a condition for ethical teaching. However, only one university included such expectations of PSTs in its policies. Only one university (7%) included PSTs' obligations towards the law. This university compelled all their PSTs to sign the SACE Code of Professional ethics, forcing them to abide by the rules

and laws of in-service teachers. This is another aspect that generally seems to be included in international codes for TP (University of Canberra, 2018a; McGill University, 2012). None of the universities stated the values they expected from their PSTs during TP in any of their ethics policy documents. This result could be expected as part one of the content analysis did not reveal a code of ethics for TP (which would be expected to state the values expected of PSTs) for any of these universities. The VIT explained a code of ethics as an aspirational code comprising the core values of the institution (VIT, 2016). Subsequently, a lack of a code of ethics may easily result in a lack of specified values expected from PSTs described in the TP policies. The majority of the TP codes of international universities that were studied revealed a code of ethics stipulating the values expected of PSTs (McGill University, 2012; Western Governors University, 2018; Concordia University, 2005). Furthermore, a code of ethics is included in the VIT's Teaching Profession Code of Conduct (VIT, 2016) that is included in the majority of Australian universities' TP codes.

Previous research (e.g. Sawhney, 2015; Gluchmanova, 2015; Kumar, 2015; Colnerud, 2015; Kruea-In & Kruea-In, 2015; Boon & Maxwell, 2016) confirmed that teaching is an ethically demanding profession. The absence of ethics policies, protocols, and expectations for TP is an enormous concern. It gives the impression that very few universities are well prepared in terms of providing ethical guidelines through their official policies, or they do not have these guidelines visible to the public to enhance the university's credibility and trustworthiness (Armytage, 2017). Furthermore, in the codes of ethics and codes of conduct that are available online very few universities stipulate what they expect from PSTs with regards to ethical behaviour. Furthermore, even less of these codes specify the protocols that either PSTs or in-service teachers need to follow when ethical dilemmas are encountered during TP. Only two universities, A1 and E3, seem to be well prepared in terms of the codes of ethics and conduct that they have available, as well as the protocols and expectations stipulated within the codes that they have available on their university websites. The lack in guiding protocols and expectations of PSTs should be considered when the guidelines for a code of ethics and code of conduct for TP is established.

4.2.2 Survey of Pre-Service Teachers' Experiences of Ethics in Teaching Practice

A survey (Appendix B) was shared with PSTs in their third and fourth year of study at University A4. This participant selection survey aimed to establish which PSTs had experienced ethical dilemmas during their TP. The reason why third- and fourth-year PSTs were included was that they had had more TP opportunities. They had also completed the biggest part of their coursework, which meant they could reflect more accurately on the coursework and policies. The survey included closed-ended questions to identify the participants for the next phase, but also open-ended questions for the researcher to gain insight into the type of ethical dilemmas

that had been encountered to prepare for the interviews. The open-ended questions also allowed the researcher to determine the opinions of PSTs who had not experienced ethical dilemmas during TP about the university's ethics policies, codes, and preparation of PSTs regarding ethical practices. The PST survey aimed to answer the sub-questions: '*Which ethical dilemmas do pre-service teachers encounter during teaching practice?*' and '*How do pre-service teachers perceive ethical dilemmas during teaching practice?*' However, the information presented in the survey was also added to answer the question: '*What is the current status of codes of ethics and codes of conduct regarding pre-service teacher practice at universities in South Africa?*'

- *Survey procedure*

The link was sent to a total of 116 fourth-year students and 121 third-year students. At first, the survey was only sent to fourth-years. After the survey was first sent out the researcher only received seven (7) responses. After the first reminder, a total of twenty-one (21) PSTs had responded. The researcher then sent a third reminder and added the third-year group to the recipient list leading to a total of forty-eight (48) responses. After the second reminder an additional group of fifty-five (55) PST participants responded.

- *Survey analysis*

PSTs completed the survey online by following the link and the survey was submitted back to the researcher automatically. The researcher then exported the results to an Excel sheet. First, a list was made of the participants who had experienced ethical dilemmas, including their email addresses for the researcher to follow up with these PSTs in the qualitative phase of the research. The data revealed eight participants who had experienced an ethical dilemma during TP. Thereafter the researcher removed all identifying information by replacing each name with a pseudonym (e.g., PST1) and by deleting the personal information such as the email addresses from the datasheet. The Excel sheet was then exported to SPSS which was used to do descriptive statistics of this data. Furthermore, the researcher rechecked the data to check for computer mistakes and especially discrepancies between various answers of participants. PST26 for instance marked that she had not experienced an ethical dilemma, however, she continued with the survey and then identified a type of ethical dilemma she experienced. The researcher could therefore follow up with the PST by going back to the original datasheet to locate the PSTs' email address and ask the PST to clarify her answers. The PST then revealed that she had indeed experienced a dilemma and she was therefore added to the participants for the qualitative phase of the research. Questions from the open-ended section of the surveys were copied to a single document and listed in three tables per question. The PST responses were colour coded to identify themes and the themes were

recorded in the right-hand column. True verbatim quotes were used and therefore spelling, and grammar mistakes were included in the discussion for the sake of authenticity.

4.2.2.1 Section A: Biographical information

Table 4.2 provides a summary of the biographical information of the PST participants in the quantitative phase of the PST strand.

Table 4.2: Biographical information of pre-service teachers

Biographical Information	∫	%
Gender		
Male	0	0
Female	55	100
Year of study		
3rd	24	44
4th	31	56
How many years have you been studying towards your degree		
3	26	47
4	27	49
5	1	2
Province where TP was conducted		
Eastern Cape	4	7
Gauteng	1	2
Western Cape	50	91
Language of learning and teaching in the education Faculty/School/College		
Afrikaans	44	80
English	1	2
English and Afrikaans	7	13
English, Afrikaans and Xhosa	2	4
Xhosa	1	2
Languages in which TP was conducted		
Afrikaans	35	64
English	1	2
Afrikaans and English	19	35

All the participants of this phase of the study were females. This can be explained by the fact that all the participants studies Foundation Phase, and Foundation Phase teaching is traditionally seen as a woman's profession and men are reluctant to study Foundation Phase B.Ed. degrees (Mashiya, 2014). Thirty-one (31) (56%) of the participants were final-year students, while 24 (44%) were third-year students. All the third-year participants had been studying three years towards their degree. Thirty (30) of the final-year students had been studying for four years, while one fourth-year student had been studying for five years towards her degree. The vast majority, 50 (91%), of the PSTs completed all their TP in the Western Cape, while 4 (7%) PSTs also participated in TP in the Eastern Cape and one (2%) PST in Gauteng. Although all the PSTs came from the same university and the same campus there was no consensus on the LoLT of the Education Faculty of their university. Of the PSTs, 44 (80%) claimed that the LoLT was Afrikaans, 1 (2%) that it was English, 7 (13%) that it was English and Afrikaans, 2 (4%) that it was English, Afrikaans, and Xhosa and another 1 (2%)

that the LoLT was only Xhosa. The vast majority, 35 (64%), PSTs conducted TP in Afrikaans, while 19 (35%) conducted TP in Afrikaans and English and 1 (2%) only in English.

4.2.2.2 Section B: Closed-ended questions

Section B consisted of 14 questions. All PSTs were expected to answer questions 1 to 9. These questions were closed-ended, although questions 2 and 3 requested additional explanations of the PSTs' answers. PSTs who answered 'yes' at question 9 were expected to continue with the survey. Question 12 was an open-ended question asking for an explanation of the dilemma and question 14 once again requested an additional explanation.

Table 4.3:Section B: Closed-ended questions on ethics training

Question	Yes (n)	Yes (%)	No (n)	No (%)	No answer
1. Have you participated in teaching practice during your studies?	55	100	0	0	0
2. Did you receive training in ethics from your university?	46	84	9	16,4	0
3. If you answered yes in question 2, was the ethics training presented as a standalone subject, or integrated with another subject?	7= standalone 37 = integrated	13 67	0	0	11 (20%)
4. Does your university have a code of ethics for teaching practice, of which you are aware?	55	100	0	0	0
5. Does your university have a code of conduct for teaching practice that you are aware of?	55	100	0	0	0
6. Did you as a student sign a code of conduct/code of ethics before participating in teaching practice?	54	98	1	1,8	0
7. If you answered yes in question 4, who presented the code that you had to sign.	53=university 1 = school 1 = other	96 2 2	0	0	0
8. Did your mentor teacher sign a code of conduct/code of ethics before you started your teaching practice?	41	75	14	25,5	0

Table 4.3 'Section B: Closed-ended questions on ethics training' clearly shows that 55 (100%) of the PSTs had participated in TP. This outcome was highly anticipated as the university follows a protocol where all PSTs have Professional Practice as a subject from their first year of study and must complete between 4 and 8 weeks of TP per year to pass this subject. TP is also a minimum requirement for B.Ed. (Cape Peninsula University of Technology, n.d.). qualifications as prescribed in the MRTEQ (South Africa, 2015). The PSTs were asked about ethics training at the university in the survey as this would provide starting points for conversations in the interviews, but also because more PSTs could then provide their insight

on ethics training they received, irrespective of whether they had experienced an ethical dilemma before. Question 2 and 3 enquired about the ethics training that the PSTs received. Only 9 (16%) of the PSTs said that they had not received any ethics training. The other 46 (84%) stated that the university did provide ethics training. Figure 4.5 shows that 37 (67%) of the PSTs who believed ethics training was provided, felt that it was integrated across the curriculum, while (7) (13%) felt it was presented as a standalone subject. It is interesting to note that although only 9 (16%) answered that they did not receive ethics training in the previous question, 11 (20%) of the PSTs did not respond to this question.

Figure 4.5: Ethics as a standalone or integrated subject
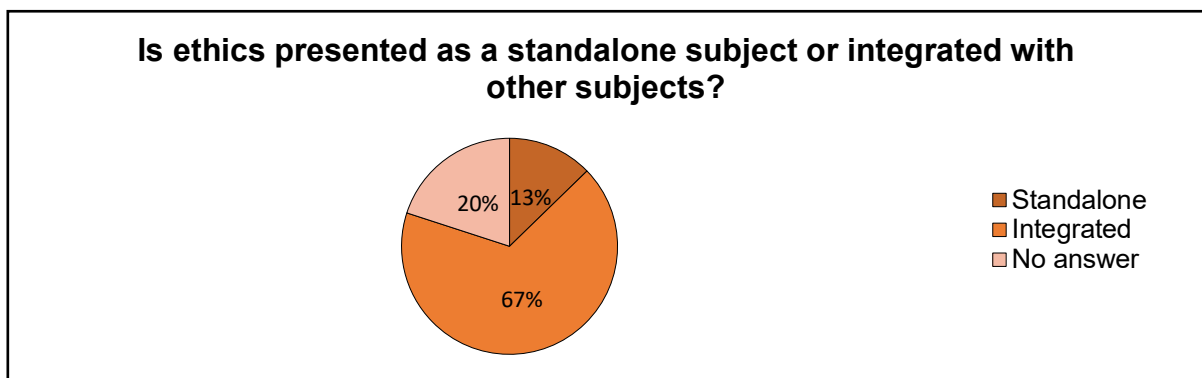
An open-ended response was asked at question 3 of section B of the survey to gain more insight on the kind of ethical training that the PSTs received or perceived to receive or did not receive. In this open-ended question, all the participants who answered that ethics was indeed presented at their university were expected to explain how ethics training was presented. Five themes were identified of how ethics were taught at this university. The themes included: 'Ethics training is a briefing before teaching practice'; 'Ethics is taught as part of a specific subject'; 'Ethics is integrated throughout the curriculum'; 'Ethics training is done through workshops'; 'PSTs discover ethics on their own during teaching practice'.

a) Ethics training is a briefing before teaching practice

The first theme was that PSTs were prepared for ethics just before they are sent out to TP. PST25 summarizes the ethical training they receive as a "*Briefing before teaching practice*." This view is shared by other PSTs.

> *When going out for teaching practice we are given a code of conduct on how to dress and how to treat the teachers (PST1).*

> *We always receive information on the teaching practice during a discussion we have before we leave for practice (PST5).*

Two PSTs referred to a written document that they received before they started TP. PST10 described that this training before TP was done through an information letter. Another participant, PST33, described their preparation as an information booklet.

> *We usually get a letter that tells us of how to arrive at the schools, what is appropriate to wear, what to do if we were to be absent during the studies and to tell us how we should conduct ourselves at the schools* (*PST10).*

> *Before we go out for teaching practice we get 'n booklet or document explaining everything we need to know and how we should behave ourself* (PST33).

This agrees with previous research (Anangisye, 2011; Boon, 2011) in other countries (§2.8.1).

b) Ethics is taught as part of a specific subject

The second theme was that ethics is taught as part of a specific subject. PST's mentioned Professional Practice and Education as subjects where ethics are taught.

> *We have a subject called Professional Practice, and this coars teaches us how to behave professionally when we go out to schools* (*PST42).*

> *My professional practice subject assisted me with enough moral principals that I should apply at schools (PST28).*

This also agrees with international tendencies (§2.8.1). However, as pointed out by Boon and Maxwell (2016), the fact that ethics is presented as only a part of a subject is often the cause for a lack of ethical reasoning.

c) Ethics training is integrated throughout the curriculum

The third theme was that ethics is informally integrated across the curriculum.

> *Almost in every subject we are told how a teacher should represent herself in a classroom (PST31).*

Another PST referred to training on subject and didactical knowledge as ethics training.

> *The training includes practical skills to be able to teach in various subjects in the Foundation Phase as well as how to apply theoretical or didactic knowledge while presenting lessons* (PST6)*.*

Integration of ethics can also be found in the literature (Moswela & Gobagoba, 2014; Alcòn, 2017; Walters et al., 2017). Boon & Maxwell again warn that this can lead to watered-down ethical training as the general perception was that PSTs learn ethics somewhere in the curriculum, although no one was certain what and where (§2.8.1).

d) Ethics training is done through workshops

Theme four was that PSTs learn ethics during workshops. However, it was unclear if these workshops were workshops on ethics or merely workshops on content where ethics was integrated.

> *Was given during classes and workshops (PST45).*

PST38 explained that ethics was taught during:

> *Workshops for the main subjects (PST38).*

Therefore, implying that the workshops were for other subjects but covered content on ethics. However, ethics workshops had previously been recommended as a way of teaching ethics (Boon, 2011) (§2.8.3).

e) PSTs discover ethics on their own during teaching practice

The final theme that was identified, was that PSTs discover ethics on their own during practical lessons and TP.

> *Practicle (outside and inside the university, with children and students) (PST36).*

> *Practicles, shadowed lessons ect (PST55).*

Previous research (Rusznyak, 2018; Boon & Maxwell, 2016) warns of the dangers of expecting PSTs to have a pre-requisite knowledge of ethics as not all PSTs have the same background. It can also be argued that not all PSTs encounter the same, if any, ethical dilemmas during their TP, therefore not all PSTs will have equal ethical preparation if they are expected to discover it on their own during TP (§2.8).

Who presents the code of condut that is signed for teaching practice?

2% 2%

- University
- School
- None

96%
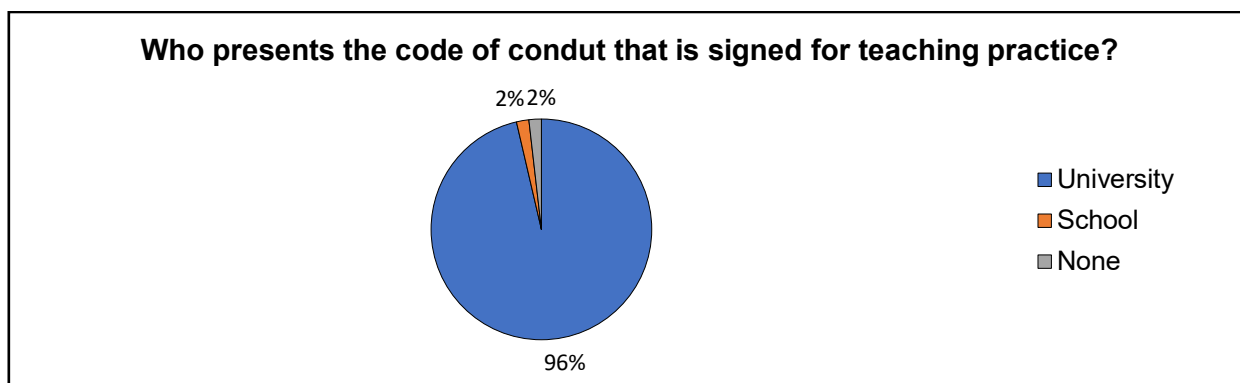
Figure 4.6: Presenter of the code of conduct for teaching practice

Another aim of this research was to determine what ethics policies or codes universities have available. Question 4 to 8 focused on the existing codes that PSTs are aware of. As shown in Table 4.3 100% of the PSTs stated that the university had a code of ethics as well as a code

of conduct for TP. The majority, 54 (98%) PSTs, stated that they signed either a code of ethics or a code of conduct before they participated in TP. This tendency can also be found at other universities (Braxton & Bayer, 2004; Walters et al., 2017) as discussed in the literature (§2.8.2). Figure 4.6 clearly shows that the majority, 53 (96%) of the PSTs, stated that the university presented the code and 1 (2%) that the school presented the code that they had to sign and the other 1 (2%) accounted for the PST who did not sign a code before TP. This one PST indicated that she cannot remember having to sign a code of conduct before attending TP. Previous research (Walters et al., 2017) found that universities sometimes use the signing of a code of conduct to prepare PSTs for ethics in TP. When comparing this to Theme 'A' of question 3, that PSTs are presented with ethics training as a briefing just before TP, the deduction can be made that the code of conduct that the PSTs sign was used to prepare the PSTs for ethics in TP. Of the 55 PSTs, 41 (75%) stated that their mentor teacher also signed a code of conduct or code of ethics before they started with TP.

As seen in table 4.4 'Section B: Closed-ended questions on ethical dilemmas" only 8 (15%) PSTs indicated that they had experienced ethical dilemmas during their TP. However, PST26 indicated that she had not, but identified a type of ethical dilemma she experienced. During a follow-up email, she confirmed that she did experience an ethical dilemma, but did not know if it qualified as an ethical dilemma or if she was allowed to report it. This highlights the possible lack of PST knowledge with regards to ethics and especially ethics in TP as found by French-Lee and Dooley (2015) in previous research (§2.5.2). Therefore, there were 9 (16%) PSTs who had experienced ethical dilemmas. These nine PSTs were expected to answer additional questions on the survey and were identified as the participants for the qualitative phase.

Table 4.4: Section B: Closed-ended questions on ethical dilemmas

Question	Yes (n)	Yes (%)	No (n)	No (%)	No answer
9. Did you ever experience an ethical dilemma while conducting teaching practice?	8	15	47	86	0
10. Were you aware of the protocol you had to follow when you experienced the dilemma (where and how to report it)?	6	11	6	11	43 (78%)
	5	56	3	33	1 (11%)
11. How would you classify the ethical dilemma that you experienced?					
12. Give a brief explanation of the dilemma you encountered.					
13. Did you receive guidance and support from your university to handle the dilemma?	1	2	8	15	46 (84%)
	1	11	8	89	0
14. Was the ethical dilemma resolved?	2	4	7	18	46 (84%)
	2	22	7	78	0

Although the rest of the PSTs were not expected to continue with the survey an additional 6 participants indicated that they were not aware of what protocol they should follow when they experienced ethical dilemmas during TP. Of the PSTs who had experienced ethical dilemmas. 3 (33%) PSTs indicated that they did not know what protocol to follow to report the dilemma, while 5 (56%) PSTs indicated that they did. PST26 did not answer this question. Due to the additional answers. the researcher indicated the actual scores in the top line, as well as the scores of only the nine expected answers in the bottom line next to questions 10, 13. and 14. Questions 11 and 12 could not be summarized in the table. Question 11 is represented in the pie diagram (Figure 4.7). Question 12 was used for discussion in the follow-up interviews.

Figure 4.7 shows that the majority. 5 PSTs (56%). who experienced ethical dilemmas during TP, experienced ethical dilemmas that were related to laws. This is a grave concern as behaviour that is in contrast with the law can lead to a criminal record. Another 3 PSTs (33%) stated that their ethical dilemmas were the result of their personal values being in contrast to the schools' values. Only one (11%) PST had an ethical dilemma related to school policies and practices such as mark administration or disciplinary systems (§2.6.1). None of the PSTs experienced the other anticipated ethical dilemmas. The brief descriptions that were provided in question 12 were used to follow up on the experience of the dilemma in the qualitative phase. Table 4.4 indicates that only one of the PSTs received guidance from the university to address her ethical dilemma and only 2 PSTs felt that their ethical dilemmas had been resolved.
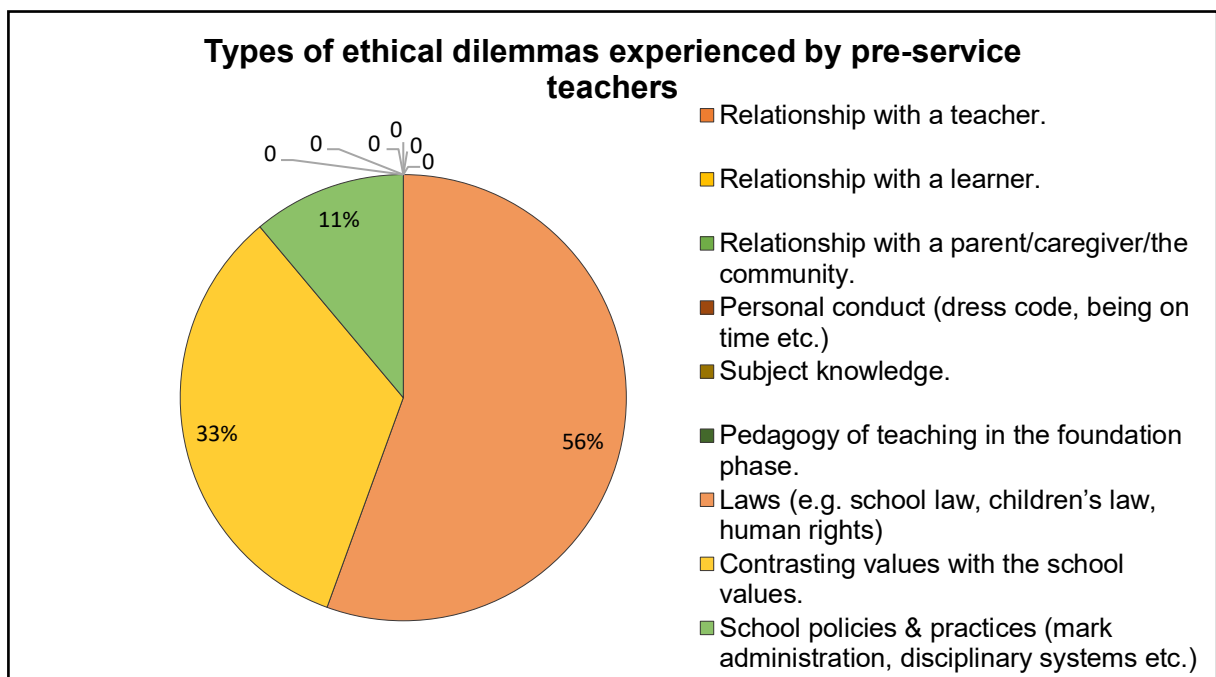
Figure 4.7: Types of ethical dilemmas experienced by pre-service teachers

4.2.2.3 Section C: Open-ended questions

In section C of the '*Survey of Pre-Service Teachers' Experiences of Ethics in Teaching Practice'* PSTs were asked to respond ONLY if they had experienced ethical dilemmas during their TP. Interestingly all the PSTs chose to answer the questions posed in this section, even if they had not experienced ethical dilemmas during TP. The PSTs who stated that they had not experienced ethical dilemmas during TP also had strong opinions on the existence of ethics policies and protocols, recommendations to improve ethics for TP, as well as expectations from the DBE with regards to ethics. In this section supporting quotes were reported verbatim, and thus included spelling and grammar errors made by PSTs. Under each sub-theme, interesting findings that could be used to establish guidelines for a policy framework for ethics in teaching practice were highlighted. Where PSTs responded in their home language, Afrikaans, the quotes were translated to English. These translated quotes were not printed in Italics as original English quotes. Original Afrikaans quotes can be found in the original transcriptions that are included in the data set.

The following section will report on the responses to the specific question asked in the survey.

- *Question 1: Do you feel that the university has enough ethics protocols in place to protect the pre-service teachers from ethical dilemmas during their teaching practice? Explain your answer.*

a) There are enough ethics protocols in place at the university.

Of the 9 PSTs who reported ethical dilemmas, 8 felt that the university had enough ethics protocols in place to protect PSTs from ethical dilemmas during TP. Their remarks included answers ranging from a blunt yes to detailed remarks.

> *Yes, i believe if the student goes to the university and tells them about the problem, then the University would act upon the statement (PST9).*

> *Yes, most lecturers teach us how to act properly and they have us practice it through small assignments in class. They also have as reflect on our practical lessons. Where can we do better and what can stay the same (PST37).*

b) There are not enough ethics protocols in place at the university.

Several PSTs who had not yet experienced ethical dilemmas expressed concerns about whether the existing ethics policies and protocols of the university were enough. As PST40 bluntly stated: "*No, there is more that can be done.*" A few PSTs referred to not knowing what they were supposed to do or how they should address ethical issues if they should encounter them during their TP. Some of the distressing quotes included:

Not at al! We as students have no idea what the ethical protocol is or when something should be seen as a ethical dilemma. What we do know is that you should not become envolved and basicly keep your eyes and mouth shut to al the wrong doing that hapens in schools (PST3).

No, because I am not aware of such protocols (PST4).

No. Students are not aware of the necessary steps that should be taken whenever they face a dilemma during their teaching practice. Students are only informed about their dress code and planning of lessonys (PST23).

In total 10 (18%) of the PST sample felt that the university did not have enough ethics protocols in place and 3 (5%) were unsure.

c) Pre-service teachers have a perception that they may not report ethical dilemmas.
Although PST26 believed that the university had enough protocols her explanation did not support her initial answer. PST26 was originally unsure whether she was allowed to voice her ethical dilemma and gave an eye-opening explanation in this section. She mentioned that they were not allowed to report unethical behaviour of in-service teachers as that caused schools to refuse PSTs to come back for TP and TP was a necessity for PSTs.

Yes, I believe so. We are not really allowed to report unethical behaviour of the school staff, because then the schools will not allow us to come back for teaching practice and we need to go to teaching practice. But the lecturers listen to our experiences in the classrooms and give recommendations and support (PST26).

PST27 gave a very similar explanation:
I did not report the incident, because we where told that the teachers of the schools where we do our practical are doing us a favor and not the other way around. So we do not want to compromise our opportunity to learn and being unable to do our teaching practice at that school in the future (PST27).

Other PSTs referred to in-service teachers acting unethically and that they as PSTs could not do anything about that. One PST mentioned that she felt the Department of Basic Education should play a bigger part in addressing ethical dilemmas during TP, rather than the university as it was the in-service teachers and even school management that acted unethically (§2.6.1).

No. Some teachers in schools are not at all ethical and students can't really do anything about it (PST 7).

No, some teachers still do as they please (PST31).

Yes, the dilemma that I experienced was due to the morals of the personal and leaders. I believe that it should be investigated through audits done by the Department of Education and therefore not the university. We as student stand as guests in

schools, this makes it difficult to question the schools' ethics and approach to certain things (PST17).

Many PSTs thus argued that there was a need for ethics policies and protocols that allow the PSTs to address ethical dilemmas that occur during TP.

d) Pre-service teachers are not aware of ethics protocols

Other PSTs felt that although there were probably enough protocols in place for ethics during TP the PSTs were often not aware of these protocols or how to apply them, nor whether they would protect them. PSTs indicated a need to have more direct instruction in ethics to have a clearer understanding of the policies and protocols as well as learning how to apply them (§2.8.2 & 2.8.3). This agrees with previous research (Boon, 2011; Finkler & De Negreiros, 2018).

> *I do believe that a university has enough ethical protocols, but students going out on teaching practice has to receive advise on what exactly to do in each situation (PST47).*
>
> *We have some rules we must follow when we go out for our Teaching Practical. These rules are written in a CPUT document for our Practical and it must also be signed by the Principal. And our Mentor Teacher also receives a copy of these documents, but I am not sure to what extend these documents protects us from ethical problems... (PST21).*
>
> *I feel that this could be a yes but also a no. Yes because we get a few tips and help when we receive our teaching practice books and through other subjects but also a no because I think a more solid alone standing ethics subject would be more valuable than the touch and goes we get exposed to regarding ethics (PST53).*

This highlights the need of providing ethics training to PSTs on codes of ethics and codes of conduct above and beyond the mere establishment of these codes.

Some PSTs felt that the university had enough ethics protocols, while another group of PSTs strongly felt that there were not enough ethics protocols. All the PSTs were from the same university, therefore indicating that individual perceptions of the same protocols can vary. Another theme that was identified in this section was that the PSTs had the perception that they were not allowed to report ethical dilemmas that they experienced during their TP. Some PSTs also indicated that they were not aware of ethics protocols that existed for TP at their university.

- *Question 2: Do you have any recommendations to improve ethics protocols at the universities to enhance ethics in teaching practice?*

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As with question 1, PSTs who had not experienced ethical dilemmas were not requested to answer this question, however many of these PSTs gave very valuable contributions. The following twelve themes were retrieved from the PST responses:

a) **Pre-service teachers should have a direct mentor to contact on campus when they experience ethical dilemmas.**

One need of PSTs that came to the fore was to have a dedicated person on campus that they could contact for advice and to whom they could report ethical dilemmas that they encountered during their TP. PSTs also needed this person to support them or refer them for support.

> *An open communication line with an appointed person to help with these issues (PST5).*

> *Provide cell phone numbers of people who can be called directly in case of an emergency (PST11).*

> *Students should be assisted in situations like these. I was to afraid to speak. I just wanted it to go away. There may be students that are not as strong as I was in that situation. That students should be assisted (PST28).*

> *Yes, we need to be treated respectfully and fèel that we are heard in such cases (PST55).*

One PST also voiced the need for someone from the university to be more involved in TP at the schools by following up on what was expected from PSTs at individual schools.

> *Protecting students from unnecessary labour and duties as well as checking up on students during teaching practices (PST40).*

While gathering the policies that SA universities have available online in the content analysis it was found that only one university had a written protocol in their public domain for PSTs to report unethical behaviour of in-service teachers or school leaders. Only two universities had an incomplete written protocol in their public domain of how in-service teachers should report unethical behaviour of PSTs and one other stated that it should be reported to the university coordinator, but no details were given on how they should report it (see table 4.1). The TPCs also reported in their surveys that PSTs are not made aware of ethics policies. This support service should therefore definitely be investigated in future research. This protocol already exists in the code of ethics and code of conduct of other international universities (§2.7.2).

b) **Train in-service teachers on the university policies.**

Two PSTs also made statements that indicated that there was a need for the university to train school staff on the ethics policies of the university to ensure mutual respect and fair treatment of PSTs.

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Make rules and regulations clear to schools on the teaching practice list as some schools treat the student teachers like garbage. Older teachers expect respect but is never willing to be respectful towards student teachers (PST11).

Protecting students from unnecessary labour and duties as well as checking up on students during teaching practices (PST40).

University of Canberra in Australia has a guide for PST teaching practice which includes a section on 'The Australian Professional Standards for Teachers' which ensures that in-service teachers are also aware of what the ethics policies entail, as they are bound by that code (§2.7.1).

c) Teach laws and national codes of conduct and codes of ethics.

One PST pointed out the need for training in the laws and national policies before attending TP.

Discuss the laws on teaching and being a teacher much sooner - this will cancel out any unnecessary behaviour from the student teachers. Me, in my fourth and final year of studying, have never encountered one briefing on laws (PST11).

Various previous research studies (Bowie, 2003; Şahin et al., 2009; Forster, 2012) have highlighted the importance of teaching codes of ethics and codes of conduct to PSTs (§2.8.2). In South Africa, Kimathi and Rusznyak (2018) also highlight the importance of teaching ethics policies to PSTs to enhance their awareness of these policies. This could in turn improve their ethical behaviour. This agrees with the finding in the content analysis that revealed only one South African university, University E3, that included laws and national ethics policies in their TP policies.

d) A disciplinary system should be established.

One PST felt that the university should instil a disciplinary system where guilty parties must receive and sign written warnings.

Give 3 sign warnings with the signature of both participants (PST 15).

It is however unclear whether this PST only referred to PSTs who do not adhere to ethics policies or also to other stakeholders in TP. A disciplinary system to address both in-service teachers and PSTs who act unethically cannot be managed by the university alone, as in-service teachers are in the service of the DBE. The existing literature indicates that a code of conduct can be used as a disciplinary code to not only guide behaviour, but also address unethical behaviour (§2.3.2). A code of conduct provided by the DBE or at least in collaboration with the DBE could therefore be used to establish a disciplinary system for TP, catering for

PSTs and in-service teachers. When compared to the content analysis, the lack of protocols for addressing unethical behaviour was expected. International universities however seem to include protocols to address unethical behaviour in their TP policies (§2.7.2).

e) Ethics workshops should be presented.

A possible solution presented by PSTs (to address their lack of knowledge and/or awareness of a code of ethics, code of conduct, ethics protocols to be followed when ethical dilemmas were encountered, and even general lack of ethical knowledge) was the presentation of ethics workshops.

> *Workshops can be held informing students about the ethical protocols (PST23).*

> *Perhaps have a workshop just focused on that? It does not have to be an entire week, maybe just one day (PST31).*

Previous research by Boon (2011) also identified workshops as a way of teaching ethics to PSTs (§2.8.3). Although PSTs mentioned that they had received ethics training as part of workshops presented on other subjects a need existed for workshops dedicated completely to teaching ethics.

f) Department of Basic Education must establish policies to address ethical dilemmas.

PST27 felt very strongly that the DBE needed to take control to address ethical dilemmas, rather than the university, as universities are dependent on good relationships with the schools to send their PSTs to TP as part of their ITE.

> *Like I said in the previous answer, we as students don't want to compromise our teaching practices experience by reporting unethical situations and then causing some schools to not accept students to do their practical at their school. Unless the government forces schools to take a curtain amount of students for practical each year (PST27).*

The international tendency seems to be that PSTs and in-service teachers follow the same code of conduct and code of ethics to ensure that all parties know what is expected of them as well as what the consequences will be for unethical behaviour (§2.7.1). Therefore, the code of ethics and code of conduct provided by the national teacher regulatory body should preferably form part of the guidelines for ethics in TP. When compared to the content analysis, only University E3 seemed to include the SACE Code of Professional Ethics in their TP policies.

g) Ethics training should form part of a program presented to pre-service teachers on campus.

Another solution presented by a PST to enhance their knowledge and awareness of ethics could be to include ethics training in the First-Year Experience (FYE) program.

It could become part of the FYE programme to inform students (PST32).

This could be a valuable starting point for ethics training as PSTs at this university participated in TP from their first year. It is of utmost importance that PSTs act ethically even in their first year as this forms the start of their behavioural patterns, therefore, they need ethics training. Furthermore, PSTs in their first year must be treated ethically at schools during TP to avoid them from developing faulty beliefs concerning ethics in education. Previous research (Rusznyak, 2018; Boon & Maxwell, 2016) highlighted that universities cannot expect that all PSTs arrive at university with a pre-requisite knowledge of ethics (§2.8). Therefore, it is of utmost importance to train them in ethics from the start of their ITE.

h) Instil morals and values of the university in pre-service teachers.
Another PST pointed out that universities should ensure that PSTs have the same morals and ethical values as the university before they are sent out to TP.

Ensure that before sending a student out for teaching practice, that there morals en ethics are that of the University (PST38).

Although this is an important aspect that can greatly contribute to improved ethical behaviour of PSTs during TP, execution of this point needs careful consideration. To implement this, the university will first need to set up a list of morals and values that they expect the PSTs to portray. This points towards setting up a code of ethics (§2.3.1). Second, the university will need to consider a program for ethics where PSTs can demonstrate that their conduct is in line with the core values and morals of the institution before they receive clearance to participate in TP. This notion may have further complications. If PSTs need to comply with a pre-requisite ethics program before they are allowed to participate in TP, it might mean that some PSTs will not have clearance to complete TP in the set time for TP. This notion that PSTs need to take responsibility to complete certain mandatory professional checks before they are placed for TP, is however found in the existing ethics policies (Southern Cross University, 2018).

i) Using a case study approach to teach ethics in lectures.
One PST felt that there was a need to practice how to apply ethics in specific scenarios before they experienced the dilemmas in TP.

They can perhaps sketch different scenarios in class and ask the students how they would handle that situation (PST34).

The case study approach (§2.8.3) can be used in lectures, workshops, or in the ethics program used to prepare PSTs before TP. This approach received a lot of attention and praise in previous research and is seen as one of the best ways to teach ethics to PSTs in the literature (Warnick & Silverman, 2011; Forster, 2012; Bergman, 2013; Weinberger et al., 2016; Ulvik et al., 2017). In a study by (Boon, 2011) PSTs also highlighted the need to be trained in ethics through case studies.

j) Teach ethics policies and protocols to pre-service teachers in a standalone ethics subject.

It was interesting to note that six PSTs felt that there was a need for ethics to be presented as a standalone subject. Some examples include:

I believe that ethics need to enjoy more attention in the universities academic planning. Throughout my time at the university I have witnessed students with moral standards that I believe would be bettered through more training and awareness. As I am a older student who have worked and still do I know that self discipline is extremely important, however it is not the case with all students. This is concerning to me as more in-depth ethical training would have bettered this as to prepare the students to become better teachers next year. This will then be displayed towards the children and influence their moral and ethical standards (PST17).

Have it be a standalone subject during the first year or maybe just 6 months before practical. At that time most students had no idea how to act properly and what they should do. They struggled a lot with their first practical at that time (PST37).

I think students should get a subject that is only part of the year plan for the semester BEFORE teaching practice where students learn in depth about ethics and how to improve their own ethics (PST53).

This notion agrees with previous research (Boon & Maxwell, 2016; Boon, 2011). In a study by (Boon, 2011) PSTs also expressed the need for more thorough ethics instruction in a standalone ethics subject (§2.8.1).

k) Prepare pre-service teachers before they leave for teaching practice.

PSTs also called for short courses or preparation workshops on ethics before they were sent to participate in TP.

I think students should get a subject that is only part of the year plan for the semester BEFORE teaching practice where students learn in depth about ethics and how to improve their own ethics (PST53).

Before every teaching practice the lecturers can recap the ethical protocols with the students so that everyone stays aware of the protocol and the importance thereof (PST54).

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This practise of preparing PSTs before they are sent to TP does occur in the literature (Anangisye, 2011; Boon, 2011; Ulla, 2016) concerning various countries including, Tanzania, USA, and Botswana (§2.8.1).

I) Ethics should be integrated into all subjects on campus.

One PST referred to the need for ethics to be integrated not only in subjects presented on campus but also in all daily activities on campus. An example of ethical behaviour should be set by lecturers and ethical behaviour should be portrayed by PSTs in all their actions. This agrees with the findings of another study in South Africa (Rusznyak, 2018).

> *I think, as students, we must begin with the small things that is very important in the classroom for example being on time and attending all of our classes on campus. And also, some Lecturers will sometimes mention that our writing style is not as professional as it should be when we address them in a email about a task/test. We as students must develop a professional tone when we address problems about teaching. I think if we accomplish the ethics of teaching on campus we will be able to implement these etics when we are in a school environment (PST21).*

Murphy et al. (2011) and Finkler and De Negreiros (2018) also highlighted the importance of lecturers setting an example of ethical behaviour for PSTs (§2.8). However, PST21's opinion added a lot of value to the notion of setting an example of ethics in everyday life. This practice can be implemented by creating a rubric and letting it form part of the pre-requisite program to prepare PSTs for TP as was suggested in Theme 'H' of question two in the PST survey analysis, 'Instill morals and values of the university in PSTs' (§4.2.2.3).

This section identified several themes based on the recommendations of PSTs to improve ethics protocols for TP at the universities. First, PSTs should have a direct mentor to contact on campus when they experience ethical dilemmas. Second, they argue that in-service teachers need to receive training in the implementation of university policies. They also expressed the need to be taught about the laws as well as national codes of conduct and codes of ethics. One PST argued that a disciplinary system should be established. Other themes included that ethics workshops should be presented to PSTs, the DBE must establish policies to address ethical dilemmas, and ethics training should form part of a program presented to PSTs on campus. Several PSTs also pointed to themes that were more specific on how they think ethics should be presented to PSTs at the university. These themes included: Instilling morals and values of the university in PSTs; Using a case study approach to teach ethics in lectures; Teach ethics policies and protocols to PSTs in a standalone ethics subject; Prepare PSTs before they leave for TP, and ethics should be practiced in all subjects on campus. A contrast existed between PSTs' preferences of how ethics training should be presented.

- *Question 3: What role do you think the Department of Basic Education should play in the development of codes of ethics/conduct for teaching practice?*

The following seven themes were identified with regards to the role of the DBE in the development of codes of ethics and codes of conduct.

a) Department of Basic Education should play an active role in the development of codes of ethics and codes of conduct.

Many of the PST participants argued that the DBE should be actively involved in the ethics policies and protocols for TP.

> *The Department of Basic Education should play an important role in protecting the students when dilemmas arise during teaching practise* (PST6).

PST10 strongly agreed that a need existed for more involvement from the DBE.

> *I think that the Department of Basic Education should maybe be more present during practicals. Even if it only is for the final years students. My motivation for this, is that I don't really see them present during the duration of my studies, and think that this could be something to enhance the education system in South-Africa (PST10).*

Only one PST argued that the DBE should not be involved and leave ethics training to the university.

> *The department should leave it to the lecturers to teach ethics (PST37).*

Only one PST felt the DBE should not become involved in ethics for TP.

b) Department of Basic Education must be aware of and inform universities' ethics codes for teaching practice.

A few PSTs made statements indicating that they felt that the DBE should ensure that the codes of ethics or codes of conduct of the university were up to standard and ethical.

> *They should be aware of what the university has in place (PST30).*

> *They should read through it and make sure that everything meets up! (PST49).*

> *Make sure it is ethical (PST13).*

PSTs further expected the DBE to provide a framework for the university and collaborate with the university to create a code of ethics and code of conduct. One PST also added that the DBE should address shortcomings that they find in these codes at the universities.

> *They can give more guidelines on how the codes should look like (PST18).*

I think the DBE should play a proactive role in the development of codes of conduct for teaching practice (PST52).

The department of education should be aware of the codes and if they feel it needs to be changed, they should give their opinion (PST34).

They should work with the universities to make a general code of conduct/ethics to protect the students during teaching practice (PST39).

PSTs felt that the DBE should be involved in establishing a code of ethics and/or code of conduct for TP. They also expected the DBE to inform the university of what the codes should include or how they should be adapted to address ethics in TP (§2.4.2 & §2.6.2). The need for the DBE to be more involved in ethics in TP, especially with the writing and enforcing of codes of ethics and codes of conduct should be considered when developing the guidelines for a policy framework for ethics in TP.

c) **Department of Basic Education must set a code of ethics or code of conduct for universities.**

Another group of PSTs felt that the DBE should solely set up the codes for the university rather than work with the university. PSTs felt that it was necessary to have some form of uniformity between the various universities and therefore the DBE should provide the basic code of conduct for all the universities to follow.

They can set up a code of conduct (PST4).

I think there must be a overall code which the students must follow when they are doing their Teaching Practice. For example, the codes of conduct used by University A4 is more or less the same as the University A3. And I think the Dept. of Basic Education has a role in developing such code of conduct that is used by the University's (PST21).

I think they should create this code of conduct so everyone will know what is expected of them (PST44).

One PST also mentioned that the codes provided by the DBE should be taught in lectures.

The DBE should give a code of ethics to universities and lectures should work it into their subjects (PST23).

Several PSTs felt that the DBE should not only be involved but also be responsible for setting up the code. It was clear from PSTs' responses that the reason for this argument was a need for uniformity. PSTs required a code of ethics and/or code of conduct, the same as for PSTs from all universities (§2.4 & §2.7.3.4). If the DBE provides the code to all universities, then this problem may be resolved.

d) **Department of Basic Education must establish a code of ethics or code of conduct that all universities and schools must follow.**

Many PSTs however indicated that they felt the DBE should not only establish the code of ethics and code of conduct but that this code should be the same for universities and schools.

> *They should know what ethics the teachers should have and make sure they know how to implement it in the classroom (PST38).*

> *They should put out default rules that apply to ALL colleges/universities where there are Education students (PST41).*

Some PSTs argued that a good example set by in-service teachers will enhance the ethical behaviour of pre-service teachers.

> *I think once we as students see that the teachers in schools follow the right code of conduct in their profession, it would encourage others to also do the right thing by following the ethics. The department is definitly not in control of al the wrong doing that is happening. It is time that this change so learners have a place of safety and trust when the come to school (PST3).*

PSTs argued that the DBE should force in-service teachers to follow the ethics policies as well, to help manage the ethical dilemmas they face during TP. They felt that this might ensure that PSTs and in-service teachers were on the same page when ethical dilemmas occurred during TP.

> *I think they should develop a code of conduct and make sure every student and teacher sign and do it. The department plays a very big role (PST7).*

> *They should develop a uniformed code of conduct so that there will not be any miscommunications on what the conduct contains (PST5).*

> *There should be one code of conduct followed by every school and university (PST32).*

> *Have more guidlines, because each school is different in their rules and what they expect a teacher to dress like (PST48).*

> *I believe they should work with the teachers to develop the code of conduct /ethics to ensure the teachers savety and awareness thereof (PST54.)*

They also argued that it could enhance their ethical awareness as novice teachers when they started their career if they followed the same code of ethics and code of conduct during TP as they had to as in-service teachers.

> *They have to have a say about the codes of conduct for teaching practice, because they can implement the codes of conduct during teaching practice, so that it is not new*

for when a teacher starts working. The same code of conduct will count for teaching practice and working as a teacher (PST47).

I believe that the DBE should be more focused on codes of conduct when students are busy with teaching practice to not only protect the student but also the school and the department. This will also ensure that student teachers know the standards and protocols that will be expected of them once they complete their studies (PST53).

Some PSTs argued that the DBE needed to be more visible and involved in TP to ensure that the code of ethics and code of conduct were followed by PSTs and in-service teachers. Furthermore, they felt it was the DBE's responsibility to address ethical issues if they occurred during TP.

I think that the Department of Basic Education should maybe be more present during practicals. Even if it only is for the final years students. My motivation for this, is that I don't really see them present during the duration of my studies, and think that this could be something to enhance the education system in South-Africa (PST11).

They should set a high standard of code of conduct/ethics and implement it every where. They should also provide help to teachers if they are in a non ethical situation caused by someone else (PST12).

It is apparent that a large group of PSTs expressed the need for a code of ethics and code of conduct for in-service teachers and that PSTs should have the same codes. PSTs argued that it would allow them to observe the ethical behaviour that was expected of educators. Furthermore, it would help to ensure that in-service teachers and PSTs were on the same page when ethical dilemmas occurred and would improve their ethical awareness as novice teachers when they started teaching as they would then already know the code of ethics and code of conduct (§2.5.2). Two PSTs also elaborated further that they needed the DBE to be more involved in their TP as they felt this might help to address ethical dilemmas that occurred in TP. This should be considered in the guidelines for a policy framework for ethics in TP.

e) **Department of Basic Education must train pre-service teachers in ethics for teaching practice.**

It was interesting to note that a few PSTs also portrayed a need for the DBE to provide training of ethics to PSTs.

They should perhaps come and talk to us themselves (PST42).

I think they should inform new teachers about the importance of learner privacy and they should inform new teachers what will happen if they take away a learners privacy (PST51).

Two other PSTs also felt that the DBE should play a bigger part in their ethics education by providing ethics training to them before they participated in TP. PSTs from this university thus required greater involvement of the DBE in their preparation for as well as during their TP with regards to ethics.

f) Department of Basic Education should perform audits and disciplinary hearings to follow up on breaches of codes of conduct.

A few PSTs felt that the DBE should take the lead in addressing ethical dilemmas that occurred during TP as in-service teachers were often involved in these dilemmas. PSTs highlighted the need for support from the DBE for teachers when ethical dilemmas were experienced, but also for disciplinary action to be taken.

Make sure to support the teachers right but also be coherent with disciplinary hearing (PST15).

I believe that the department of education needs to do audits regarding ethical conduct more often. Of a problem is found it is important for the DBE to follow up on these problems as it is a great possibility that these my occur on the future (PST17).

They shouls be setting the example. Check up on educators (PST31).

One PST also highlighted the importance of the DBE having protocols in place for PSTs to report ethical dilemmas they encounter during TP.

If students receive proper ethical training, and experience unethical situations during their teaching practices, I feel that students should be able to report the incident to the DBE, because the Universities aren't really allowed to do something about the situation. Each year there are a lot of students going out for teaching practical, therefore they get a lot of "inside information" of what is really going on in schools and not the front some teachers put forth on that one day that the government visits the school (PST27).

PSTs required a disciplinary system at the DBE where they could have a safe space to report ethical dilemmas they encountered where in-service teachers were involved during their TP. PSTs called for transparency and equal treatment of in-services teachers and PSTs who acted unethically (§2.3.3 & §2.5.3)

g) Department of Basic Education should do a survey where in-service teachers and PSTs can share their experiences to inform policies.

One PST suggested that the DBE should allow PSTs and in-service teachers to share their experiences and make suggestions so that they could set up a code of ethics and code of conduct that addressed the needs of TP.

> They need to send an anonymous questionnaire to the teachers and students where they can share their experiences and then they can take the necessary steps (PST26).

This suggestion should be considered. A good way to address all ethical dilemmas that educators encounter in a code of ethics and/or code of conduct is to determine what ethical dilemmas in-service teachers and PSTs encounter. An anonymous questionnaire will mean that educators are not afraid to voice the concerns and dilemmas they experience. Furthermore, this might ensure that the codes are informed by actual experiences as prescribed by the theory of applied ethics in practice and not only by theory (§2.2.2).

This section identified that PSTs argued that the DBE should play an active role in the development of codes of ethics and codes of conduct. The DBE should be aware of and inform universities' ethics codes for TP or establish a code of ethics or code of conduct for all universities and schools to follow. The DBE could train PSTs in ethics for teaching practice and perform audits and disciplinary hearings to follow up on breaches of codes of conduct. Finally, PSTs felt that the DBE should do a survey where in-service teachers and PSTs could share their experiences to inform policies. All these themes indicated that PSTs need the DBE to be involved in establishing the code of ethics and code of conduct for TP, executing these codes, or be involved in PST training of ethics in education.

The general deductions that can be made from the PST surveys include that PSTs had varying perceptions of where and how ethics in TP was taught in the PST curriculum, irrespective of the fact that they all attended the same university. Similarly, PSTs had contrasting opinions of whether the university had enough ethics policies or not. However, in this instance, PSTs' opinions could have been influenced by the fact that they had not experienced ethical dilemmas, as PSTs who had not previously experienced ethical dilemmas also answered this question. Furthermore, PSTs seemed to be unaware of whether or how they could report ethical dilemmas they encountered during their TP. This theme was accentuated by the theme that they were uncertain as to whether ethics policies and protocols existed, PSTs did require improved ethics policies and protocols at the universities. They had needs ranging from a direct contact person to whom they can report ethical dilemmas, to ethics training of in-service teachers who will act as their mentor teachers. They also argued that ethics in TP should be presented differently than it currently is, however, they also varied in opinion as to how it should be presented, just as they varied in their perception of how it is currently presented. PSTs also had a general need for the DBE to show greater involvement in the development of the codes of ethics and codes of conduct for TP, as well as the ethics training of PSTs.

4.2.3 Teaching Practice Coordinators' Knowledge of Ethics for Teaching Practice Survey

A survey consisting of closed as well as open-ended questions was sent to TPCs of various South African Universities. This survey aimed to determine the policies and protocols that the universities had in place to address ethics in TP. This phase was therefore also used to monitor the results of the content analysis. It furthermore explored the TPCs perceptions of ethical dilemmas that arose during TP, how it is currently addressed, and whether it is addressed sufficiently.

- *Survey procedure*

A letter of invitation containing the link to the online survey *'Teaching Practice Coordinators' Knowledge of Ethics for Teaching Practice Survey'* (Appendix G), and an informed consent letter (Appendix H) were shared with twelve TPCs of twelve universities across South Africa that offer a B.Ed. degree. This sample was selected through the quantitative content analysis in phase one. Surveys were only shared with the twelve TPCs of universities that granted ethical clearance for the researcher to include the TPC in this research study (see Appendix C & G-Q). Only nine of the twelve TPCs completed the voluntary survey. The survey was set up in Google forms. Furthermore, this method allowed the researcher to continue with the surveys during the national lockdown while the researcher could not visit universities or have personal contact with the participants. The removal of hard copies also saved considerable research costs. Google Forms also records the response automatically on an Excel sheet, bypassing human errors with the transfer of data to tallying tables.

- *Survey analysis*

The biographical information was discussed first. The closed-ended and open-ended sections of the survey were then analysed separately and consecutively. Questions from the open-ended section of the surveys were copied to a single document and listed in tables, per question. Similar themes in the TPC responses were colour coded and the themes were identified in the right-hand column. True verbatim quotes were used and therefore spelling mistakes may occur in the quotes for the sake of authenticity.

4.2.3.1 Section A: Biographical information

Section A of the survey was used to gather the biographical information of TPC participants. The aim was to obtain a sample to represent universities across South Africa. Therefore, various types of universities were included as well as various provinces. Table 4.5 presents the summary of the biographical information of the TPCs in the quantitative phase.

Table 4.5: Biographical information of teaching practice coordinators

Biographical Information	∫	%
Category of participant		
Lecturer	2	22
Teaching practice coordinator	3	33
Lecturer and Teaching practice coordinator	4	44
Type of university		
Research	5	67
Technology	1	11
Open distance learning	1	11
Combined	1	11
Province		
Eastern Cape	2	22
Free State	1	11
Gauteng	2	22
North-West	1	11
Western Cape	3	33
Language of Teaching in the Faculty/School/College of Education		
English	6	67
Afrikaans	1	11
Afrikaans & English	2	22
Departments in the Faculty/School/College of Education		
Foundation phase	2	22
Foundation phase, Intermediate phase, and Senior phase	1	11
Foundation phase, Intermediate phase, and Further education and training phase	1	11
Foundation phase, Intermediate phase, Senior phase, and Further education and training phase	4	44
Intermediate phase	1	11

Although the survey was sent to the TPCs of twelve SA universities and each TPC received at least two reminders, only nine TPCs participated in the survey. Therefore, only nine of the fourteen universities, that the content analysis established, offered B.Ed. degrees for various phases of education, and were represented in the data that follows. Two (22%) of the participants were lecturers, four of the participants were teaching practice coordinators (administrators), and three participants were lecturers as well as teaching practice administrators. Five (67%) of the participating universities were traditional research universities. The remainder of participating universities were universities of technology, open distance e-learning, or combined between research and open distance e-learning. Table 4.5 also portrays the number of universities that participated from each province. The sample is representative of the Eastern Cape, Free State, Gauteng, North-West, and the Western Cape.

Six (67%) of the universities had English as the language of LoLT in the Education Faculty at the specific campus of the participating TPC. Two (22%) universities had English and Afrikaans as LoLT and one (11%) only had Afrikaans as LoLT of the Education Faculty on the specific

campus that participated. Table 4.5 shows that 4 (44%) of the participating universities offered B.Ed. Foundation Phase (FP), Intermediate Phase (IP), Senior Phase (SP), and Further Education and Training (FET) degrees; 1 (11%) offered B.Ed. FP, IP & SP, and another one (11%) offered B.Ed. FP, IP & FET; While 2 (22%) offered only B.Ed. FP degrees. One participant indicated that the university only offered B.Ed. IP, which should disqualify this university from the study, however, this information did not agree with the university website which indicated that they offered B.Ed. FP, IP, SP & FET courses.

4.2.3.2 Section B: Closed-ended questions

Section B of the survey consisted of nineteen closed questions to which TPCs had to respond on a Likert-Scale. The following scale was used: 1 indicated strongly agree; 2 indicated agree; 3 indicated somewhat agree; 4 indicated disagree; 5 indicated strongly disagree. The reason why 'neutral' was not included as an option, was because the survey in no way intended for the TPCs to share personal opinions or perception, but merely to indicate whether the university has the specific document, protocol, or expectation for their PSTs. The nineteen questions were divided into three sub-sections. This section of the survey aimed to answer the following two sub-questions of the research: '*What is the current status of codes of ethics and codes of conduct regarding pre-service teacher practice at universities in South Africa*', '*What procedures are put in place to guide pre-service teachers when they encounter ethical dilemmas during teaching practice?*', '*If these procedures exist, are they elucidated in the ethics policies of the universities?*' and '*How do teaching practice coordinators perceive the role of codes of ethics and codes of conduct for pre-service teachers?*'.

To answer these questions and compare the results to the content analysis, the researcher adapted table 4.1 to indicate TPC responses to the closed-ended questions. Table 4.6 portrays the questions from the closed-ended section of the TPC survey with the response from the TPC. Universities A1, B1, B2, C1, and E1 were removed from this table as they did not have participants in the TPC survey. The researcher could therefore not verify the results of the content analysis for these universities. The content analysis code was left in the table to ease comparison. Where TPCs agreed and strongly agreed with a statement the block was coloured green when they disagreed or strongly disagreed the block was coloured red and if they somewhat agreed the block was coloured yellow. Questions 7 through 10 were also added as these were not in the content analysis. The wording of questions 11 and 12 was also changed to mirror the survey questions.

The first section (questions 1 - 7) aimed to establish what policies on ethics each university had available. This phase also informed the results of the content analysis, as some universities may have had policies available that could not be found in the public domain during

Table 4.6: Policy documents, protocols, and expectations according to TPCs

Criteria	A2	A3	A4	B3	D1	E2	E3	F1	H1
1. Code of Ethics for the institution.				1		0,5		1	
2. Code of Conduct for the institution.	1	1	1	1		1	1	1	1
3. Code of Ethics for the Education Faculty/School/College.				1					
4. Code of Conduct for the Education Faculty/School/College.							1	1	
5. Code of Ethics for Teaching Practice.									
6. Code of Conduct for Teaching Practice.							1	0,5	1
7. The code of ethics or conduct that is specific for teaching practice forms part of the university's official policy documents.									
8. The pre-service teachers are made aware of codes of conduct and/or ethics before they start their teaching practice.									
9. The pre-service teachers sign the code of ethics or conduct before they start their teaching practice.									
10. The mentor teacher at the school signs the code of ethics or conduct before the pre-service teacher starts his/her teaching practice.									
11. The pre-service teachers are aware of the ethics protocols to be followed should someone treat them unethically during their teaching practice.									
12. Protocol for teachers/HODs or principals to report unethical behaviour/conduct of students (pre-service teachers).									1
13. The schools where pre-service teachers complete their teaching practice are aware of the protocols they should follow if a pre-service teacher behaves unethically.							1		
14. Expectations of pre-service teachers' relationships with staff at the school.							1		
15. Expectations of pre-service teachers' relationships with parents, caregivers, and the community.							1		
16. Expectations of pre-service teachers' personal conduct that can influence learners.							1		
17. Expectations of pre-service teachers concerning their knowledge and expertise.									
18. Expectations of pre-service teachers towards the law.							1		
19. Values expected of pre-service teachers.									

(green)	TPCs agreed or strongly agreed with the statement.
(yellow)	TPCs somewhat agreed with the statement.
(red)	TPCs disagreed or strongly disagreed with the statement.

the content analysis. The second section (questions 8 - 12) focused on the various stakeholders' awareness of the codes of ethics and codes of conduct as well as protocols in these codes. The third section (questions 13 – 19) focused specifically on the TPCs'

perceptions of PSTs' awareness of ethical conduct that was expected to influence their ethical behaviour during TP.

- *Codes of ethics and codes of conduct for teaching practice*

The first set of statements focused on the available university policies. Table 4.7 provides a visual representation of the TPCs' perceptions of each statement.

Table 4.7: Teaching Practice Coordinators' Perceptions of Codes of Ethics and Codes of Conduct

Statement	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
1. The university has a code of ethics.	7	1	0	1	0
2. The university has a code of ethics specifically for the Faculty/School/College of education.	6	2	1	0	0
3. The university has a code of ethics specifically addressing teaching practice/work-integrated learning of pre-service teachers.	5	1	1	1	1
4. The university has a code of conduct, guiding students' behaviour.	4	3	2	0	0
5. The university has a code of conduct, specific for the Faculty/School/College of education, guiding pre-service teachers' behaviour.	5	1	3	0	0
6. The university has a code of conduct, specific for teaching practice, guiding pre-service teachers' behaviour at schools.	4	3	2	0	0
7. The code of ethics or conduct that is specific for teaching practice forms part of the university's official policy documents.	2	2	1	4	0

Statements 1-3 inquired about the existing codes of ethics. The large majority, 7 (78%) of TPCs, confirmed that they strongly agree that their university has a code of ethics, while 1 (11%) agreed and only one (11%) disagreed. Six (67%) of the TPCs strongly agreed that the university has a code of ethics specifically for the Faculty/School/College of Education, while 2 (22%) agreed and 1 (11%) disagreed. The next statement asked if the university has a code of ethics specifically for TP or WIL of PSTs. Five (56%) strongly agreed, 1 (11%) agreed, 1 (11%) somewhat agreed, 1 (11) disagreed, and 1 (11%) strongly disagreed. A downward curve became visible as the statements asked for a further refined code of ethics, specifically addressing the ethical needs of PSTs. When compared to the content analysis it was found that several universities had codes of ethics for the university, Education Faculty/School/College, and TP, which were not revealed by the web search.

Statements 4-6 focused on existing codes of conduct at each university. Four (44%), thus less than half of the sample, strongly agreed that the university has a general code of conduct, 3 (33%) agreed, and 2 (22%) only somewhat agreed. Five (56%), thus more than half of the sample, however, strongly agreed that the university has a code of conduct specifically for the

Faculty/School/College of Education to guide PSTs behaviour, while another 1 (11%) agreed. The remaining 3 (33%) of TPCs only somewhat agreed. Statement 6 aimed to determine if the university has a code of conduct specific for TP, to guide PSTs behaviour during TP. Four (44,4%), which is less than half of the sample, strongly agreed, 3 (33%) agreed and the remaining 2 (22%) only somewhat agreed with the statement. Statement 7 further enquired if the code of ethics/code of conduct that is specific for TP was included in the universities' official policy documents. Only 2 (22%) of TPCs now strongly agreed, another 2 (22%) agreed and 1 (11%) only somewhat agreed. The remaining 4 (44%) disagreed that this code formed part of official university policy documents. This is a possible explanation for the difference in the results of the content analysis and the TPC surveys and should be addressed in the guidelines for a policy framework for ethics in TP. This may indicate the existence of codes of ethics and/or conduct at the universities that are just not available to the public on the universities' websites. However, the fact that TPCs at times responded with somewhat agree, may also indicate that they are not completely sure about the existence of these codes.

The content analysis did not reveal a code of ethics or code of conduct specific for TP for Universities A2, A3, A4, B3, D1, or E2. However, the TPC survey revealed that Universities A2, B3, and D1 did indeed have all the codes of ethics and codes of conduct and it was included in their official policy documents. The deduction can thus be made that these universities do not make their official ethics policies and codes available for public viewing. The survey further revealed that University E2 had both a code of ethics and code of conduct for TP but that they were not included in official policy documents, therefore, clarifying why the researcher could not locate them in the content analysis. The surveys of Universities A3 and A4 confirmed that a code of ethics and code of conduct for TP did not exist at these universities or that the TPCs were unaware of them. For University E3 the content analysis did not reveal a code of ethics for TP, although the TPC reported that one did exist. The TPC also revealed that the codes were not included in official university policy documents, therefore explaining why the researcher could not locate the code of ethics for TP online. For university F1 the researcher could not find a code of ethics during the content analysis but identified a code of conduct for TP as a sub-section in the 'Guidelines for Teaching and Learning' policy document. According to the TPC however, the university did have both codes and they were included in the official policy documents of the university. The conclusion can be made that not all their policy documents are available for public viewing. The TPC from University H1 confirmed the findings of the content analysis that the university did not have a code of ethics for TP, but they had a code of conduct for TP.

- *Awareness of ethics protocols for teaching practice*

Table 4.8 is a visual representation of TPCs' perceptions of statements 8 - 12 which focused on the awareness of ethics protocols of various stakeholders in TP. Statements 8-10 focused on the awareness of ethics policy documents or codes that the university had available. Four (44%) of the TPCs strongly agreed that PSTs were made aware of the codes of ethics and/or conduct before they attend TP, while 2 (22%) agreed. Three (33%) of the TPCs only somewhat agreed. The next statement focused on whether PSTs signed a code of ethics and/or conduct before attending TP. A minority of 2 (22%) strongly agreed and 1 (11%) agreed. Another 1 (11%) somewhat agreed, but 4 (44%) disagreed and the remaining 1 (11%) strongly disagreed that PSTs signed a code before attending TP. Statement 10 enquired whether the mentor teachers at the school were expected to sign the code of ethics and/or conduct before the PSTs started their TP. A smaller minority of 1 (11%) strongly agreed, while 2 (22%) agreed. Four (44%) of the TPCs somewhat agreed, while 2 (22%) disagreed that the mentor teachers signed a code. The importance of signing a code of conduct or code of ethics before the onset of TP should be emphasized in the guidelines for a policy framework for ethics in TP.

Table 4.8: Stakeholders in teaching practice awareness of ethics protocols

Statement	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
8. The pre-service teachers are made aware of codes of conduct and/or ethics before they start their teaching practice.	4	2	3	0	0
9. The pre-service teachers sign the code of ethics or conduct before they start their teaching practice.	2	1	1	4	1
10. The mentor teacher at the school signs the code of ethics or conduct before the pre-service teacher starts his/her teaching practice.	0	1	2	4	2
11. The pre-service teachers are aware of ethical protocols to be followed should someone treat them unethically during their teaching practice.	2	4	2	0	1
12. The schools where pre-service teachers complete their teaching practice are aware of the protocols they should follow if a pre-service teacher behaves unethically.	1	5	2	1	0

In statements 11-12, the focus was on awareness of protocols to report unethical behaviour. Once again, a minority of 2 (22%) strongly agreed that PSTs were aware of the ethics protocols to be followed if they were treated unethically at a school during TP. However, 4 (44%) agreed that PSTs were aware of the protocols to follow, 2 (22%) only somewhat agreed that they were, while 1 (11%) strongly disagreed that PSTs knew what protocols to follow. Statement 12 aimed to determine if the school staff knew what protocols to follow if PSTs behaved unethically during their TP. Only 1 (11%) strongly agreed that they do, however, 5 (56%) did agree that

they knew. Two (22%) of TPCs somewhat agreed that school staff knew what protocols to follow, while 1 (11%) disagreed that they knew what protocols to follow. The lack of knowledge of what protocols should be followed when ethical dilemmas occur should be addressed by adding training on ethics policies for PSTs and mentor teachers to the policy framework for ethics in TP.

- *Pre-service teachers' awareness of ethical conduct*

Table 4.9 provides a summary of the TPCs' perceptions of PSTs' awareness of ethical conduct. Statements 13 - 19 focused specifically on PSTs' awareness of personal conduct that was expected of them during TP in terms of relationships, personal conduct, knowledge, abiding by laws, as well as personal values.

Table 4.9: Teaching practice coordinators' perceptions of pre-service teachers' awareness of ethical conduct

Statement	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
13. The pre-service teachers are aware of what is expected of them in terms of ethical relationships with the learners.	4	1	4	0	0
14. The pre-service teachers are aware of what is expected of them in terms of ethical relationships with the school staff.	3	3	2	1	0
15. The pre-service teachers are aware of what is expected of them in terms of ethical relationships with the parents, caregivers, and community.	2	3	2	2	0
16. The pre-service teachers are aware of what is expected of them in terms of ethical conduct in their personal lives.	3	2	2	2	0
17. The pre-service teachers are aware of what is expected of them in terms of knowledge and expertise when presenting lessons.	3	6	0	0	0
18. The pre-service teachers are aware of what is expected of them in terms of the law.	1	4	3	1	0
19. The pre-service teachers are aware of the values expected of them to ensure ethical behaviour.	3	3	3	0	0

Statements 13 -15 focused on ethical relationships. Four (44%) of the TPCs strongly agreed that PSTs knew what was expected of them in terms of their relationship with the learners, while 1 (11%) agreed. The remaining 4 (44%) somewhat agreed. When asking about relationships with school staff, 3 (33%) of the TPCs strongly agreed that PSTs knew what was expected of them, while another 3 (33%) agreed, 2 (22%) somewhat agreed and 1 (11%) disagreed that PSTs knew what was expected of them in terms of ethical relationships with

school staff. In statement 15 only 2 (22%) of the TPCs strongly agreed that PSTs knew what was expected of them in terms of ethical relationships with the parents, caregivers, and community, while 3 (33%) agreed, 2 (22%) somewhat agreed and 2 (22%) disagreed. Once again, a downward curve can be detected.

Personal conduct displayed by a PST outside the school setting can also affect the learners, school, or university, due to the PST's affiliation with the institutions. Three (33%) of the TPCs strongly agreed and 2 (22%) agreed that PSTs knew what was expected of them in terms of ethical conduct in their personal lives. Two (22%) only somewhat agreed and another 2 (22%) disagreed that PSTs knew what was expected of them in terms of ethical conduct in their personal lives. Another important aspect of ethics in teaching is knowledge and expertise when presenting lessons. Three (33%) TPCs strongly agreed and 6 (67%) agreed that PSTs knew what was expected of them in terms of knowledge and expertise. Being aware of the expectations of the law concerning education is another necessity in teaching ethically. Only 1 (11%) TPC strongly agreed and 4 (44%) agreed that PSTs knew what was expected of them by law. Three (33%) somewhat agreed and 1 (11%) disagreed that PSTs knew what the law expected of them in terms of ethical behaviour at schools. The final statement referred to whether PSTs were aware of the values that were expected of them in terms of ethical behaviour. Three (33%) of TPCs strongly agreed, 3 (33%) agreed and 3 (33%) only somewhat agreed that PSTs were aware of the values they were expected to have instilled. This section also highlights the importance of stipulating in the guidelines for a policy framework for ethics in TP that the PST curriculum should include ethics training.

4.2.3.3 Section C: Open-ended question

Section C of the survey consisted of three open-ended questions that aimed to gain more insight on the perceptions of TPCs with regards to the gaps in ethics policies and protocols as well as how they perceive these gaps can be bridged. In the following section, TPC's responses to each question are discussed and grouped into themes. The verbatim quote is given with a reference to the TPC pseudonym. Underneath each theme the new findings as well as existing ideas were summarised for consideration in the guidelines for a policy framework for ethics in teaching practice.

- *Question 1: Do you feel that the university has enough ethics protocols in place to protect the pre-service teachers from ethical dilemmas during their teaching practice?*

It is interesting to note that although TPC E3 indicated that they had all the codes of ethics and codes of conduct at the university and that PSTs were aware of all the protocols and expectations that were included in the checklist, she still did not feel that they had enough

ethics protocols in place to protect PSTs and that PSTs mainly relied on their student guide. TPC A2 argued that the protocols were there but PST awareness of these protocols needed to be improved and they needed to adhere to these protocols, implying that PSTs did not currently follow the protocols. The TPC from university D1 was unsure if the university had enough protocols to protect PST from ethical dilemmas. This was in line with her answers in the closed-ended section of the survey where she only somewhat agreed to the existence of most protocols, possibly indicating that she was unsure of their existence. TPCs from Universities A3 and F1 disagreed or only somewhat agreed that PSTs were aware of protocols and expectations of them with regards to ethics in TP. Both these TPCs argued that the universities needed more protocols to protect PSTs. This is irrespective of the fact that the TPC from University F1 stated that they had all the codes of ethics and codes of conduct. This highlights the importance of paying attention to the content of these policies rather than the mere existence of policies. Four themes were found in the TPCs' responses of whether the South African universities had enough ethics protocols in place for TP.

a) There are enough ethics protocols in place at the university.

Two of the nine TPCs felt that the universities had enough ethics protocols in place to address ethical dilemmas during TP. Two TPCs argued that although the universities had enough protocols in place, ethics protocols should be reviewed continuously.

> *Yes, you always feel that you have enough in place but you have to constantly review and update what you have in place. Teaching practice is dynamic with new challenges constantly evolving (TPC E2).*

> *The protocols currently in place are may be regarded as sufficient and or insufficient based on the interpretation of the term ethical. There is room for improving and implementing policies that protect pre-service teachers from ethical dilemmas during their teaching practice (TPC A3).*

b) There are not enough ethics protocols in place at the university.

Two of the TPCs were unsure or unaware of whether there were enough protocols in place.

> *No, I am not aware of any, at the moment HOD's handle any ethical dilemmas that might occur during teaching practice (TPC A4).*

> I am not sure *(TPC D1).*

The fact that TPCs were unsure or unaware of the ethics protocols was a strong indicator that PSTs and other stakeholders in TP may also be unaware of the protocols even if the protocols did exist.

c) Pre-service teachers are not aware of ethics protocols

TPC A2 referred to this notion that although protocols existed, PSTs were not aware of them, or they do not adhere to them.

> *The ethical protocols are there but pre-service teachers should be made more aware of them and adhere to these protocols when on Teaching Practice (TPC A2).*

Ethics policies and protocols have no purpose if the groups they were written for are unaware of their existence.

d) Ethics protocols are not specific enough

The remaining two TPCs both had concerns about the protocols not being specific enough. TPC E3 felt that the ethics protocols were not specific for TP, while TPC F1 argued that the protocols did not address the various contexts in which PSTs found themselves during TP.

> *No, the students rely mainly on the student guide document (TPC E3).*

> *No. I think the different context in which students do teaching practice are not adequately addressed. We have more than 9 500 students doing teaching practice in any semester and in more than 6 000 schools across the country (TPC F1).*

It is interesting to note in this section that there were contrasting opinions as to whether universities had enough ethics protocols. The same finding was made in the PST survey analysis. Some TPCs argued that the university had enough, while others strongly argued that there was a lack of ethics protocols. Since all South African universities do not have the same ethics protocols for TP this contrast could be expected. Other discoveries included PSTs' lack of awareness of the universities' codes of ethics and codes of conduct, and that the protocols for responding to ethical dilemmas that the universities had were not specific enough to address the ethical dilemmas that PSTs encountered. The overall deduction can be made that ethics protocols of universities need to be developed and improved continuously. This may help to address the ethical dilemmas that arise in specific contexts where PSTs find themselves during TP.

- *Question 2: Do you have any recommendations to improve ethics protocols at the universities to enhance ethics in teaching practice?*

All the TPCs had recommendations to further improve the ethics protocols to enhance ethics in TP. Four general themes were seen in the TPCs responses.

a) Generate a standard ethics policy for teaching practice

Six of the 9 PSTs indicated a need for a standard ethics policy for TP to ensure that all stakeholders were on the same page. Their recommendations included:

Having standardized document (TPC E3).

There should be a ethics policy in place at the university for teaching practice (TPC A4).

A policy addressing both ethical and other protocols would be beneficial to both the faculty and the pre-service teacher (TPC A3).

TPC H1 highlighted the need for a partnership between the university and schools. This may help to ensure that all parties are invested in following the ethics protocols. TPC F1 further specified a need to align ethics policies for TP with national policies from SACE.

An agreement or partneship between schools and the university is required (TPC H1).

Needs to be more aligned with the SACE professional conduct document (TPC F1).

The deduction was made that policies such as a code of ethics and code of conduct for TP should be a standard policy that TP stakeholders share.

b) Increase awareness of ethics in teaching practice

Three of the TPCs pointed out the need for improved awareness of ethics protocols to improve ethics in TP.

Yes, students and schools should be made to sign ethical protocols to ensure that everyone understands and adhere to these protocols (TPC B3).

Students should be made aware of the fact that they are the image of the university and they are part of the staff of the school when on teaching practice (TPC A2).

Inform students better… (TPC D1).

TPC B3 suggested the practice of letting both PSTs and schools sign the ethics protocols to improve their awareness and bind them to the codes. TPC A2 further stressed the need to make PSTs aware that they portray the image of the university and that they form part of the school's staff during their TP. TPC B3 and TPC A2, therefore, portrayed a deontological ethics viewpoint and expected that PSTs would follow the code of ethics and/or code of conduct because it was expected of them (§2.2.1).

c) Review ethics protocols continuously

In question 1 when TPCs were asked if the university had enough ethics protocols in place, TPC E2 and TPC A3 referred to the importance of continuously reviewing ethics protocols. In question 2 TPC E2 again stresses the importance of revision of ethics protocols.

> *We have to take note of what students report as unethical practice and address it as we move forward. We have to be proactive, especially with many of the challenges from school learners so that pre-service teachers can ethically deal with it. Constantly review protocols (TPC E2).*

The deduction can therefore be made that there is a dire need for constant adaption of policies to address the ethical dilemmas that are changing constantly.

d) Create an easily accessible platform for ethics protocols

Another theme that came to the fore that might help to improve the implementation of ethics protocols was to create a platform where stakeholders can easily gain access to ethics protocols.

> *Inform students better - get policies in place and place on a platform for easy access (TPC D1).*

This agrees with the argument presented in the content analysis that universities are expected to have ethics policies and protocols that are specific to TP and that these policies should be transparent and available online. By providing all stakeholders (PSTs, TPCs, school staff, and parents) with easy access to policies and protocols, the probability of all the stakeholders following the protocols may increase due to mutual awareness.

The information presented in this section brought to light a need for a standard ethics policy shared by all universities. Furthermore, the TPCs highlighted the importance of ensuring that all parties who are involved in TP, but especially PSTs, are made aware of these policies. The TPCs highlighted once more, as in the previous question, that the ethics protocols should be reviewed continuously. Furthermore, a suggestion to make all the ethics-related policies and protocols available on an easily accessible platform was presented.

- *Question 3: What role do you think the Department of Basic Education should play in the development of codes of conduct/ethics for teaching practice?*

The final question enquired about the perceived involvement of the DBE. Only one TPC felt that the DBE should not be involved in the development of codes of ethics or codes of conduct for TP. The vast majority of TPCs indicated that DBE involvement in the codes of ethics and

codes of conduct for TP could be beneficial. Three common themes were seen in TPCs' responses on what the involvement of the DBE should entail with regards to ethics in TP.

a) Department of Basic Education should collaborate with universities.

Three of the TPCs felt that it was important for the DBE to collaborate with the universities to create codes of ethics or codes of conduct.

The department should work closely with Universities (TPC E3).

They can also play a very important part since these students will be in their employ once they complete their degrees (TPC A2).

DBE must take hands with universities – collaboration (TPC D1).

TPC A2 made a very interesting statement indicating that the DBE should take ownership of the ethics training that PSTs receive as they will eventually be employed by the DBE.

b) Department of Basic Education should collaborate with all stakeholders.

Two of the TPCs felt that it was important that the DBE should collaborate with all stakeholders to provide codes of ethics and codes of conduct that are based on shared values and common understanding. This may enhance the extent to which the various stakeholders are willing to implement the codes and abide by them.

Clear protocols developed with input from all stakeholders so that a common understanding is in place (TPC E2).

The DBE should provide protocols in collaboration with SACE for codes of conduct/ethics for teaching practice to ensure that HEI's operate in these lines, it also provides guidance on a national level to ensure standards are aligned. However, I am aware of the developments as a result of the PrimTed project. This project has made a significant contribution to teaching practice in teacher preparation programmes. NWU managed this project (TPC A3).

TPC 9 specifically stated the importance of collaboration between the universities and SACE to establish codes of ethics and/or codes of conduct for TP. This agrees with what TPC F1 recommended to improve ethics protocols at the university. TPC A3 further pointed out that collaboration projects with SACE were being developed. Further collaboration should however be considered to improve codes of ethics and codes of conduct for teaching practice.

c) Department of Basic Education should enforce policies at schools.

Four of the TPCs argued that the DBE should play a role in ensuring that the codes of ethics and codes of conduct for TP are implemented and followed at the schools. They claimed that this may enhance not only ethics but also the learning experience of PSTs.

I think the DBE must play an active role to ensure that schools accept and support student teachers when they come for Teaching Experience (TPC B3).

School staff need to be familiar with such protocols. Many of the less resourced schools take on students to satisfy their own curricular need and it results in poor to no mentoring taking place (TPC E2).

Encourage and train all teachers as school based mentors to help students to learn (TPC H1).

This section revealed a general call for the DBE to be involved with the development of codes of ethics and codes of conduct for TP. TPCs' opinions varied as to the depth of involvement they expected from the DBE. Some called for collaboration between the DBE and universities only, while others called for even greater involvement of the DBE with all stakeholders involved in TP. Another suggestion made by TPCs was that the DBE should enforce the ethics policies and protocols for TP at schools. This agrees with the findings of the PST survey.

Universities have more codes of ethics and codes of conduct available than they portray online. One reason that came to the fore to explain this fact is the TPCs' response that codes of ethics or codes of conduct for TP were not always included in official university policies. Another important deduction that can be made from the TPC surveys is that the policies for ethics need to be dynamic to adapt to new ethical dilemmas that constantly come to the fore in TP. The general feeling that TPCs shared was that PSTs are often unaware of the existing policies and protocols for ethics, and some TPCs were even unsure of the existence of ethics policies. The majority of TPCs also addressed the need for collaboration between universities and the DBE to establish effective codes of ethics and codes of conduct.

The following section introduces the qualitative data analysis that was completed in this study.

4.3 Qualitative Data Analysis

The qualitative phase of the data collection consisted of two strands using different samples. The first strand was semi-structured interviews with PSTs who had experienced ethical dilemmas during their TP. The second strand was follow-up interviews with TPCs of certain universities who agreed to participate in a follow-up interview. The researcher aimed to gain more in-depth information from these participants to inform her of the important aspects that a code of ethical conduct for teaching practice should contain.

4.3.1 Pre-service teacher interviews

Semi-structured interviews (§3.5.2.1) were performed with nine (9) PSTs from a specific university for which the researcher aims to provide a policy framework for ethics in TP. These PSTs represented the third and the fourth (final) year B.Ed. PST population. Participants were selected purposefully by employing the participant selection model in the second phase of the quantitative phase of the research. A voluntary survey *"Survey of Pre-Service Teachers' Experiences of Ethics in Teaching Practice"* (Appendix B) was sent to all third- and fourth-year PSTs. From the surveys, all PSTs who indicated that they had previously encountered an ethical dilemma during their TP were selected to form part of the qualitative sample for the third phase of this research. 100% of this sample agreed to participate in an interview.

4.3.1.1 Interview procedure

An interview invitation was sent via email to all participants who indicated that they had experienced an ethical dilemma during their TP. A follow-up e-mail was also sent to PST26 who did not indicate that she had experienced an ethical dilemma, but then continued to state what type of ethical dilemma she experienced during her TP. PST26 confirmed then that she had experienced a dilemma but was unsure whether it could be classified as an ethical dilemma. She was therefore included in the interview sample. Appointments were scheduled via email and included the interview schedule and an informed consent form where PSTs could indicate whether their interview may be recorded. 100% of the PST sample agreed to participate in the follow-up interviews as well as to be recorded.

The researcher always aimed to make the interviewees feel at ease by encouraging them to share their experiences as anonymous participants, allowing them time to think about questions, and acknowledging their answers. Furthermore, some PSTs shared unethical situations and ethical dilemmas they perceived related to other PSTs and in-service teachers, although the PSTs were not necessarily involved in these dilemmas themselves.

4.3.1.2 Thematic analysis

Narrative transcriptions of the PST interviews were studied iteratively to identify themes (Hawkins, 2018:1758). The themes were then placed in a table and grouped in clusters of similar themes. Each cluster was assigned a superordinate theme. The researcher also aimed to give a voice to all PST participants and therefore themes were considered irrespective of the frequency in which they were presented. Due to a large number of themes, themes were divided into four sections according to the overarching themes that were identified during the theme mapping. Theme 1 was '**Ethical dilemmas experienced by PSTs**'. This theme aimed to identify the actual ethical dilemmas experienced or caused by PSTs as imposed by the

applied ethics lens in which this research was rooted. Identification of the dilemmas experienced in practice revealed what should be addressed in a code of conduct and/or code of ethics to manage and address ethical dilemmas in TP from taking place or support PSTs with handling the ethical dilemma when they do occur. Theme two '**Reporting ethical dilemmas**' and theme three '**Ethics policies and protocols**' allowed the researcher to identify the existing policies and protocols for ethics in TP and whether they improved ethics in TP. Furthermore, it gave PSTs a chance to voice their needs with regards to policies and protocols that can regulate ethics in TP. Theme four '**Ethics training**' partly arose because of the other themes. PSTs' experiences of ethical dilemmas, their experiences of reporting ethical dilemmas, and their awareness (or lack thereof) of the ethics policies highlighted certain needs for ethics training in ITE. During the interviews, PSTs realised their need for training in ethics theory as well as in ethics policies. Once again it was found that practice informs the theory that must be taught, highlighting the bridge between theory and practice as implied by applied ethics. True verbatim quotes were used to support the themes and sub-themes and thus include grammatical errors. An identifier was added to each quote, by indicating the pseudonym as well as the page and line number of the narrative where the quote can be found (pseudonym: page no. line no). Where PSTs responded in Afrikaans, the English translation is provided in the thesis, but not printed in italics as original English quotations. The original Afrikaans quotations can be found in the interview transcripts in the data set. New discoveries and current ideas were outlined beneath each theme for consideration in the guidelines for a policy framework for ethics in teaching practice.

The following section investigates specific ethical dilemmas that PSTs experienced or caused. Some of these ethical dilemmas were mentioned directly by PSTs while others were detected indirectly in the conversation.

- **Theme 1: Ethical dilemmas experienced by PSTs**

Several themes were identified from the ethical dilemmas that PSTs described in their interviews. These themes were grouped during theme mapping to form the overarching theme 'Ethical dilemmas experienced by PSTs. This section aimed to answer the research sub-questions: '*Which ethical dilemmas do pre-service teachers encounter during teaching practice?*' and '*How do pre-service teachers perceive ethical dilemmas during teaching practice?*' The identification of these themes was important to determine the categories that need to be covered in the code of ethics and code of conduct.
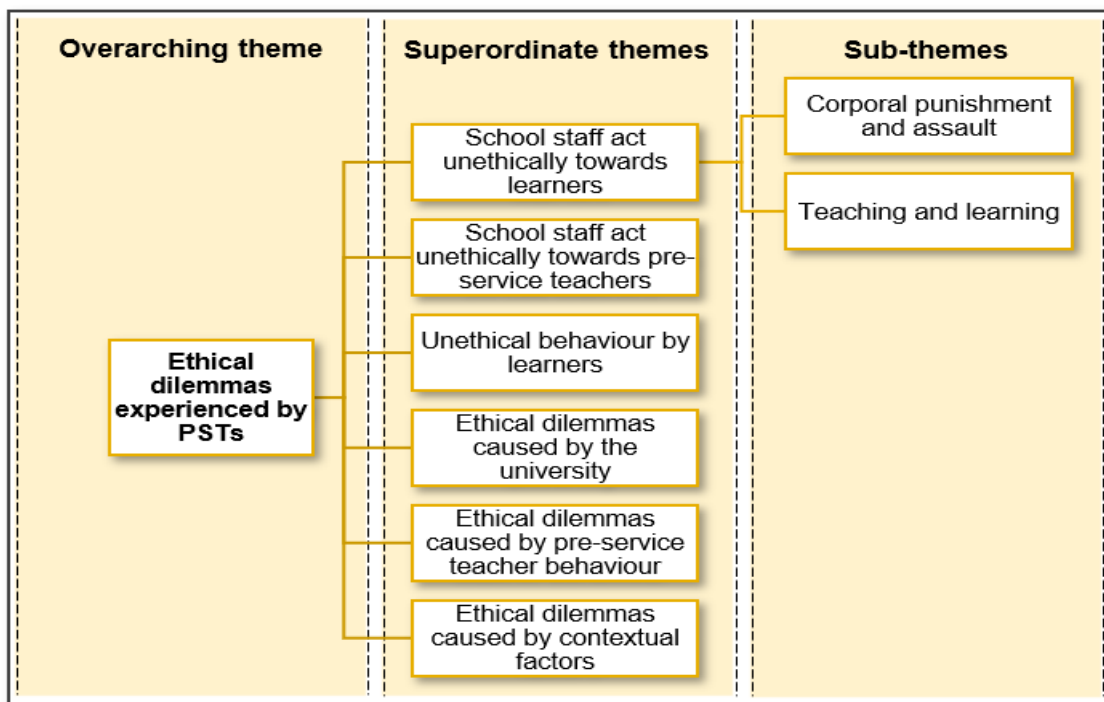
Figure 4.8: PST theme 1: Ethical dilemmas experienced by PSTs

1.1 School staff act unethically towards learners

Many PSTs reported that they witnessed in-service teachers, and often their mentor teachers engaging in unethical behaviour towards learners. This indicates that PSTs do have some form of ethical awareness. Some of these ethical dilemmas are serious and can be regarded as child abuse and illegal behaviour by in-service teachers. This highlights why PSTs experience ethical dilemmas and are unsure of the best path to follow to address these situations during their TP. These types of incidents were labelled with the sub-theme *'corporal punishment and assault'.*

1.1.1 Corporal punishment and assault

In-service teachers seem to make themselves guilty of corporal punishment and assault.

> *And then she said "okay, get up" and he walks to the front of the class, and she said: "put out your hands" and she took like a stick like this and then she hit him (PST26: 11.314 – 11.316).*

> The teacher kicked the child, because the children kept on pulling each others hair, the teacher pulled the child's hair and then kicked him *(PST27: 5.127 – 5.129.)*

> The way in which they often spoke to the children *(PST17: 12.412 – 12.413).*

> There were children in the classroom, and she sat there and smoked *(PST27: 4.123).*

It is evident that in-service teachers still use corporal punishment, which is regarded as child abuse. Physical punishment has been identified as an ethical dilemma in teaching by other researchers (Strike, 2003; Gluchmanova, 2015; Sabbagh, 2009). Furthermore, in-service

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teachers unacceptably addressed learners. One in-service teacher smoked in the classroom which is against the law.

1.1.2 Teaching and learning

Another sub-theme that was identified as unethical behaviour by in-service teachers was *'teaching and learning'*. This sub-theme included situations that PSTs experienced as ethical dilemmas related to how in-service teachers taught. This included aspects such as the learning environments, subject didactics, and content. PST27 pointed out that in-service teachers window dress for Departmental officials but that they as PSTs see another side of the in-service teachers.

> When teachers are moderated, they pretend. It is like when we are evaluated by the lecturer where you put the best foot forward, but we saw another side of the teachers *(PST27:1.17 1.20)*.

> Resources are lying in heaps in class, and the environment... One of the problems I have is that the environment in which the child must learn should not be distracting *(PST17: 13.418 – 13.420)*.

> The classroom was untidy, and dirty, I still remember there was a nest of spiders in the counting frame, which means the counting frame is never used, and when I wanted to use it in my lesson, thousands *[disgusted] urgh* of spiders ran over the counting frame *(PST27:6.196 – 7.199)*.

> *…she puts in on the board and the children write a few words and that's the-that's the lesson (PST17: 13.451 – 13.452).*

> *It was with the grade R kids and… The school, because they're such high-end people they expect the children to learn at a faster pace, learning more difficult things faster, so in the grade R they were writing sentences and trying to read at books and things like that (PST37: 13. 337 – 13.342)*

PSTs felt that the lack of a conducive learning environment and teaching didactics influenced learning and were, therefore, ethical dilemmas. Competence, curriculum content, development of learners' skills and potential, preparedness for lessons as well as resources have been identified in previous research as aspects that may lead to ethical dilemmas (Donahue, 1999; Bucholz et al., 2007; Shapira-Lishchinsky, 2010; Boon, 2011; Woody, 2008).

According to Murphy et al. (2011) ethical dilemmas often occur in educator-learner relationships. PSTs witnessed corporal punishment or physical assault of learners, verbal assault of learners, educators smoking in classrooms, unconducive learning environments, lack of didactics, poor teaching, and inappropriate content selection as well as in-service teachers who neglect to report ethical dilemmas. Guidelines to manage and address these

kinds of dilemmas should be included in the policies for TP, under a section on ethical dilemmas associated with learners (VIT, 2016) as it affects the learners' wellbeing.

1.2 School staff act unethically towards pre-service teachers

Several PSTs fell victim to being mistreated by principals, mentor teachers, or other in-service teachers who abused their power over the PST.

> *Every morning the staff and students gathered in the staff room and talked about politics... The principal would talk about, uhm, the one side of the Apartheid years and, uhm, he would expect us to answer some of the questions (PST28: 6.174 – 6.178).*
> *I thought that he was a principal with a lot of power and, uhm, I was afraid that he would have found out that I was the one, uhm, who complained about it and I know the University … What they do is if there's a school that mistreats a student, they, uhm, cuts the school from the list so that no students can visit the school … and I was afraid that he would have knew that I was the one doing that, because I was the one standing out at the school, and, uhm, then it would have come out and I believe he-he would have made my life horrible. I just knew that (PST28: 8.227 – 8.235).*

> *And I also don't know who this teacher knows and who she's gonna talk to, who the headmaster knows, who he's gonna talk to and that can also kind of like make my future… (PST26: 14.396 – 14.398).*

> But if I report it and she find out she will give me bad marks when she evaluates me *(PST53:5.123 – 5.126)*.

The deduction is made that PSTs do not report when they are mistreated by principals and in-service teachers because they are threatened that they will be disadvantaged in their final TP marks when they apply for jobs or TP opportunities for future PSTs will be taken away. In the case of PST28, the principal also used his power relationship to force his political convictions on the PSTs. This can also be seen as bullying of PSTs by principals in power positions (Boon, 2011). Donahue (1999) previously pointed out that PSTs must be prepared for moral and political ethical dilemmas that arise due to conflicting values between the PST and the schools. Guidelines to manage and address dilemmas related to power relationships should be included in the TP policies, under a section on ethical dilemmas associated with colleagues (VIT, 2016).

In some instances, in-service teachers do not necessarily abuse their power, however, they treat PSTs unethically. PST responses show that this is often due to pre-set mindsets or being uninformed of the expectations of PSTs during TP. PST11's response below directly indicates that PSTs sometimes feel mistreated by in-service teachers. During TP PSTs and in-service teachers are seen as colleagues. Inappropriate behaviour by colleagues that leads to ethical dilemmas has been reported in previous research as well (Shapira-Lishchinsky, 2010).

But from the teachers' side I feel – it wasn't fair of her; it was unethical of her. She treated me like garbage which I know I am not, so I really feel it could have been handled better *(PST11: 8.259 – 8.261)*.

A few PSTs experienced ethical dilemmas related to their evaluation or marks. PST9's response shows a higher level of ethical awareness as she highlights an issue where she was privileged, as an ethical dilemma.

With a lot of the lessons I presented, they were not even in the class, but then they still gave me good marks for it *(PST9: 4.85 – 4.86)*.

I asked her what I can do to improve so that I can get a B or an A towards the end of my practical and she just said that because I am a first-year student, she may only give me a C *(PST11: 6.174 – 6.177)*.

A lack of supervision and guidance from in-service teachers also seems to be an international tendency (Heeralal & Bayaga, 2011; Ulla, 2016).

One PST made a more serious claim that she was discriminated against and humiliated because of her race. This dilemma also presents a dilemma of breaching basic human rights and should be addressed in the university's code of ethics and/or code of conduct for TP as can be found in the literature (§2.4).

…regarding the Apartheid years and teachers and students are humiliated in front of the teachers and colleagues (PST28: 6.178 – 6.180).

Other PSTs had issues regarding missing out on learning opportunities of their TP because they were used as substitute teachers. However, PST17's response further points out that she was placed in physical danger.

They misuse the students. Last year I did not gain anything from my grade three teaching practice, because I was constantly in the copy room being used as a personal assistant instead of a pre-service teacher, I did not learn anything from my mentor teacher. Even though it is stipulated in the rules and regulations, she never read it *(PST11: 14.461 – 14.466)*.

I felt that as a Foundation Phase student, I am not trained, nor do I have the experience to be placed in a class of fifty grade nines. I felt that I wasn't there to learn how to stand with my back against the wall to prevent getting stabbed with a scissor; I was there to learn how to teach in a foundation phase class *(PST17: 5.162- 5.166)*.

… the teacher was not there-there-the day; she didn't show up. So I had to take over the class and I gave class the whole day (PST26: 11.307 – 11.308).

PSTs experienced unethical treatment with the allocation of marks, either by in-service teachers giving them marks without even observing their lessons or because in-service teachers gave a set mark due to the PSTs' year group and did not grade the PST's performance or the lesson presented. Another PST was humiliated in front of the school staff and their fellow students and felt discriminated against because of their race. Several PSTs also reported being used as class assistants or substitute teachers and therefore implying that untrained teachers were used as free labour, while they are supposed to be observing an in-service teacher. One PST also indicated that she was placed in a situation that held physical danger for her. Guidelines for dealing with these dilemmas should also be included in the TP policies under the section of ethical dilemmas associated with colleagues (VIT, 2016).

1.3 Unethical behaviour by learners

Although the minority, some PSTs did report being treated unethically by learners. PST 8 felt that she could not gain the respect and cooperation of the learners, because the in-service teacher used corporal punishment and she refused to. In-service teachers treating learners unethically could therefore be a cause of learners treating PSTs unethically.

> So then when I had to teach, they just walked over me, because I did not treat them like that (PST8: 8.201 – 8.202).

Unethical behaviour from learners included swearing, physical assault, and labelling of PSTs:

> Children threatened each other with scissors and even stabbed each other with the scissors (PST17: 5.160 – 5.161).

> … and he sweared at me (PST11.310).

> because it affected, uhm, the children's behaviour towards me, because uhm, I was never referred to as, uhm, a student or a teacher, I was always referred to as "the white one" and, uhm, or as the, uhm, from the colour of my skin. I was never, uhm, called by my name or my surname (PST28: 7.210 – 7.214).

Although it was not an actual experience, PST26 indicated a possible ethical dilemma and her related concerns of not having a course of action to take if a learner were to hit her, because the law only protects the child and not the teacher.

> For instance, if a child would hit me, there is nothing I can do about is, because that is how the law works (PST26:2.29 – 2.31).

PST26's response indicated the need for ethics policies to include a section on how to deal with the unethical behaviour of learners. Sub-sections that should be included in this section on learner behaviour, include physical assault, language usage, and verbal assault. A need to train PSTs on their basic human rights and the course of action that can be taken if learners

breach this can also be detected in these responses. This also came to the fore in the recent 'The Teachers' Safety and Security in South African Schools handbook' (SACE, 2021b). Furthermore, guidelines to address these dilemmas should be included in the policies for TP, under a section on ethical dilemmas associated with learners (VIT, 2016) as it affects the relationship between the PST and the learners.

1.4 Ethical dilemmas caused by the university

Most ethical dilemmas in this superordinate theme were due to personal recommendations and not policies or official content of the university. It is perceived that the evaluation criteria and evaluators from the university had however also caused ethical dilemmas.

> Well, the fact that we are not allowed to say what happened or to discuss it was… not shocking, but it bothered me *(PST27: 4.117 – 4.119)*.

> The lecturer told me…You are not supposed to be expected to do all these extra things to get good marks *(PST11: 8.264 – 9.276)*.

> It was unfair to mark me according to the university's criteria of fifteen minutes if the school is this type of setting *(PST55: 9.253 – 9.255)*. I felt that they should look at the context before just using the university's criteria *(PST55: 9.261 – 9.263)*.

It seems that PSTs often did not report ethical dilemmas, which resulted in an ethical dilemma, because someone recommended them not to. Another case that is made is that a lecturer recommended a PST to bribe an in-service teacher to get better marks. In both cases, it seems that a specific person recommended that they should do this or that. PSTs made the deduction that they must act in a specific way, and it was not university policies that stipulated this behaviour. These dilemmas should be addressed in the policy in a section on the expectations of and obligations towards the university. A previous study (Walters et al., 2017) also found that PSTs do not receive enough professional development with regards to ethics and are therefore unsure how to act, leading to PSTs causing ethical dilemmas.

1.5 Ethical dilemmas caused by pre-service teacher behaviour

In some cases, it was the decisions that PSTs made themselves that were unethical. These included: not reporting unethical behaviour of in-service teachers and a lack of knowledge of teaching and related activities. This theme can however be linked to power relationships.

> *And I also don't know who this teacher knows and who she's gonna talk to, who the headmaster knows, who he's gonna talk to and that can also kind of like make my future… (PST26:14.396 – 14.398).*

> It was a personal reason not to report because I knew she still had to give me a mark *(PST53: 5.148 – 5.151)*.

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Another possible dilemma to include in the policies concerns PSTs smoking at school, although the PST did not directly report experiencing this. It does however agree with the findings of Woody (2008) that PSTs behaviour in public places (such as schools) may lead to ethical dilemmas.

> It is my opinion that it is unacceptable for teachers or students (PSTs) to smoke at a school *(PST17: 10.317 – 10.319)*.

These dilemmas highlight the need to include a section on professional competence and personal conduct (VIT, 2016). It is evident that PSTs also failed to report ethical dilemmas to advantage themselves. This confession by PSTs indicated that it may not be the power relationships, university policies or staff, or the lack of knowledge of reporting protocols that leads to PSTs deciding not to report ethical dilemmas. This shows poor ethical reasoning and presents another ethical dilemma. Another dilemma that was mentioned and should be addressed in policies, not only for PSTs but also for in-service teachers, is smoking at school. This again agrees with the findings of Woody (2008) that the codes for PSTs must be in line with legislation and therefore the same for PSTs and in-service teachers.

1.6 Ethical dilemmas caused by contextual factors

PST37 also experienced a dilemma with teaching in specific contexts with which she was unfamiliar. PST55 however claimed that it was the evaluation criteria of the university that did not take the contextual factors of certain schools into account that caused her ethical dilemmas and not the context.

> *… but it's also a cultural clashing. Uhm, – I mean no disrespect to anyone – but it's just something that because I'm not used to handling children of that-of that specific culture it's difficult to know how to react with them, how to teach them. It's again that, almost like the language barriers (PST37: 12.284 – 12.287).*

> *I could maybe give advice on rather have a criteria met, because each school is different. People go to different types of schools, so the criteria that needs to be met could maybe be adapted to that certain schools (PST55: 11.340 – 12.342).*

Some PSTs found it difficult to teach across cultures. This occurrence has been recorded as an ethical dilemma in TP as early as 1999 (Donahue, 1999). Codes of ethics from other international universities include sections on stereotyping and labelling, discrimination against language and specific groups as well as language usage in their codes of ethics (§2.7.2). This tendency can be detected in the transcript of PST37. These contextual factors must therefore seriously be considered irrespective of the fact that the minority of PSTs reported it. These dilemmas should be addressed under professional competence in a TP policy (VIT, 2016).

- **Theme 2: Reporting ethical dilemmas**

Another overarching theme that was identified is the reporting of ethical dilemmas. The general assumption is that someone will report unethical behaviour, however, it was found that the choice to report or not was often the ethical dilemma that PSTs were faced with, rather than them not being able to distinguish between what is ethical and unethical. This section aimed to answer the sub-questions: '*What procedures are put in place to guide pre-service teachers when they encounter ethical dilemmas during teaching practice*?' and '*If these procedures exist, are they elucidated in the ethics policies of the universities?*'
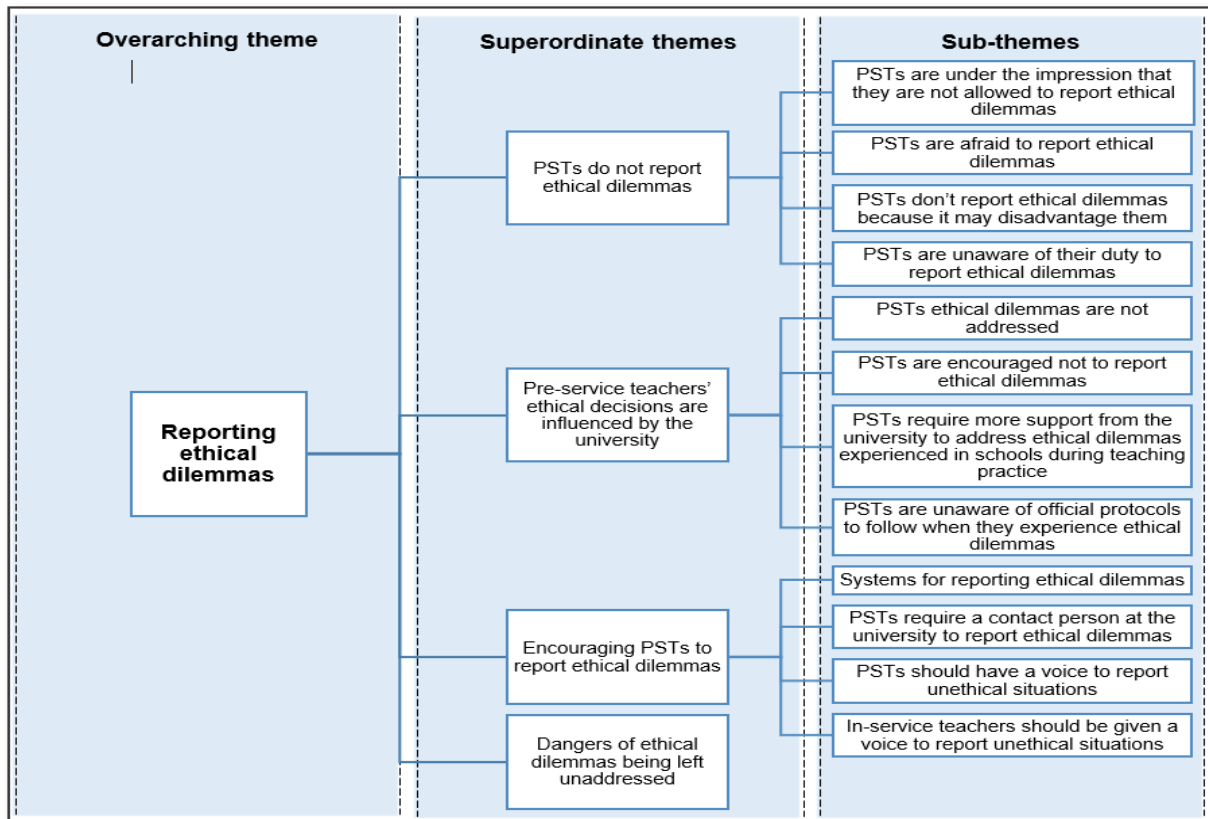
Figure 4.9: PST theme 2: Reporting ethical dilemmas

2.1 PSTs do not report ethical dilemmas

Multiple sub-themes were found that can be linked to the reporting of ethical dilemmas during TP. Six of the nine PSTs did not report their ethical dilemmas at all. PST53 informally informed the vice principal of the school where she did her TP but made no formal report nor reported it at the university. PST11 telephonically reported her dilemma to a lecturer who informed the PST that she was not allowed to act against a school. PST17 reported her dilemma after the TP period as part of her reflection in her TP portfolio and received feedback from the lecturer that she was not allowed to badmouth a school. Although PST26 did not report her ethical dilemma, she mentioned discussing her dilemma with a lecturer after TP and was told: "Let's not take it any further." This superordinate theme was divided into two sub-themes.

2.1.1 PSTs are under the impression that they are not allowed to report ethical dilemmas

It is interesting to note that three PSTs were under the impression that they are not allowed to mention ethical dilemmas they encounter.

> I did not know that I was allowed to say something, because I am under the impression that you are not allowed to talk about what happened at your school *(PST9: 9.218 – 9.220)*.

> I mean if it is a new thing where students can report their dilemmas without getting into trouble *(PST17: 4.124 – 4.125)*.

> Yes, it must just be ignored *(PST27: 2.35)*.

PSTs were under the impression that they were not allowed to talk about ethical dilemmas. This was followed up with the TPC of University A4 as this may be a misinterpretation of confidentiality concerning reporting ethical dilemmas. PST17's comment was another eye-opener, as the PST implied that they currently get into trouble if they report ethical dilemmas.

2.1.2 PSTs are afraid to report ethical dilemmas

There seem to be several reasons why PSTs are afraid to report the ethical dilemmas they experience. These include that PSTs are afraid of being labelled, being shy of what happened to them, and fear that the schools will not allow PSTs back for TP. Other reasons include PSTs being afraid that the university will get a bad image or more serious issues such as that in-service teachers might get into trouble.

> You do not want to be labelled as a snitch *(PST9:11.267 – 11.268)*.

> A lot of people are shy because of what happened to them *(PST11:13.429 – 13.431)*.

> Because were taught and told that it is a privilege to go to the schools.... They can't say anything to principal because then they will not allow us to do teaching practice there in the future... because there are already so little schools that allow students to do their teaching practice and we not want to take that away from them, I didn't report it *(PST27: 7.223 – 7.231)*.

> She could have lost her job if I reported it *(PST53:5.151 – 5.152)*.

Another reason why PSTs were afraid to report ethical dilemmas they encountered was that it could disadvantage them. This leads to another ethical dilemma.

2.1.3 PSTs don't report ethical dilemmas because it may disadvantage them

One of the main reasons why PSTs did not report ethical dilemmas seems to be because they were afraid that it may lead to a negative outcome for themselves.

And I also don't know who this teacher knows and who she's gonna talk to, who the headmaster knows, who he's gonna talk to and that can also kind of like make my future… (PST26: 14.396 – 14.398).

... because I was the one standing out at the school, and uhm, then it would have come out and I believe he-he would have made my life horrible (PST28: 8.233 - 8.235).

But if I report it and the teacher finds out she will give me bad marks *(PST53: 5.123 – 5.126).*

PSTs were afraid of reporting ethical dilemmas when it involved unethical behaviour of in-service teachers or principals, because they felt that the educators might tell others which might take away their teaching opportunities at certain schools as future teachers, or make things difficult for them during TP. Another aspect that hindered PSTs from reporting unethical behaviour of in-service teachers was that they did not want to be penalized when the mentor teacher evaluated them because he/she wanted to get back at them.

2.1.4 PSTs are unaware of their duty to report ethical dilemmas

A few of the PSTs felt that there was no need for them as PSTs to report ethical dilemmas and that someone else should report it. This agrees with the finding of Warnick and Silverman (2011) that PSTs do not think about the moral consequences of their actions unless they engage with a code of conduct. The overall deduction was made from the theme that PSTs did not critically engage with any codes of ethics or codes of conduct and were often not even aware of the content of these codes.

There are teachers like that, and no-one knows – or I don't know if no-one knows, but it is never reported *(PST27: 5.136 – 5.138).*

But I think if I was at another university, I would also have not done it. I think if-if I had my degree and I was a real teacher then I would probably have said something, but in myself, because I'm still a student-teacher, I don't want to be making those decisions (PST26: 18.505 -18.508).

There is in any way nothing that you can do… For instance, if a child hits me, I cannot do anything, I can't because that is how the law works *(PST26:2.29 – 2.31).*

PST27 argued that it was shocking that ethical dilemmas were not reported by anyone, yet she did not seem to see her responsibility to report ethical dilemmas. PST26 argued that it was not a PSTs duty to report ethical dilemmas, but rather an in-service teacher's duty. It was interesting to note in her response that she did not want to decide because it was a hard decision. This is why Woody (2008) argues the need for a code that guides PSTs on how to address ethical dilemmas. It seems that she was under the impression that ethical decisions would become easier once she became an in-service teacher. Furthermore, PSTs believed

that no action can be taken against learners and therefore they did not need to report unethical behaviour of learners. Dilemmas of this subordinate theme should be addressed under professional competence in the TP policies (VIT, 2016).

A second sub-theme that was identified was *'PSTs decisions to report ethical dilemmas are influenced by the university'.* Dilemmas related to this theme should be addressed in a section on the expectations of and obligations towards the university in the TP policies.

2.2 Pre-service teachers' ethical decisions are influenced by the university

As seen throughout the overarching theme "Reporting ethical dilemmas" PSTs did not all have the same level of ethical awareness. There was also a distinct difference in opinion between PSTs when it came to whether the university influenced their ethical decision-making. Some PSTs felt that they were pressured to make decisions they felt were unethical while others felt the university supported them and would have protected them with difficult ethical dilemmas. In line with the superordinate theme 'Ethical dilemmas caused by the university', many dilemmas in this section were due to personal recommendations and not policies or official content of the university.

> Well, the fact that we are not allowed to say what happened or to discuss it was… not shocking, but it bothered me *(PST27: 4.117 – 4.119)*.

> *I wouldn't necessarily say it's their policies, but I do think during the discussion regarding the practical teaching it was — we were told that you are a guest and you are to be grateful for the opportunity (PST17: 7.233 – 7.235).*

While a few PSTs did feel that they were pressured by the university to make decisions that differed from what they would have preferred to make, it was not clear what or who pressured them to make certain decisions. PST17, however, stipulated that it was not necessarily university policies but agreed with PST27 that it was something that they are told. PST28 also made the point that the lack of training in ethics protocols from the university influenced PSTs' decisions.

> *If I knew that, uhm, it would have made it easier to, for any student make… It would make it easier to report a problem (PST28: 12.389 – 12.391).*

Other PSTs strongly disagreed with these PSTs about being pressured by the university to make unethical decisions.

> *No, the University hasn't pressured me to do something that I felt uncomfortable or anything; it was more of a personal experience that I felt personally, so I can't … (PST55: 4.94 – 4.96).*

No, no, no. I think in that situation University A4 has always been on the students' side. They would rather, not oppose the school, but try to help the student. So no there has never been an instance where I felt the policy forbade me to do something that I wanted to do *(PST11: 4.97 – 4.102).*

No. I would say no. I think everything is set out very well and the expectations that the university has and everything we learn from the university, to prevent that I am caught in a difficult situation and then expected to act against my own principles *(PST53: 4.103 – 4.106).*

One deduction that could be made was that the university did not have an official policy or protocol that pressured PSTs to make decisions that they felt were unethical such as not being allowed to report unethical behaviour of an in-service teacher. It was rather recommendations from individual lecturers or deductions that PSTs made that influenced their decisions. Another point that needs to be stressed is that a lack of training in the ethics policies and protocols of the university contributed to PSTs' poor ethical decision-making.

2.2.1 PSTs ethical dilemmas are not addressed

'PSTs ethical dilemmas are not addressed' was the first sub-theme explaining how the university contributed to PSTs' decision not to report ethical dilemmas. Another reason why PSTs failed to report ethical dilemmas was the fact that previous ethical dilemmas, that they or other PSTs experienced, were dismissed.

Uhm, and when I went to the lecturer she also said she understands, that's what happens in those schools, they are aware of that, there's nothing they can do about it, uhm, but rather not, uhm, say anything about it (PST26: 12.349 – 12.352).

They would not have reported it at principal or the DBE, so I did not bother to report it *(PST27:7.230 – 7.231).*

Some students already, uhm, reported it and there was nothing done to the school, so why-what-what happens if I report it, then nothing would happen as well?" (PST28:9.264 – 9.266) … because then I thought that the University, they don't really assist the students, uhm, in that types of, uhm, dilemmas, because there was already other students, uh, who complained (PST28: 9.278 – 9.283).

PST responses portrayed a strong opinion that the university would not address their ethical dilemmas and therefore they did not bother to report it. As seen in PST26's response she was told by a lecturer that nothing could be done about her ethical dilemma. Once again it was not clear whether it was university policies or just a personal remark made by a lecturer. It was however clear that PSTs generally perceived that nothing was done about previous ethical dilemmas that were reported by PSTs and therefore saw no point in reporting other ethical dilemmas. It is of utmost importance to note that many of the PSTs' ethical dilemmas were not addresses because they failed to report them, as can be seen in the following responses:

Cause I, ja, I didn't report it so... (PST27: 8.239).

…because I never reported it, so I would've never know-knew what the University would have done (PST28: 7.208 – 7.209).

I don't think anything happened, but I never formally reported it *(PST53: 5.141 – 5.142)*.

It was apparent that PSTs' ignorance was often the reason for ethical dilemmas remaining unresolved. Their failure to report became a vicious cycle of not reporting as they assumed the previous PSTs would have reported the dilemma if something could have been done about it.

2.2.2 PSTs are encouraged not to report ethical dilemmas

Another concern that came from the interviews was that PSTs who wanted to report ethical dilemmas were encouraged not to report them.

I think it was in my first or second year that a student said a teacher where she was doing her teaching practice also treated the learners like that and one of the lecturers told her: "Man just go with it, we do not discuss what happens at schools. You are not allowed to do it, only if it is something really serious, such as that she had beaten the child to death, you are allowed to say something." *(PST9:9.225 – 9.229).*

Uhm, no, because I reported it and I was told that I can't badmouth another teacher which wasn't my intention (PST17:14.465 – 14.466).

Usually when there's ethical-ethical dilemmas we are asked not to say anything about it, especially not to the teachers or the headmaster or something like that, cause that can may cause them big trouble in the end. So, our university asked us not to, uhm, put in any complaints or anything (PST26:1.6 – 1.9)

It seems that none of the recommendations prohibiting the reporting of ethical dilemmas were part of official university policies, but rather recommendations from individuals at the university. It is however concerning that PSTs perceived that they were expected not to report dilemmas. PST9 also assumed this from word of mouth that she received from another PST. However, it remains alarming that the possibility exists that a lecturer thought that PSTs must keep quiet about children being physically assaulted unless a child is killed, as refraining from reporting the cases might lead to the situation escalating in the future to a learner being killed.

2.2.3 PSTs require more support from the university to address ethical dilemmas experienced in schools during teaching practice

Several PSTs felt that they would have found it easier to report their ethical dilemmas if they received support from the university. This led to the third sub-theme explaining the role of the university in PSTs' unwillingness to report.

At that stage I did not know any better. If I were to find myself in such a situation again, I will not handle the situation the same. But it was not acceptable of the lecturer to recommend me to do that as a first-year student, who doesn't know any better. And it did not work in anyway *(PST11: 9.285 – 9.290)*.

They don't really assist the students, uhm, in that types of, uhm, dilemmas, because there was already other students, uh, who complained...but the code of conduct is just a paper and, and the University's rules is just a bunch of rules, they don't really assist you (PST18:9.276 – 9.80).

As in my situation where the teacher was hitting the children in the class, I had no idea how to handle it *(PST53: 1.14 – 1.16)*.

PST11 felt that the support she received from a lecturer at the university helped her out of the flames and into the fire. PST 18 felt that since previous PSTs' complaints were not addressed there was no point in her reporting the dilemma again. Some PSTs made suggestions with regards to the support they needed.

…maybe put that lecturer at the school with the tea- with the, uhm, the students and the lecturer could be at the school with the teachers every day, uhm, just one lecturer with all the, with all the students, uhm, and be in the staffroom so that they can experience what we experience and I believe that the principal as well wouldn't react like he did and, uhm, if it make stuff, uhm, a lot easier, but I know that would never happen, because the lecturers have a lot of work and they can't just sit there and be at a school for four weeks (PST28: 14.451 – 14.459).

If they could supply is with contacts, if I could email mam or miss B to give me recommendations of how to handle the situation, but I think because there is not… I do not necessarily have the boldness to just send an email *(PST17: 14.472 – 14.477)*.

PST28 argued that lecturers should be more present at the schools and in the staffroom to observe and help address ethical dilemmas. PST17 highlighted a need for contact details of someone they could contact during their TP. PSTs required the university to increase their awareness of the policies and protocols on ethics as they were not aware of what was allowed and what not, as well as how to address dilemmas when they arose.

2.2.4 PSTs are unaware of official protocols to follow when they experience ethical dilemmas

Several PSTs indicated that they were not aware of the official ethics policies and protocols for reporting ethical dilemmas at the university. This formed the final sub-theme to explain the role of the university in PSTs' unwillingness to report ethical dilemmas. Ignorance of these policies and protocols could potentially influence PSTs' decisions on reporting ethical dilemmas, as well as contribute to PSTs acting unethically.

> I do not know how one does it, I don't know what you must do. I just know she did it *(PST11: 7.233 – 7.235).*

> *… there's no definite procedure in to which you need to – in which manner you need to report it so it wasn't resolved and there was no discussion about it either. It was shut down quite quickly (PST17: 15.532 – 16.534).*

> *I'm not really sure the steps to follow. They never told us anything about if you have a problem at the school. They never tell you the steps to take so it's just, they give you the rules, but they never told you about "if you have a problem, you should follow these steps". That was never mentioned (PST28: 12.367 – 12.369).*

Apart from a few PSTs who did not report ethical dilemmas because they were unaware of how or where to report them, one PST reported her ethical dilemma to the vice principal at the school because she was unsure of reporting procedures at the university.

> I did speak to the vice principal on the last day because we did not have anything to do with the principal, and she asked if there is anything that I would like to say *(PST53: 5.131 – 5.134).*

Another PST felt that she did not want to report the ethical dilemma while she was still a PST, as she was afraid that it might disadvantage herself or other PSTs.

> I won't do that in the future. Outside of the university I would report it and say: "This is what I saw." I am not sure where I would do it *(PST27: 5.151 – 5.153).*

It is interesting to note that although PST27 believed that she would report ethical dilemmas when she became an in-service teacher, she did admit that she was unaware of how she would have to report ethical dilemmas at that stage. In the light of the number of PSTs who did not report ethical dilemmas because they did not know the protocols for reporting, this causes great concern for in-service teachers reporting ethical dilemmas. PST27 also mentioned in her interview that she was aware of an in-service teacher who became involved in a legal matter because she was unaware of the ethics policies and protocols.

> She spoke to the child and then with the other child and it sounded like a story he made up, so she never reported it. She spoke to both children and it sounded like a made-up story. And then legal action was taken against that teacher, and she had no idea that legal steps will be taken against her *(PST27: 11.363 – 12.369).*

This scenario highlights the importance of reporting ethical dilemmas even if they are only possible dilemmas that still need investigation and confirmation. PSTs should be made aware that failure to report ethical dilemmas may lead to legal action against the educator. It also calls for a need to train PSTs in the ethics protocols for in-service teachers alongside the protocols for PSTs at the university. In research by McDonough (2015), it was concluded that PSTs must

raise ethical dilemmas with their mentor teacher, and the mentor teacher should critically discuss the dilemmas with the PSTs. This in turn highlights the need for mentor teacher training at the university that will be discussed in theme 4.4, 'Mentor teacher ethics training at the university' of the PST interview analysis.

2.3 Encouraging PSTs to report ethical dilemmas

It seems that PSTs need the assurance of a fixed system, a contact person, and training on how to report to motivate them to report ethical dilemmas. This should be addressed in TP policies under a section on expectations of and obligations towards the university.

2.3.1 Systems for reporting ethical dilemmas

PSTs all agreed that systems for reporting should allow them to report the dilemmas without having access to campus, as some of them are far away from campus during their TP. PST11 had a strong opinion that ethical reporting systems should be telephonic rather than via email due to the high volume of emails received by lecturers and the consequent lack of communication.

> A lot of times I will send an email in the morning, but the lecturer is busy and only get to it the day after tomorrow. She has hundreds of emails before mine, so it is often difficult to communicate that way (PST11:12.392 – 12.395).

When the idea of an online reporting system using an ICT portal was proposed she as well as some other PSTs agreed that it might be a better system.

> I would say online would be easier and faster, because not everyone is close to campus so that is the only way you can get hold of the people *(PST9:11.286 – 11.288).*

> It would really work excellently, but it would have to be approached with caution, because some people love to complain and will easily badmouth schools when it is not necessary to act on it *(PST11:13.416 – 13.419).*

> An electronic form that will also make the administration easier for the lecturers *(PST17:15.507 – 15.508).* It might however be a problem to explain to students what the difference is between a real dilemma and just being full of nonsense *(PST17:15.516 – 15.517).*

> *You can have maybe have like certain interviews, you can send out on Google, a Google form (PST55: 12.392 – 12.395).*

PSTs in general supported the idea of having an ICT reporting system for ethical dilemmas. PST55 for instance suggested the use of a Google Form that can be completed when someone experienced an ethical dilemma. According to a report (BRIDGE, 2018), this practice was already followed by certain South African Universities, alongside the use of reporting templates and face-to-face feedback. PST11 and PST17 both cautioned that an ICT system for reporting

ethical dilemmas may however create the risk of PSTs abusing the system and reporting situations that were not ethical dilemmas.

2.3.2 PSTs require a contact person at the university to report ethical dilemmas

Another aspect that PSTs brought up was the need for a contact person at the university that they could contact if they experienced an ethical dilemma and needed guidance during their TP.

> No, I think they need to have something in place, someone you can go to talk to that can help you and tell you: "okay this is the next steps that you need to take," or something like that *(PST9: 10.256 – 10.258)*.

> I for instance don't have the boldness to just send an email and say: "This is the problem, what must I do now?" *(PST17: 14.475 – 14.477) …* But I think if it can be made clear to students: "Listen, if you struggle and have a very big problem, you can contact us and we will sort it out for you," then if something extreme happens you know that the university is at least aware of it *(PST17: 14.479 – 14.481)*.

PSTs' opinions of who the contact person at the university should be, varied. Some PSTs felt that it should be a lecturer, while others felt it should rather be administrative staff.

> I would rather say someone else. Like I said you have an ever-increasing fear of lecturers so you do not really want to go to them for anything *(PST9:12.310 – 12.311)*.

> I might not feel comfortable to speak to that lecturer, but now I have to, but then I avoid her or rather just leave it and remain in the situation *(PST11:8.257 – 8.258)*.

> *Well, I definitely talk with my-well the three ladies in charge of me at the school, so it would be my teacher, the headmistress and then the lady in charge of the students and then definitely my lecturers at well-as well, but not the University, not like the admin people, because I don't trust them; they take long (PST37:15.412 – 15.415).*

It was evident that not all PSTs were comfortable discussing their ethical dilemmas with a lecturer, while PST37 felt that she would rather report her dilemmas with a lecturer at the university than with administrative staff. Careful consideration should thus be given when selecting support personnel on campus to avoid PSTs refraining from reporting because of the person with whom they need to report. An ICT portal might help once again to bypass PSTs' fears of the person to whom they report, as both administrative personnel and lecturers would be able to see and respond to complaints logged on an ICT portal. It is also important to note that PST37 mentioned reporting ethical dilemmas with the mentor teacher, headmaster, and the teaching practice coordinator of the school. These are important links in the reporting process as not all dilemmas necessarily need to be referred to the university and a hierarchy of reporting should be established.

2.3.3 PSTs should have a voice to report unethical situations

As seen in this subordinate theme 'PSTs should have a voice to report unethical situations', PSTs often choose to ignore ethical dilemmas if they are unaware of how to report them. However, some PSTs argue that reporting has more to do with authority. PST26 pointed out that PSTs had no power to report ethical dilemmas, as they did not hold a teaching degree yet. Some of the PSTs felt that they should be allowed to, and even that it was important that they should report ethical dilemmas as PSTs.

> *…me as a student went and I said something about it nothing would have happened, but I feel if I was a person that already had a degree, that already had a job and I was there and I was supervising or something, then I would have said something (PST26:13.382 – 14.385).*

> *I-I think it's-it's wrong to expect us to only be guests as I think students are the future of education so if-if I'm not allowed to uhm, give my opinion on something, not – opinion – 'n opinie binne perke* (a limited opinion) *(PST17: 9.278 – 9.280).*

> And to know that they know we can do or say something about what they do, what we observe in the class. So that that they know we have a, not a right, but that we may voice it if we disagree with something unethical that we observe in class *(PST27: 10.310 – 10.313).*

PST17 made an important point. As PSTs they were the future teachers and therefore the future of education was in their hands. They should therefore be allowed to address ethical dilemmas. The danger of telling PSTs that they cannot or may not report ethical dilemmas is that they may continue this behaviour as in-service teachers and even portray unethical behaviour because they believed that nothing can or may be done about it. As seen in PST27's response, who is a final year PST, she was still unaware of official protocols that she would have to follow even as an in-service teacher. This may once again lead to ethical dilemmas being dismissed as a lack of awareness of the protocols for reporting. PST27 also added that it may also inspire in-service teachers to act ethically if they knew that PSTs could report them. The reverse is also true. By giving in-service teachers a voice to report unethical behaviour of PSTs they might also be encouraged to behave more ethically during TP.

2.3.4 In-service teachers should be given a voice to report unethical situations

PSTs, however, felt that in-service teachers must also be given a chance to report the unethical behaviour of PSTs. According to a report, (BRIDGE, 2018), principals and in-service teachers provided feedback on ethics in TP at certain South African universities.

> Just as I feel in-service teachers must be able to give their opinion *(PST17: 9.287).*

> *they* (in-service teachers) *could maybe send a survey out or we could - we could get a survey; we can send it to the students and they can have the teachers then write it out*

on paper or they can send it via email link so that they can also fill it in (PST55: 12.372 – 12.375).

It is important to note that even PSTs realised the importance of in-service teachers also having access to a system to report unethical behaviour during TP.

When it comes to the reporting of ethical dilemmas, PSTs were seemingly unaware of their duty, as well as their right to report ethical dilemmas. Although there were various reasons why PSTs did not report their ethical dilemmas, fear that they are not allowed to, the fact that they did not know how to report them, or fear that they would be disadvantaged because they reported the dilemma overshadowed the reasons for not reporting ethical dilemmas. PSTs portrayed a definite need to gain knowledge of reporting processes and identified this as one of their ethics training needs. They also realized that in-service teachers should also be allowed to report unethical behaviour portrayed by PSTs. This led to the final superordinate theme in this category.

2.4 Dangers of ethical dilemmas being left unaddressed

Unresolved ethical dilemmas may occur persistently or lead to further ethical dilemmas arising. PSTs revealed that they did not bother to report the ethical dilemmas they encountered as they remained unresolved for other PSTs in the past. The interviews revealed that PSTs reacted differently to ethical dilemmas. Although some PSTs indicated that their dilemmas were unresolved, they felt it still had a positive outcome as it led to personal growth for them as PSTs. Other PSTs, however, may not respond in the same way. Some of the dangers of unresolved ethical dilemmas that were detected in the interviews were job dissatisfaction, a lack of respect from learners, physical danger, and lost learning opportunities.

It doesn't matter to me anymore; my lesson is done *(PST55: 10.287 – 10.288).*

I did not grow at all during my teaching practice. I did not learn anything from the teacher. So, at that stage I felt that the four weeks did not have any positive outcomes for me, but where I am now I did learn a lesson from it, So I had personal growth *(PST11: 9.312 – 10.318).*

Where we are today, I did not feel safe and if I could give my opinion then I feel that someone could have made a difference and asked that something like that is not expected from students, for their own safety and comfort. I am very passionate about education, but I have observed that Foundation Phase is not everyone's first choice and I feel that this can scare students away. If I didn't have such a strong personality and a strong passion for education and were a bit older it would have scared me away *(PST17: 9.294 – 9.303).*

Job dissatisfaction due to ethical dilemmas experienced has also been identified in previous research (Boon, 2011). PST17's concern that unethical treatment of PSTs may lead to PSTs

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not taking up the profession was also found in the literature (§2.6.1) and should be considered carefully when addressing ethics in TP.

- **Theme 3: Ethics policies and protocols**

This overarching theme aimed to answer the sub-questions: '*What is the current status of codes of ethics and codes of conduct regarding pre-service teacher practice at universities in South Africa?*', '*What procedures are put in place to guide pre-service teachers when they encounter ethical dilemmas during teaching practice?*' and '*If these procedures exist, are they elucidated in the ethics policies of the universities?*' The following superordinate and subordinate themes with regards to ethics policies and protocols were identified from PSTs' responses during the semi-structured interviews. The researcher suggests that a section should be included in TP policies that state all the ethics policies, codes of conduct, and laws that PSTs should be informed about.
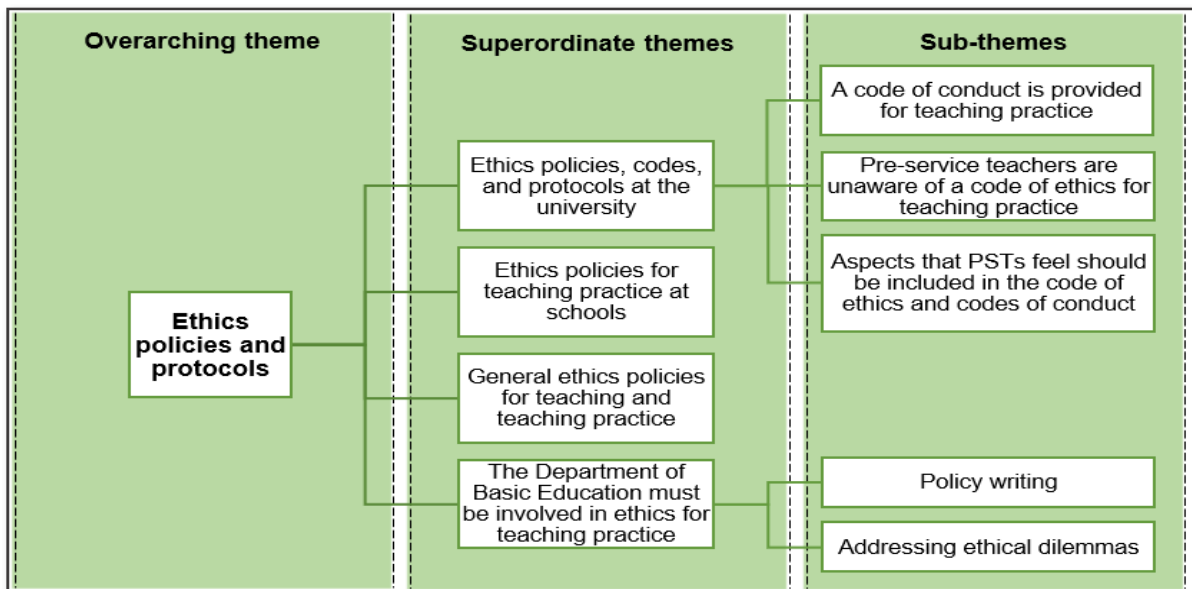
Figure 4.10: PST theme 3: Ethics policies and protocols

3.1 Ethics policies, codes, and protocols at the university

PSTs shared their knowledge of the existing codes of conduct, codes of ethics, and protocols for reporting or addressing ethical dilemmas. The following subordinate themes were identified:

3.1.1 A code of conduct is provided for teaching practice

All the PSTs referred to a behavioural code that they present to the school where they do their TP. PSTs described this code as a set of rules that guided their behaviour and was signed as a contract between themselves and the school.

> There is a code when you go out on teaching practice that states the 'dos and don'ts' *(PST9:1.11).*

…stuff that you shouldn't do and stuff that you should a-avoid and just a bunch of rules. (PST28: 3.67)

A previous study (Walters et al., 2017) pointed out that signing a code of conduct can be used to prepare PSTs for ethics in TP. Although it seems that this code of conduct was signed as a contract in all cases, there was great variance in the parties who signed it, as well as how the process of signing it worked.

At the schools where I attended teaching practice the principal went through the code with us and then signed it. I do not know if it was necessary, but all three of us (principal, mentor teacher and PST) signed it *(PST11: 3.69 – 3.72)*.

…the principal; he took it, however, he only signed it on the last day that I was there (PST17: 6.199 – 6.200).

Yes, but that was-that was in the four years, it only happened at one specific school. In Town B I was at a school, and they signed it, they-they went with me through the book, and they signed it beforehand (PST17:6.199-6.204).

At the schools, the principals are supposed to sign it, but they were too busy so the administrative personnel sign and stamp the code, and not always the principal or the teacher *(PST27: 3.85 -.4.91).*

Three PSTs reported that the PST, the principal, and the mentor teacher signed the code. Three PSTs reported that only the PSTs and the principal signed the code. One PST reported that only the mentor teacher signed the code, while one indicated either the mentor teacher or the principal signed the code of conduct. The other PST indicated that according to her knowledge the principal should sign it, however, it was often the administrative personnel who signed it because the principal did not have the time. Furthermore, some schools spent time discussing the code with the PSTs before it was signed, while others only signed it at the end of TP as a formality.

According to the PSTs, this behavioural code included the following aspects of personal conduct: dress code, school and class attendance, punctuality, cell phone usage, and language usage. It also included guidelines on privacy at schools such as taking photos, confidentiality, and bad-mouthing schools or educators. Professionalism such as treating others with respect, acting professionally, and representing the university also received attention in this code. They also referred to the code including information on the number of lessons to be presented and involvement in co-curricular expectations.

Your clothes must be neat, you are not allowed to take pictures of learners, you may not talk about learners' circumstances or mention names of teachers or badmouth the

school. You are not allowed to stay at home unless you have a medical certificate. You are not allowed to skip classes *(PST9: 3.62 – 3.67)*.

If I think carefully, it included dress code, what you may wear, what is expected of you. It was the little things such as not using your phone or laptop during classes, being on time, being involved in extra-curricular activities, adapting to the plans of the teachers instead of telling her what to do *(PST27: 4.101 – 4.105)*.

It is however interesting to note that two PSTs argued that the code was merely a formality to protect the university and did not provide guidance or support to the PSTs.

It is more to protect the university from the schools than to place the students in a better position or teach them what to do *(PST27: 6.187 - 6.188)*.

… but the code of conduct is just a paper and, and the University's rules is just a bunch of rules, they don't really assist you (PST28: 2.79 – 2.81).

PSTs argued that a code of conduct specific for TP was necessary and although some argued that not all PSTs needed a code of conduct, some students did need one, and therefore the university should have a clear code of conduct.

Yes, it helped me a lot.… it taught me to have self-confidence, uhm, and at times to-to keep my mouth shut, because there would be, uhm, uhm, legal rules against me that the University would go on, so then I-I knew that I should know my place within the school and I'm there to learn (PST28:3.70 – 3.75).

Yes, because I think many students take advantage of the teachers if they are not aware of what the student may and may not do *(PST9: 3.72 – 3.73)*.

Not necessarily for me, but maybe for another student *(PST27: 4.113)*.

PST28 indicated the necessity of a code of conduct that helped PSTs to act correctly and with confidence to avoid legal encounters during TP. Warnick & Silverman (2011) agree that a code of ethics and code of conduct might help PSTs to understand previous ethical dilemmas that have been encountered.

The content analysis did not yield a code of conduct or code of ethics specific to TP during the online search. The researcher however enquired from the PSTs about the availability of their code of conduct for TP, as it may be placed in access-controlled areas on the website to which only PSTs and the schools where they perform their TP could gain access or be included in the course content of their curriculum.

I know that they get that code of conduct the day that we give them their package, their-their uhm guidelines. I'm not sure if it's on- on the website (PST17:7.225 – 7.227).

The deduction is made that the code of conduct was given to PSTs who present it to the schools on their first day of TP and was not available for public viewing. This causes a concern as the underlying principle of pragmatism also stipulates that knowledge and beliefs, in this case ethical awareness, are truly formed when the public can consider and critique it (Maddux & Donnett, 2015). It is therefore unclear from the PST interviews if the code of conduct was an official university policy. Therefore, this point was also followed up with the TP coordinator to inform the discussion of the results. Previous research (Braxton & Bayer, 2004) cautioned against a code of conduct that is not approved by the faculty board as such a code is not seen as legitimate.

3.1.2 Pre-service teachers are unaware of a code of ethics for teaching practice

PSTs indicated that they were not aware of a code of ethics for TP at the university.

> *And there was never a code of ethics that I have knowledge of that was discussed with us. The code of conduct, as it is in our guides that we get, that was brief (PST17: 7.224 – 7.227).*

> No, I do not think so, because we have a behavioural code, rather than an ethical code *(PST53: 3.58 – 3.59).*

> *If you read between the lines, you might find a few ethics… (PST37: 4.130).*

Several PSTs could not distinguish between a code of ethics and a code of conduct, even after it was explained in the survey as well as the interview. This is a source of concern as it can either indicate the absence of the code of ethics or a lack of teaching of ethics. This does however explain the difference in the results of the PSTs' surveys and interviews with regards to the existence of a code of ethics for TP.

It seems that the universities did present classes where lecturers discussed certain content that could mimic the content of a code of ethics, even though PSTs were not aware that the content came from a code of ethics that the university had in place.

> We learned about the role of the teacher and how the teacher must act in the classroom, as well as what is expected of the teacher. So, I will definitely say we did address it *(PST27:2.56 – 2.58).*

> *Not in much words as that we should have, but they said it's good to have within the teaching periods in class, they did describe a teacher's personality and the characteristics that they will need for that specific area (PST55: 2.48 – 2.49).*

As PST55 indicated the content of a code of ethics was discussed but perhaps not presented in so many words. This however leads to the danger that not all PSTs will make the same deductions.

PSTs agreed that a code of ethics for TP would be beneficial for them and help them to act and react appropriately when they are faced with ethical dilemmas during TP.

> You will be better prepared, and you will know how to act *(PST9:2.38 – 2.39)*.

> Personally, I would want a list or book or something in written form to know whether I am on the right track or not. I really feel it would be helpful if we received something like that *(PST11:3.60 – 3.63)*.

PST28's response indicated the need for a code of ethics that can allow the PST to reason ethically to address situations.

> *Some of the stuff on the code of conduct, uhm, I believe is very, very good, but some of it it's just like it doesn't support you, uhm, in a way that the school really wants you to, like to support you. So, uhm, it makes it very difficult, uhm, to act on every single thing the code of conduct wants you to act on (PST28:9.95 – 4.99).*

As it has been found in the literature (Shapira-Lishchinsky, 2010), acting professionally sometimes requires a person to act unethically and vice versa (§2.3.4 & §2.4.1). Therefore, it is important to heed these PSTs' concerns to provide a code of ethics that not only helps them to know what is expected of them to be seen as ethical teachers but also how to reason ethically when presented with ethical dilemmas that cannot be solved through a rigid code of conduct.

3.1.3 Aspects that PSTs feel should be included in the code of ethics and codes of conduct

On various occasions PSTs referred to the importance of understanding why they were expected to act in certain ways, to encourage an internal motivation to act ethically rather than an external motivation through the following of rules. PSTs needed to feel that the code of ethics addressed their grievances, as explained by PST28.

> *…like people should understand, uhm, it from the students' point of view (PST28: 4.107 – 4.108).*

Several morals and values came to fore during the interviews that the PST participants felt were necessary to ensure ethical behaviour of the PSTs. These values and morals include:

> Dedication *(PST17: 1.28)*.

Good values, for instance not shouting at learners *(PST17: 2.64).*

You need to have that–that calmness, that … ability to listen *(PST37: 3.89 – 3.91).*

Conscientiousness, consistency and hardworking *(PST53: 14.434 – 14.425).*

Personal conduct was another aspect that PSTs thought should be included in the code of conduct.

They do not have an awareness of time, punctuality of neatness *(PST53: 14.434).*

PSTs also argued that a code of ethics and code of conduct should include sections on PSTs' teaching abilities and methods which include:

Planning *(PST17:2.46)*

You can't go and ex- use-use large terms and vocabulary not suiting-suitable for them as if talking to a teenager; it's not gonna work (PST37: 3.88 – 3.89).

PST28 continuously referred to her desperate need to be better prepared to deal with in-service teachers and especially the principal as she found it difficult to maintain good relationships with them when they acted unethically. She, therefore, agreed with the interviewer that the code of conduct should have sections specific to maintaining ethical relationships with the various parties that were involved in the TP.

Do you also think it's necessary that the the code of conduct and the code of ethics should include separate sections on, say, "relationships between the pre-service teacher and the principal", "relationships between the pre-service teacher and the, uhm, learners" and so on?
(Interviewer (PST28): 10.311 – 10.314).

PSTs need to be heard and for their ethical dilemmas to be taken seriously. Ethics policies should be renewed continuously to address the latest dilemmas that came to the fore during TP.

A deduction about the existence of certain codes had to be made as PSTs in some cases stated the existence of a code but their explanation contrasted their original answer, pointing out that they were unable to distinguish between a code of ethics and a code of conduct. The overall deduction that was made from PSTs discussions was that the university had a behavioural code, resembling a code of conduct. The behavioural code was presented to PSTs just before they attended TP. Most PSTs felt that the code of conduct was necessary to regulate PST behaviour. Although some of them felt that they did not personally need a code to inform their behaviour, they argued that certain PSTs lacked personal ethical conduct that was necessary during TP. PSTs were seemingly unaware of a code of ethics or the protocols

to follow should they experience ethical dilemmas. Most PSTs agreed that a code of ethics for TP could be beneficial and encourage personal growth. It is however important to note that the fact that PSTs are unaware of certain codes or protocols does not necessarily mean they do not exist but can also imply that PSTs ethics training did not include training on these codes or protocols or that PSTs had not taken note of it. Therefore, the interview with the specific university's TPC as well as the results of the content analysis and survey from that specific university's TPC will be used to compare the results in the interpretation phase. Furthermore, input from the PSTs with regards to what they felt the codes should entail due to personal ethical dilemmas they experienced during TP will be considered in the interpretation phase when the researcher attempts to answer the research question '*What guidelines need to be considered for the development of a policy framework for ethics in teaching practice?*'

3.2 Ethics policies for teaching practice at schools

During TP, the PSTs are placed in public and private schools throughout the province and even the country. PST responses imply that the schools not only vary in the geographical area but also school culture, socio-economic circumstances, and management structures. The university seems to provide a code of conduct for the TP of its students. Certain schools, however, seem to take additional measures to ensure the ethical behaviour of PSTs during TP.

> But at another school we received a letter from the school that stipulated what they expect from us, for instance how we must dress *(PST27: 3.74 – 3.75).*
>
> *… they did give us a booklet what they expect from us and basic rules and all those things (PST37: 9.188 – 9.189).*

It is evident that some schools went the extra mile to provide PSTs with their code of conduct for TP. Many schools however seemed to rely on the university's behavioural code that PSTs presented to them at the start of the TP. It was however alarming to learn in theme '3.1' 'Ethics policies, codes, and protocols at the university' of the PST interview analysis that some schools did not even sign and enforce the code of conduct presented by the university and therefore had no ethical contract with the PSTs during their TP.

3.3 General ethics policies for teaching and teaching practice

In the light of the codes of ethics and codes of conduct varying between schools, some PSTs felt that a general code for all schools and universities could be beneficial. PSTs generally agreed that all stakeholders involved in TP should be involved in the writing of the general code of ethics and code of conduct for TP.

All the groups that are involved in teaching practice, such as the lecturers should be involved, because they go to the schools and see how students act in the classrooms and treat teachers and learners. I will not say someone from management must give their opinion *(PST17: 9.309 – 10.314).*

Yes. I believe they should work together and just so that the schools can let the University know what they want the, uhm, of the- of the students, uhm, what are-what are expected of them and so that you can go to the school and know "this is expected of me" and I think it's better to be prepared so that you are better prepared and-and know what the school wants from you and so that, uhm, there's no conflict or something like that (PST28: 4.123 – 5.128).

Although PSTs felt that all stakeholders should be involved in the establishment of the code of ethics and code of conduct that address both PSTs and in-service teachers, they did feel that the codes still needed to distinguish between pre-service and in-service teachers.

Because of our students as well that go out to teaching practice. You-you are not as important as the rest of the people in the school (PST26: 3.70- 3.72).

Although it varies between schools, your role as a pre-service teacher differs greatly from your role as an in-service teacher *(PST53: 9.262 – 9.264).*

The Department of Education must set up a code of conduct or code of ethics for students that highlights the difference between a code pre-service and in-service teacher, so that pre-service teachers know what is expected of them *(PST53: 16.521 – 16.525).* That way they will know from their first year of teaching practice how it works, what they may and may not do and what steps they must follow *(PST53: 16.528 – 16.532).*

PST11 and PST53 provided an important reason for their claims that there should be two different codes of ethics and codes of conduct for PSTs and in-service teachers, but even more so why PSTs need to receive training in both codes from their first year.

Because during teaching practice you are a student but in your fourth year you should be prepared differently to become a teacher. You are no longer a student teacher so you will have to act differently. The two should be separated later in your degree *(PST11: 5.156 – 5.161).*

As a student you do not know (how to report), but then as an in-service teacher you still don't know, so you leave it once again and it becomes an evil repetitive cycle, because no-one addresses it *(PST53: 9.273 – 9.275).*

Most of the PSTs believed it would be beneficial if they used a code of conduct and/or code of ethics that was followed by both the university and all the schools. The PSTs further recommended that all the stakeholders who are involved in TP (university staff, PSTs, in-service teachers, and the DBE) must be involved in establishing such a code. Several PSTs

did however feel that there should be two separate codes for in-service teachers and PSTs as they have different roles and responsibilities. PST53 and PST11, however, made an important point that PSTs do need to take note of the official ethics policies and protocols as they need this knowledge to ensure that they know what is expected of them as well as to prevent a repetitive cycle of educators not reporting ethical dilemmas.

3.4 The Department of Basic Education must be involved in ethics for teaching practice

Most PSTs felt that the DBE should be involved in ethics in TP in some manner. Two sub-themes were identified.

3.4.1 Policy writing

One point that several PSTs agreed the DBE should be involved with, was the ethics policies for TP. Some PSTs felt that the DBE should be responsible for writing these codes.

> In the perfect world schools should be forced to take a certain percentage of PSTs every year, then I feel the code of conduct should stipulate that students are not obliged, but should be allowed to report it if something happens that is not ethically correct, without losing our opportunities to go back to that school for TP because the school says: "Sorry you reported us so your students can't come back." *(PST27:9.286 – 9.294).*

> The DBE must set up a code of conduct, uhm code of ethics for students as well *(PST53:16.521 – 16.522).*

> *I think there should be a basic code for all teachers, pre- and in-service teaching, so and then there should be a code of how teachers should act toward pre-service teachers, be more helpful, because many times I've walked in there and then I've heard, "I didn't really want you here" (PST55:13.401 – 13.404).*

PST55 further added that the DBE must have an information session with in-service teachers to notify them of the content of this ethics policy.

> *… but just an information type of thing just to say, "this is what's expected of a student, this is what teachers can — this is what you are allowed to do and not allowed to do" (PST55: 14.408 – 14.410).*

Others felt that the DBE should be involved with the universities but not necessarily responsible for the writing or the enforcing of these codes. PST11 agreed with PST55 that the DBE should enforce the ethics policies and ensure that in-service teachers apply it.

> The DBE needs to emphasize to schools how important teaching practice is for students and what they should really learn. How can I say it – If the top management becomes involved, maybe the schools will wake up and realise "I can't use the student as an assistant, it is a student that needs to learn from me." *(PST11:15.502 – 15.505).*

I think it would be more, how can I say, not professional, but stricter, people will adhere to the rules more easily if they are also involved *(PST9:16.421 – 16.423)*. I think so because I would have been more cautious, because it the Department is involved it is easy for me to tell them listen – I can easily report her instead of that she thinks I'm only a student and cannot do anything *(PST9:16.428 – 16.430)*.

3.4.2 Addressing ethical dilemmas

PSTs also called for the DBE's involvement in the ethical dilemmas that they experienced that have a direct influence on the learners or in-service teachers.

I feel that it is not necessary with little things like a misunderstanding between a student and a teacher, but if the child is being mistreated, I feel that they must get involved *(PST9:16.413 – 16.416)*.

Uhm, I believe they should be aware and more involved as well, because uhm, when the teachers and, uhm, the principal, when the principal is toxic – he is very toxic – and, uhm, that toxic relationship influences the learners and, uhm, and their work, so I believe… I can't believe that uhm, that no one could do anything to that school (PST28:15.485 – 15.189).

PSTs further argued that the DBE should be involved more in the reporting and following up of ethical dilemmas that they experience during TP.

I was referring there to, uhm, where planning in a classroom where I was, was an issue, and the Department comes out, they give these amazing resources to the teachers which is never used as it's easier just tell the child, "right", "good" and not to do a lesson like we are taught to, so that was what I meant by that, but I think if the-if the Department of Education, I don't know who it would be, but I think if that's someone that's, uhm, directly in the field and more involved with teachers and so on, not just someone with documents in front of them (PST17: 10.336 – 10.343).

So, I think what can also help is: put in an anonymous tip, they can go to the school or send someone to go to the school, they can just do a random check-up (PST26: 20.592 – 20.594)

PSTs argued that ethics in TP could be improved if the DBE were involved in the writing and enforcing of a general code of conduct for TP as well as for in-service teachers. They further recommended that the DBE must be involved in ethical dilemmas that involve the learners, in-service teachers as well as teaching and learning.

- ## Theme 4: Ethics training

The final overarching theme that was identified was 'Ethics Training'. A basic principle of teaching is to take prior knowledge into account before starting to teach. Therefore, PSTs' existing ethical awareness was considered first. Furthermore, the researcher determined how ethics is currently taught as well as PSTs' needs for ethics training to determine if future ethics

training should be adapted. This section aimed to contribute to answering the sub-questions '*What procedures are put in place to guide pre-service teachers when they encounter ethical dilemmas during teaching practice?*' Having procedures and policies in place for TP is of no use if PSTs are not aware of these policies or do not understand how to apply them. Furthermore, if PSTs are not ethically aware they may unknowingly act unethically and without showing any remorse if their behaviour is addressed. Therefore, an additional sub-question was added: '*How should PSTs be prepared for ethics in teaching practice?*'
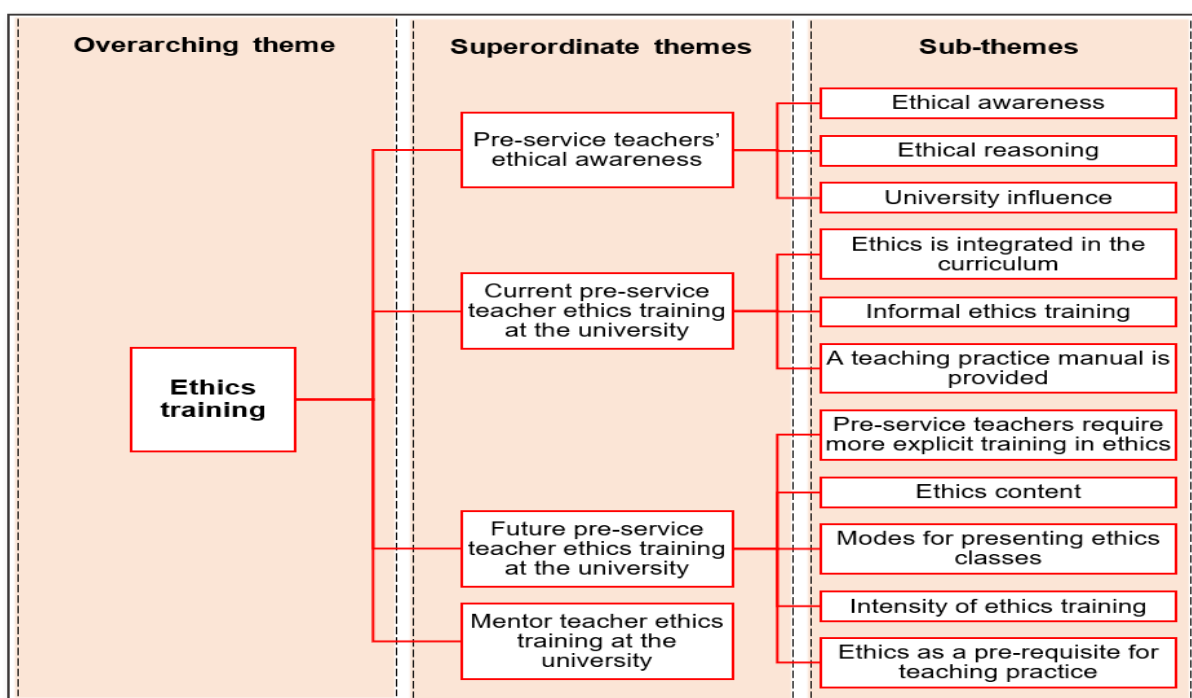
Figure 4.11: PST theme 4: Ethics training

4.1 Pre-service teachers' ethical awareness

PSTs mostly agreed that all PSTs arrive at the university with their own set of values and morals and that these values vary greatly from one PST to the next. It is generally accepted that the individual's set of morals, values, and ethical awareness may affect how he/she behaves and reacts in specific situations. It can however not be accepted that all individuals have the same morals, values, and ethical awareness.

4.1.1 Ethical awareness

PSTs argued that Individual PSTs arrive with a set of values and morals that differ greatly.

It is interesting because everyone is different and has different values. It may not have been an issue for someone else if the teacher smoked in the class *(PST27:13.432 – 13.434).*

I think it is an attitude that one has. I can probably not say that a person must write a values test, like an aptitude test, if that person wants to study education to determine if the person has the specific values *(PST53: 14.454 – 14.459).*

Uhm, it's true that everyone has their own morals and ethics when they arrive, some of them are not aware of their own and find it only later, some of them do not find it when they're studying but find it whilst they are doing their practical or learning through mistakes (PST37: 6.188 – 6.192).

PST17 believed that PSTs who lack values, morals, and ethical reasoning need to learn it at the university.

In my opinion as a teacher, it should come naturally, and you will have to learn self-discipline, values, and moral views to improve yourself as a teacher or pre-service teacher *(PST17: 2.32 – 2.35).*

The question however arises, can morals, values, and ethical reasoning be taught, and if it can, how it be taught to PSTs. PSTs portray a deontological ethical viewpoint. Deontology is one method of teaching ethics. Deontological ethics assumes that people have respect for moral laws, and it is executed by following a law or rule, irrespective of the outcome (§2.2.1).

I think if the teachers knew that she was not allowed, but maybe she knew or maybe not, but if she knew it was not logical, uhm… but not ethical and not according to the law, it's illegal to smoke in a classroom and legal action can be taken against her, she might have reconsidered where she smokes. But I don't know if she perhaps just did not care about the rights and laws *(PST27: 11.334 – 11.344).* I would have been more scared to transgress a law if I knew it was a law *(PST27: 11.358 – 11.359).*]

A deontological viewpoint of ethics is seen as many PSTs feel that knowledge of laws and policies will give them the set of rules they need to follow to address ethical dilemmas (Johnson, 2016). A normative ethics viewpoint can also be seen in the fact that PSTs feel that decisions are made based on the morals and values PSTs portray (§2.2.1).

4.1.2 Ethical reasoning

As PST37 indicated some PSTs get into trouble during TP because they lack ethical reasoning.

I don't think all students have the mind set of 'my actions of today, influence my actions of tomorrow and that influences the child' *(PST17: 12.394 – 12.396).*

See, it's a very difficult situation that's why I also didn't say anything, cause I'm not quite sure how this will go down, cause it depends on the parents and the child as well what happens. So, mmm…. (PST26: 13.360 – 13.362). But I think if I was at another university, I would also have not done it. I think if-if I had my degree and I was a real teacher then I would probably have said something, but in myself, because I'm still a student-teacher, I don't want to be making those decisions (PST26: 18.505 – 18.508).

I didn't know 'should I say something', 'should I keep quiet', because I knew it was wrong, I know I must say something, but I am not aware of the hierarchy behind the

path I must follow *(PST53: 1.16 – 1.18)*. So, I definitely think it was the wrong decision not to report it *(PST53: 6.174 – 6.175)*.

PSTs clearly have different levels of ethical awareness.

4.1.3 University influence

A very interesting comment was made by PST53 about PSTs' general poor ethical behaviour:

I feel the university, I'll say it in English, "they cut them some slack" – a bit too much, because we feel sorry for everyone and feel ah shame let's give you another chance. I honestly do not know how we are still so many in our class, because there are so many people (PSTs) that I have no idea how they pass (PST53: 13.418 – 13.423).

Consideration should therefore be given to the integration of ethics and associated morals and values across the curriculum and activities on campus to develop an inner sense of ethics in PSTs. This was also pointed out by previous research (Murphy et al., 2011; Finkler & De Negreiros, 2018:42; Rusznyak, 2018:5). In general, it seems that PSTs do not report ethical dilemmas because they require difficult decisions. PSTs are generally aware of what is unethical behaviour, however, they choose not to report it because it may have a negative outcome for either themselves or an in-service teacher. PSTs are afraid of being the cause of someone else getting into trouble because they reported the ethical dilemma. This may be why PSTs tend to portray a deontological view of ethics as regulatory codes stipulate what you should do and remove the hard decision of making a choice.

4.2 Current pre-service teacher ethics training at the university

The general deduction that was made is that ethics is not presented as a standalone subject. However, PSTs did not all agree on the specifics of how and where ethics training is presented at the university as part of their B.Ed. degree. Most PSTs however agreed that ethics was presented in several subjects. This superordinate theme was divided into three sub-themes due to a large number of subordinate themes.

4.2.1 Ethics is integrated in the curriculum

In general, PSTs agreed that ethics is integrated into either the curriculum or specific subjects.

In my opinion, ethics training is integrated *(PST17:11.360 – 11.361)*.

All of the subjects, cause all of the lecturers usually, you know, they-they don't just focus on the work, they say how it is in the actual teaching practice and they give you advice, so I feel like it goes throughout the whole, uhm, university experience (PST26: 8.215 – 8.218)

it's integrated; it's not something where you focus on this for a entire week. It is integrated into all different lessons (PST37:2.29 – 2.31)

Three PSTs stated that ethics was presented only as part of the content of Professional Practice. Three more PSTs also specifically listed Professional Practice as one of the subjects in which ethics was presented. Professional Practice, therefore, seems to be the main subject that addressed ethics in the ITE-curriculum at University A4.

> It is part of our Professional Practice subject (PST28: 1.17 – 1.18).

> In Professional Practice several lecturers made it clear how we should behave at the schools, what we must wear and all the ethical things that go with it, such as language usage, you are obviously not allowed to swear in the classroom, how to deal with in-service teachers, the principal, as well as others such as parents *(PST11: 1.7 – 1.15).*

> I think it is in all the subjects, but we focus on it more in professional practice when we are being prepared for teaching practice *(PST9: 1.18 – 1.19).*

The major deduction that can be made is that ethics is integrated into specific subjects across the curriculum but receives more attention in Professional Practice.

4.2.2 Informal ethics training

It seems that ethics is taught informally and that it is mainly addressed just before PSTs attend TPs.

> Before every teaching practice period, they give us not rules, but suggestions in you teaching practice booklet *(PST11: 2.41 – 2.43).*

> We had a lecture before every teaching practice period where the lecturer told us what is expected from us and what we are not allowed to do. However, ethics and how to handle it if something happened or how to address it if you found yourself in an uneasy situation was not necessarily discussed with us *(PST27: 6.165 – 6.170).*

> *They had various, uhm, classes prior to the practical, uhm, where the lecturers, uhm, explained to us of what we should expect and how to react in basic situations if it should happen (PST37:1.5 – 1.7).*

Preparing PSTs just before they are sent to TP is an occurrence that was also found in the literature (Boon, 2011; Anangisye, 2011). It does however seem that the ethics training is a broad, informal ethics orientation before TP.

4.2.3 A teaching practice manual is provided

The content analysis revealed that University A1 had a TP-handbook. According to the PST interviews University A4 also provided PSTs with a TP-handbook just before they attend TP, however, the online content analysis of the university's website did not reveal this.

> *They also gave us a little booklet explaining the basic rules and things so that we can prepare ourselves; that's if everyone read the booklet (PST37:1.7 – 1.10).*

PST11 confirmed PST37's worry that PSTs did not read the TP-handbook and were therefore unaware of the requirements.

> I do feel they should still give the document, but it must be thoroughly discussed with the students *(PST11: 2.43 -2.49).*

The TP-handbook seems to include the behavioural code that must be signed by the PST and someone from the school. PSTs however felt that the TP-handbook should form part of the content that is lectured as PSTs did not read the information themselves.

4.3 Future pre-service teacher ethics training at the university

PST11 and PST53 claimed that the integrated ethics training presented at University A4 did not address ethics in-depth in any of the subjects.

> It (ethics) has never been discussed, dealt with, and taken up in depth in a subject *(PST11: 4.115 – 4.119).*

> They only discuss what is written in the document and that is it, then you must go do your practical. So, they do work through it with us, but I wouldn't say it covers enough *(PST53: 8.249-8.251).*

The researcher felt it was important to determine what the PSTs' needs are for ethics training as they are the parties who are directly affected by it. PSTs, directly and indirectly, indicated various aspects of ethical training that they required. Due to the large number of subordinate themes that came to the fore in PSTs' recommendations, sub-themes were identified during the theme mapping. Most importantly a common theme that came to the fore was that PSTs need more explicit training in ethics.

4.3.1 Pre-service teachers require more explicit training in ethics

'Pre-service teachers require more explicit training in ethics' was the first sub-theme for the superordinate theme 'Future pre-service teacher ethics training at the university'. As seen in PST53's response above, PSTs did not feel that the current training that they received on ethics in TP was sufficient. This emphasizes the research findings (Walters et al., 2017; Sawhney, 2015) that professional ethics development in ITE needs to be emphasized more.

> I think it would be beneficial if they focused on it a bit more *(PST17: 11.361 – 11.362).*

> What are my rights if I acted unethically? What are my responsibilities? How can I protect myself if I did not act ethically, or if I did act ethically towards a teacher or parent or whatever? *(PST11:2.26 – 2.29).*

> If we did not learn how to handle those things it becomes a great problem, because then we will also not know how to handle it as teachers *(PST17: 16.453 – 16.456).*

I don't know of a module, uhm, about anything, about conflict, uhm, between the staff and the principal (PST28: 6.18 6– 7.188).

It is not outside the classroom, such as with your colleagues and that is where the problem actually lies, but that is never addressed *(PST28: 9.294 – 9.296).*

PSTs mentioned several gaps in their ethical knowledge. PSTs specified specific aspects that they felt should be included in their ITE to address their need for more explicit ethics training.

4.3.2 Ethics content

PSTs also referred to the type of content that they felt should be included in their ethics training. PSTs portrayed a need to receive training on the ethics codes and the content within these codes.

We are not always aware of the correct procedures and protocols and the code of ethics and code of conduct is not discussed in depth with us. We read and sign it and that is that. So, I think addressing it in depth will help a lot *(PST17: 16.558 – 16.561).*

We don't know how to handle those type of things and I feel that teaching practice would have been easier, and we would have known whom to go to, how to report it and what steps to follow when something like that happened, if it was addressed *(PST53: 1.19 – 1.23).*

PSTs felt that they will be better prepared to handle ethical dilemmas in their TP if it was taught in-depth in their B.Ed. degrees. PSTs needed training on ethics protocols and maintaining ethical relationships. As found in theme '4.1' of the PST interview analysis, 'Pre-service teachers' ethical awareness', many PSTs seemed to have a deontological ethical viewpoint. PSTs, therefore, had a strong urge to be aware of and learn about laws and official policies and protocols.

We have never reviewed any rights in our classes. I do not have any idea what my rights are in the classroom, what I may and may not do or what my responsibilities are once I finish my degree *(PST11:16.532 – 16.535).*

Ja, I feel so, because uhm, I think they must make, uhm, student-teachers aware of what is allowed and what is not allowed in the classroom. Like for instance you are not allowed to take a child on the shoulder and press him if he's naughty, which some people does, but I mean some people maybe not know that; they don't know you can't do that or whatever so I feel like they must have like the basic laws that the teacher must follow (PST26: 8.231 – 9.236).

I am sure the DBE has a document about it, but I think it would be wise to study a similar document as well as the practical teaching guide that we get that stipulates how you must behave at the school and then discuss that according to a dilemma that is raised *(PST17: 4.118 – 4.123).*

It doesn't have to be taught specifically; I just think we need to be made aware of that there is a document, "read through this document, this is important." Cause it's gonna take time, cause it's probably a lot of stuff so it's gonna take time, you're not gonna be able to do that. So just make students aware. They give them – maybe give them the documents or the PDF or whatever and then they can go through at their own time (PST26: 9.259 – 10.265).

PSTs indicated a need to improve their awareness of laws and policies, as well as their ability to apply these laws and policies through discussing how they could be applied or applying them to case studies. The teaching of laws and national policies is a practice followed by some international universities (Western Sydney University, 2016; Southern Cross University, 2018). PSTs were however also of the opinion that their values and morals as educators were important and should therefore be developed by the university. Some PSTs argued that values and morals were even more important than subject and didactical knowledge.

I feel it is more important to be a teacher with good moral values and reasoning, than knowing what a meteor and those types of things are. It will not make me a good, influential teacher, but if I have good values, I will have a good influence on that child *(PST17: 4.107 – 4.110).*

Then I guess they have the academic knowledge, but I do not feel that they have the values and the ethics that a teacher should have *(PST53: 14.431 – 14.434).*

Some PSTs argued that values and morals should form part of the content that was taught to PSTs in ethics.

Not everyone has the same values that is expected of a teacher *(PST27: 14.445-14.447).* Certain things are expected of you as a teacher, so I would say it is important to present it *(PST27: 14.452-14.454).*

…it's nice to have a basic guideline through your studies, to know that you can rely on this, and it will be mostly successful if you apply it right and just being thrown out there without having an idea (PST37: 6.193 – 6.197).

The Commonwealth report has previously highlighted a need to include professional standards, which includes training in professional ethics and conduct in ITE. PSTs did however argue that apart from being taught about a code of ethics that they can use as a guideline to know what the expected morals and values of educators are, they also needed to understand why these morals and values were expected of them. Therefore, morals and values should be taught through means of discussion, which is in line with how most PSTs felt ethics should be taught.

I think if more opportunities were created to discuss things and we were allowed to go deeper into certain subjects we would learn a lot from each other and influence each other *(PST53: 15.468 – 15.472).*

It is a cookie cutter module; you must learn it and know it. It is not necessarily what is expected of us, it is just something we are taught. "This is the values you should have" "These are the principles you should have". You must live according to it, but it is never discussed *(PST17: 2.40 – 2.45). It should rather be a discussion between the students and the lecturers where we can give our opinion (PST17: 2.52 – 2.53).*

Yes, it would be nice to know and, but it shouldn't be something where you just tell the students "Okay, this is what you need to do and this is what you need to have", it needs to be something that you discuss. People need to voice their opinions, ask: "why do you need to do this?", "why should you not do this?" (PST37: 7.208 – 7.211).

PSTs felt strongly that values and morals need to be discussed so that they could understand why it was expected from them. PSTs argued that memorizing values and morals as content would not necessarily encourage them to adopt these morals and values.

4.3.3 Modes for presenting ethics classes

PSTs also referred to how they felt ethics should be presented in the B.Ed. degree. They differed in opinion, which could be expected since they presumably had different learning styles. In the current tendency of online learning at universities due to the Covid-19 pandemic, presenting ethics as an online course was discussed.

… that's a difficult one, because everyone has their own style. For me, I prefer actually going to the class and seeing the lecturer face-to-face, because the online classes, it's-it makes you lazy (PST37: 21.606 – 21.618).

Ja (Yes)*, that would actually be perfect, ja. If you have like an extra course where you can teach that then you can go through it stelselmatig* (systematically)*… (PST26: 10. 272 – 10.273).*

But if it was maybe something that you can do okay "finish this this week, finish this this week" and they can do it at their own time on that week it might be better it keeps them on their toes (PST37: 21.625 – 21.627).

Although some PSTs were clearly in favour of having ethics as an online course, the importance of having it structured with deadlines, forcing PSTs to keep up with the curriculum, was suggested. Other PSTs felty that face-to-face classes would be the best.

Another suggestion from PSTs was ethics training through case studies. Seven of the nine PSTs were in favour of using case studies to prepare PSTs for ethics in TP. They believed that practising to solve ethical dilemmas may be beneficial as this may help them to understand what they must do and why. They also considered this to be the teaching method that they will most likely remember and therefore be able to apply to handle dilemmas during TP. Case studies were also recommended in previous research (Bowie, 2003; Van Nuland & Khandelwal, 2006; Boon, 2011; Warnick & Silverman, 2011) as well as in the PST surveys.

I think the ideal would be to use scenarios that previous students experienced and discuss that in class *(PST11349 – 11.351).*

If we can use students', uhm, ethical dilemmas that they went through, and use that as examples for future students, I think that might be beneficial as it is — they would also be in the same position as that student (PST17: 3.83 – 3.85).

I think a case study situation would work the best, because then you get to interact with different scenarios even though you don't experience them. It would be more educational, because you get more experience through it than you would if you only learn a document and the steps you must follow. If you physically have to follow the steps you will remember it better *(PST53: 2.31 – 2.37).*

PSTs strongly argued that the case studies should be based on the experiences of PSTs during previous TP periods, rather than discussing case studies from books, so that it was relevant for them. It is important to note that most PSTs who suggested case studies, implied that discussions should be used alongside the case studies to ensure that PSTs understood why people react in different ways in the same situation and consequently determine which solution was the best for a specific situation. PSTs, therefore, called for discussions on ethics using case studies or simply as classroom discussions.

… what would be great is if then if that di-dilemma is reported we can all- it can also used- be used as a discussion as part of the practical teaching preparation so for instance, if we can discuss these things with students and tell them: "listen if you have this or that problem, contact us, or complete this form and we will get back to you." Then you can also address dilemmas from previous teaching practice periods *(PST17: 14.488 – 14.496).*

… but I think it would also be quite beneficial to talk about not only the maybe "lessons gone wrong", but actual outside situations-gone-wrong with either the teachers doing things that you know-don't know if it's necessarily correct or maybe parents doing things or stuff happening that's not really part of lessons and... (PST37: 17.459 – 17.463).

Yes, I think we can learn a lot from each other, as well as the lecturer that presents it, because obviously the lecturer has been in education, and we are not there yet, so to get that combined knowledge *(PST53: 15.478 – 15.483).*

PSTs felt that they may benefit greatly from discussions about ethics as this would allow them to see how other PSTs and the lecturers think and reason about certain dilemmas, to broaden their abilities to address ethical dilemmas.

4.3.4 Intensity of ethics training

PSTs had various preferences on how they would like to receive ethics training. Some called for a standalone subject, while others felt it should be integrated into the Professional Practice subject. They also differed in their opinion of whether it should be credit-bearing or not. Another

aspect that came to the fore in this sub-theme that addressed future training of ethics for PSTs and should be considered in ITE, was a need to distinguish between ethics in TP and ethics in teaching, during their ITE. Five of the nine PSTs felt that ethics should be presented as a standalone subject as this would ensure that ethics received enough emphasis.

> If another module is added for a semester, it is probably going to be neglected, because I do not think that the value of ethics is addressed as it should be *(PST53: 12.367 – 12.368).*

> I would say a standalone subject because it will be lost in Professional Practice *(PST9: 14.356).*

> Especially in the fourth year it should be a standalone subject. I do not think four weeks before teaching practice each year will be enough to cover all the content. It can be a standalone subject *(PST11: 17.560 -17.563).*

These PSTs agreed with the finding in the literature that final year PSTs needed more explicit ethics training (Boon, 2011). Three other PSTs, however, felt that it would be sufficient to integrate it with an existing subject. Professional Practice seemed to be the subject that most of them suggested.

> Not necessarily a subject on its own, but a sub-section of a main subject *(PST11: 5.145 – 5.146).*

> *Professional Practice subject is the perfect one, uhm, for it to happen, because it is about the school, you, uhm, learn about all the professional, how you should be professional (PST28: 6.162 – 6.164).*

> *Yeah, it could be, maybe part of a subject, uh, like maybe part of Professional Practice, like that would be like a little sub-division that you do alone for the first few months (PST37: 19.162 – 19.164).*

One PST felt that it can either be integrated with Professional Practice or be presented as a standalone subject, but the duration of the ethics course would have to be adapted accordingly.

> As one subject in your first year, or if it is integrated in a subject such as Professional Practice it should be done throughout the four years *(PST27: 7.213 – 7.216).*

PST55 was the only PST of the opinion that ethics as a subject should not be credit-bearing, but rather just be an inviting experience for PSTs to take part in.

> *… it should be an inviting experience actually, like you not get graded on that subject (PST55: 8.211 – 8.212).*

Most PSTs, however, disagreed with PST55 and argued that an ethics subject had to be credit-bearing to force PSTs to attend the classes and learn the content. Some PSTs suggested

tests, others suggested assignments based on case studies to assess PSTs' ethical knowledge and reasoning. Although PST55 felt that ethics should not be credit-bearing she still suggested giving an assignment on ethics after TP.

> *… but maybe if it is to count a tiny percentage of a subject then they might actually partake (PST37: 20.596 – 20.597).*

> The scenario and how to address it, I think a task like that would be beneficial *(PST37: 20.596 – 20.597).*

> *… maybe have an assignment after those two practicals (PST55: 7.193 – 7.199).*

> I would say a test should be written about the laws to ensure that you know the laws. You must go and study the laws, or nor necessarily study know it by heart as that would be difficult, but maybe do an assignment with various scenarios. Or maybe do a PowerPoint presentation oral where small groups address a scenario by suing the laws *(PST27: 13.415 – 13.420).*

Furthermore, some PSTs suggested that ethics should be taught in smaller groups, while others suggested that a large group might be beneficial as well. One PST also suggested using peer tutoring in small groups from older PSTs.

> *I think smaller groups might be better as I've seen in our-in our classes if it's a large group you have half of the students that aren't interested, whereas if it's a smaller group you can, uhm, get everybody's attention and involve everybody directly by asking questions (PST17: 3.92 – 3.95).*

> Small group discussions are important, because you talk a lot more in small groups than in the big class, where only a hand full of people give their opinions *(PST27: 13.428 – 13.430).*

PST53, however, felt it was important that they worked in small groups as well as in the large group to ensure that PSTs were exposed to as m examples as possible.

> Smaller groups, the lecturer can present and shortly address a theme, where after the class break up in smaller groups to discuss it and then give feedback again in the large class. I think different things will come up in different groups which will allow students to discuss points that they thought were perhaps irrelevant until someone else mentioned it *(PST53: 15.493 – 15.499).*

While some PSTs called for an ethics course extending over their four-year degree, others felt a semester subject, or a one-year subject would be more suitable.

> I would say it should not only be done before teaching practice but for the whole year. As I think about it know it would be best to spread it out over the four years, because you will probably forget it if it is only done in your second year. So, four years would be better *(PST9: 15.386 – 15.388).*

I think it can be presented in one year, maybe the first year, because you must do teaching practice from the first year. It can either be one subject in your first year or be integrated in Professional Practice and be presented over four years, but then in smaller parts *(PST27:7.212 – 7.216).*

I think it would work best if it's one of the subjects that you have only for the first six months of your, uhm, studies, uhm, because knowing a bit more about ethics and how to handle it yourself before you do your practical would quite benefit many people a bit more and then having it not count any marks is gonna be quite a downfall, because no one is gonna show up (PST37: 19.538 – 19.542).

Another aspect that consequently arose in the interviews, but was also found in the Southern Cross University's Professional Experience Requirements (Southern Cross University, 2018) was that an ethics module should be completed as a pre-requisite before PSTs were allowed to attend PST.

4.3.5 Ethics as a pre-requisite for teaching practice

Several PSTs felt that it was important that all PSTs finish an ethics module or subject as a pre-requisite for TP. However, one PST felt ethics should be something the PST can catch up on in their own time.

That would be ideal. You have already been there (teaching practice) and you were still not really sure what you are allowed to say and so on, so it would be better to learn that first and then go to teaching practice at the end of the year *(PST27: 14.460 – 14.466).*

In all honesty I think that we will send out better students and create a better image of the university at the schools if we do that *(PST53: 13.403 – 13.405).*

I feel they can catch up, cause you're still gonna have basically all they information there. So, I feel like you can always go back and make sure. If you feel "this might not be quite right", you know, then you just go to the document and you check or whatever, uhm. Cause I personally don't think I will be able to remember all the laws (PST26: 10.280 – 10.284)

The overall deduction can be made that all PSTs needed more explicit ethics training. PSTs need to be equipped to handle and report ethical dilemmas that occur on various levels. A strong need for knowledge of ethics policies and laws also came to the fore, suggesting that most PSTs had a deontological ethical orientation and that their ethical decisions and behaviour can thus be regulated through policies and laws. Many PSTs felt that case studies where PSTs can practice solving ethical dilemmas and discuss different viewpoints with guidance from a lecturer would prepare them best to handle the dilemmas during TP. Apart

from a need for explicit training on ethics for PSTs, a definite need for mentor teacher training on ethics was discovered in PSTs' responses.

4.4 Mentor teacher ethics training at the university

Various PSTs experienced ethical dilemmas due to the way the mentor teacher treated them. A common incident was that the mentor teachers did not take notice of the code of conduct and guidelines presented in the TP-handbook. Therefore, several PSTs felt that mentor teachers need to receive training from the university. This agrees with previous findings (McDonough, 2015).

> They misuse the students… Even though it is stipulated in the rules and regulations, she never read it *(PST11: 14.462 – 14.467).*

> *Definitely, most definitely, because I've noticed like some teachers don't really know how to approach a student teacher or don't really know, then I end up sitting a whole hour sitting and informing and asking, whereas, if they were informed, they would have handles a lot more (PST55: 14.421 – 14.424).*

PST11 also gave suggestions as to how the university can present these trainings to include all schools and not only the schools near the school.

> They should use something like a Microsoft Teams meeting, especially after this year that can be set in place, so that everyone can know exactly what is expected *(PST11: 15.485 – 15.487).* They must reach all schools, even those which are far away, I know it would be difficult for them to understand, but especially the schools on University A4's list should attend a training session to know what teaching practice really involves, because they do sign up and say they are willing to accept students *(PST11: 15.490 – 15.496).*

PST55 and PST53 also felt that the DBE should be involved in training mentor teachers on ethics in general as well as how to be a mentor teacher, although the training should still be informed by the university.

> Educators at schools needs more ethical training because they are not necessarily aware of the changes, perhaps they receive a letter from the DBE, but training or workshops on these topics will make them more aware of the consequences for their actions *(PST53: 17.549 – 17.555).*

> Ethics workshops should be presented in cooperation with the DBE, but also with input from the lecturers who lecture this module *(PST53: 17.564 – 17.565).*

PSTs felt strongly that in-service teachers who will act as mentor teachers need to receive some form of training to inform them of the code of conduct and other expectations that the universities have of the PSTs, but especially in how a mentor teacher should undertake the task of mentoring a PST.

4.3.1.3 Section summary

This section discussed the overarching themes that were identified in the PST interviews by providing detailed explanations and verbatim quotes of the superordinate and sub-themes that were identified. These themes were formed in accordance with PSTs' experiences of ethical dilemmas in TP as well as, in some cases, their perceptions of ethical dilemmas that others had experienced. The theory of applied ethics stipulates that the actual problems in practice should inform theory. Therefore, this research aimed to determine the ethical dilemmas that PSTs experience in TP to inform the policy framework for ethics in TP. This section identified several categories that could be included in TP policies to manage or address specific ethical dilemmas that PSTs encounter during TP. These categories included: professional conduct with sub-categories for learners, colleagues, and the university; personal conduct; and professional competence. This is in line with 'The Victorian Teaching Profession Code of Conduct' (VIT, 2016). It is expected that PSTs or other stakeholders will report unethical dilemmas in the TP context. The interviews however revealed that this is seldom the case. PSTs often reported that they were unwilling to report unethical situations due to being oblivious to their rights to report, fear to report, unwillingness to disadvantage themselves, or being unfamiliar with the reporting process. Furthermore, PSTs did not report dilemmas because they felt pressured by the university not to report or because they did not receive support from the university to report ethical dilemmas. Another discovery that was made was that in-service teachers were also unaware of reporting processes as in-service teachers. The general deduction was made that PSTs felt that reporting of ethical dilemmas can be enhanced if the university provided fixed protocols and a contact person for reporting ethical dilemmas. PSTs also felt that fewer ethical dilemmas would occur if PSTs were allowed to report unethical behaviour of in-service teachers and vice versa, as this may encourage the various parties to act ethically. When enquiring about the existing policies and protocols for ethics, the PSTs were aware of a TP manual or booklet that they received just before TP. This manual seems to encompass a behavioural code for TP, focusing on personal conduct, although the content analysis did not yield an official code of conduct for TP. The PSTs were unaware of a code of ethics as was expected after the content analysis did not yield such a policy. They did however mention that certain content on the 'Roles of the teacher' and what is expected of an educator was covered in the curriculum content of Professional Practice. Some PSTs suggested that schools where they complete TP and the DBE must become involved in the writing of the ethics policies for TP. Although not many PSTs mentioned this factor, it is a valuable aspect to consider, having all stakeholders involved in the establishment of ethics policies for TP. Finally, it was generally agreed by PSTs that they should receive some ethics training and although they differed on the details, the general deduction was made that ethics training is integrated

informally throughout the curriculum and mainly addressed when the TP manual is discussed just before TP in Professional Practice. PSTs seemed united in a call for more explicit ethics training and provided suggestions on content, modes for presenting ethics training, and the intensity at which ethics classes should be presented.

4.3.2 TPC interviews

In this section, the qualitative data from the TPC interview are discussed in an attempt to answer the research sub-questions: '*What is the current status of codes of ethics and codes of conduct regarding pre-service teacher practice at universities in South Africa?*', '*What procedures are put in place to guide pre-service teachers when they encounter ethical dilemmas during teaching practice?*', '*If these procedures exist, are they elucidated in the ethics policies of the universities?*' and especially '*How do teaching practice coordinators perceive the role of codes of ethics and codes of conduct for pre-service teachers?* ' This section investigated TPCs' perceptions of the current codes of ethics and codes of conduct for TP, the current protocols for protecting PSTs during TP, whether these protocols form part of official university policies, as well as TPCs' perceptions of PSTs' ethical dilemmas. As pointed out by TPC A3.2 PSTs may sometimes perceive that they experience ethical dilemmas although the dilemmas are not real.

4.3.2.1 Interview procedure

Since the interviews were conducted to follow up on the survey responses, the nine TPCs who participated in the *'Teaching Practice Coordinators' Knowledge of Ethics for Teaching Practice Survey'* in phase two of this research were invited to participate in a qualitative interview in phase three of this research. Invitations were sent to the TPCs, however, due to a poor response rate of only two TPCs a reminder was sent to all the other TPCs. Originally three TPCs agreed to participate in the interview. One other TPC suggested a replacement to represent her university. The replacement TPC agreed to participate with the help of an additional colleague to represent the lecturer's side. However, one of the original three TPCs withdrew again before the interview took place. Finally, only three universities were represented in interviews in the qualitative phase of the TPC strand.

4.3.2.2 TPC contextualization

TPC A3.2 was the TP administrator and TPC A3.3 was a lecturer of University A3. TPC A3.1 completed the survey, but as she could not continue with an interview, she suggested that her colleagues represent the university instead. University A3 is a traditional research university in the Western Cape. The PSTs are sent to TP twice a year. At the beginning of the year, they attend TP for a short period of two weeks, only to observe. In the third term, however, they attend TP for the whole term where they also have to present lessons.

TPC A4 was the TP administrator of a university in the Western Cape with a teacher training college approach. The PSTs are sent to TP twice a year for three to four weeks. During both periods of TP, the PSTs must observe and present lessons.

TPC H1 represented a university with multiple campuses across South Africa that allows distance learning for ITE. The PSTs are sent to TP for five weeks per year, of which at least 3 weeks must be consecutive. However, many PSTs are employed by schools as they can study part-time for this degree.

4.3.2.3 Thematic analysis

The results from the three TPC interviews were analysed through thematic analysis. Due to the small sample, it was done through manual thematic analysis. The themes were grouped into four overarching themes, like the PST overarching themes. Theme one was slightly adapted from PST interviews to: '**Ethical dilemmas**'. This section reported on the ethical dilemmas that are reported to TPCs during TP. These dilemmas were reported by PSTs, principals, or mentor teachers. The dilemmas varied between dilemmas triggered by PSTs and dilemmas they faced because of someone else's actions. The identification of ethical dilemmas in TP revealed what should be discussed in a code of conduct and/or code of ethics to manage ethical dilemmas in TP and to assist all stakeholders in dealing with ethical dilemmas. This practice is in line with the roots of the applied ethics of this research. Theme two, '**Reporting ethical dilemmas**,' naturally evolved from theme one. Theme three, '**Ethics related policies and protocols**', highlighted current ethics policies and guidelines for responding to ethical dilemmas that universities have in place or indicated a need for. Furthermore, it included national ethics policies for education and its inclusion in university practices. Theme four was adapted slightly from PST interviews to '**Ethics training**' as this not only included how ethics were taught to PSTs but also the preparation of schools and training of mentor teachers. The themes and sub-themes were supported by true verbatim quotes, indicating the pseudonym, page, and line numbers (pseudonym: page no. line no). As with the PST interviews, Afrikaans quotes were translated for brevity and not printed in italics. Original quotations in Afrikaans can however be found in the transcriptions. Interesting findings that could be used to develop the guidelines for a policy framework for ethics in teaching practice were pointed out beneath each sub-theme. The section that follows will look at ethical dilemmas that PSTs faced or caused, that were reported to TPCs.

- **Theme 1: Ethical dilemmas**

The themes arising from ethical dilemmas that were reported to TPCs were grouped into several categories. These themes were used to answer the questions *'Which ethical dilemmas*

do pre-service teachers encounter during teaching practice?' and *'How do teaching practice coordinators perceive the role of codes of ethics and codes of conduct for pre-service teachers?'* This theme also added to the answer to the question *'How do pre-service teachers perceive ethical dilemmas during teaching practice?'* The identification of ethical dilemmas caused and experienced by PSTs informed the policy framework for ethics in terms of the categories that need to be covered in a code of ethics and code of conduct.
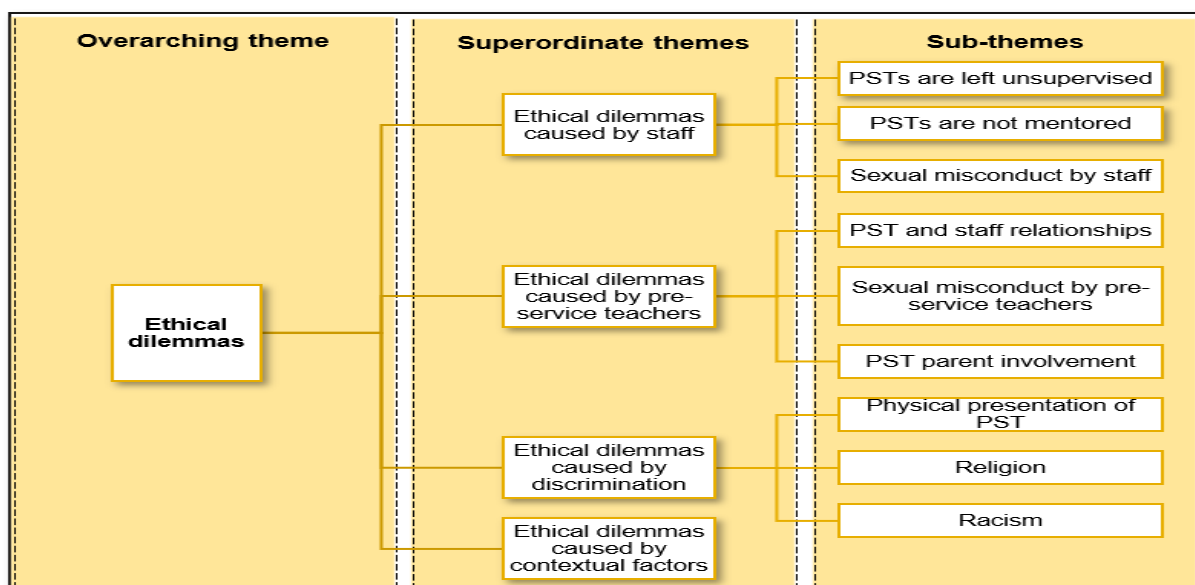
Figure 4.12: TPC theme 1: Ethical dilemmas

1.1 Ethical dilemmas caused by staff

TPCs reported that the behaviour of the mentor teachers and principals sometimes caused ethical dilemmas during TP. This section was divided into three sub-themes.

1.1.1 PSTs are left unsupervised

Two of the TPCs reported a lack of supervision of PSTs during TP. This notion was also reported in the PST interviews.

> *During teaching practice, some of the teachers would, will leave them with the class whereas the students are supposed to learn from, from their mentors from the experienced class teachers (TPC H1, 3.78 – 3.80).*

> *The mentor teacher isn't always in the classroom and the teacher says they are there (TPC A3.3, 9.312 – 9.313).*

1.1.2 PSTs are not mentored

As it could be expected a lack of mentorship went along with a lack of supervision.

> *… the student has to now be left with this person that is, that is supervising them but, but also not being able to have an actual learning experience (TPC A3.2, 11.370 – 11.372).*

TPC A3 and TPC H1 reported that PSTs were left unsupervised. Supervisions of PSTs during their TP is a requirement for TP listed in the MRTEQ (South Africa, 2015). PSTs also reported in their interviews in the third phase of this research that there was often a lack of guidance and feedback from mentor teachers and that marks were sometimes assigned without any justification or even though the mentor teacher was not present for the lessons. A lack of supervision and mentorship during TP has also been reported by PSTs in previous studies (Heeralal & Bayaga, 2011; Ulla, 2016), highlighting the importance of addressing this aspect in ethics policies.

1.1.3 Sexual misconduct by staff

Another ethical dilemma that a PST reported to TPC A4 was sexual misconduct by a principal.

> … where the principal made inappropriate comments towards the female students. She felt very uncomfortable about it *(TPC A4, 4.115 – 4.118)*.

Although only one TPC reported this, and none of the PSTs in this research reported sexual misconduct as ethical dilemmas they experienced, this incident of PSTs being sexually harassed by principals was also found in the literature (Boon, 2011:83). The 2019/2020 SACE report also highlighted sexual misconduct as the majority of unethical cases that are reported in the education profession in South Africa (SACE, 2020a:19).

Previous research (Tobias & Boon, 2010:1) pointed to the dangers of PSTs observing unethical behaviour of in-service teachers during their TP, as they learn through the examples set by the in-service teachers. Ethical dilemmas caused by mentor teachers should therefore not be ignored.

1.2 Ethical dilemmas caused by pre-service teachers

TPCs also reported several cases where the staff from the school perceived the behaviour of PSTs as unethical and in certain cases requested that the PST must be withdrawn from their school. This superordinate theme was also divided into three sub-themes.

1.2.1 PST and staff relationships

One TPC reported that they received complaints due to PSTs refusing to adapt to the requirements of the mentor teacher for presenting lessons.

> *… a dilemma of students not understanding what their role is at the school, so there's been like clashes with the with the teacher and the student being adamant that this is how they have to do it, so students not being flexible on their part and saying I have to do it like this otherwise I'm going to get penalized. And that usually that was not the case, actually in that incident (TPC A3.2, 12.400 – 12.404).*

PSTs forcing the mentor teacher to adapt to their ideas can be seen as bullying of the mentor teacher. Boon (2011:83) also found that PSTs being bullies was an ethical dilemma that occurs during TP. Difficulties in the relationship with the principal or mentor teacher were also reported by PSTs. Although PSTs only reported that staff treated them unethically, it was seen in the TPC interviews that this misconduct in the PST and staff relationships can go both ways.

1.2.2 Sexual misconduct by pre-service teachers

Sexual misconduct by a PST was reported to TPC A4.

> It was at a high school where a male student made inappropriate comment towards the female staff. The principal contacted me directly to tell me the student are making them uncomfortable, especially the female staff and learners *(TPC A4, 4.124 – 4.128).*

Sexual misconduct seems to be one of the biggest ethical dilemmas that are encountered in South African schools. The incidence of a PST sexually harassing in-service teachers has also been found in previous literature (Boon, 2011:83) although it was not reported by other PSTs and TPCs in this research.

1.2.3 PST parent involvement

Another dilemma that was only reported once, but should be considered due to the seriousness of the matter, is PSTs' parents becoming involved in their TP.

> *… and then her father got involved somehow, and that's when the principal stepped in and said we unfortunately can't continue with the student (TPC A3.2, 14.484 – 14.485).*

Although no other TPCs nor any PSTs reported this issue, PSTs are regarded as adults and while on TP they are regarded as educators, which means they have to adhere to the professional conduct expected of teachers, which means they have to deal with the principal and staff directly and cannot involve their parents.

PSTs sometimes cause ethical dilemmas during TP, and due consideration needs to be given to how policies and codes can be used to guide them to avoid these dilemmas.

1.3 Ethical dilemmas caused by discrimination

TPCs reported that schools sometimes report PSTs for ethical misconduct, however, careful consideration should be given to who is acting unethically if PSTs are shunned for their physical presentation, religion, and race. TPC A3.3 made an eye-opening statement in this regard:

> *But I think the big thing is also from the institutions point of view is that we are still so uncomfortable talking about these things that give us discomfort when actually our teachers are doing… pre-service and in service teachers are still struggling dealing with these dilemmas (TPC A3.3, 15.526 -530).*

As pointed out by TPC A3.3 the only way to address these uncomfortable matters in education is for the stakeholders to discuss these topics openly to provide guidelines for both PSTs and in-service teachers in dealing with these matters. The following three sub-themes were formed:

1.3.1 Physical presentation of PST

The first of these uncomfortable topics that need to be discussed is physical presentation, such as clothes and hair styles. There seems to be a fine line between discriminating against individual beliefs as well as distinguishing general beliefs of teacher identity.

> *… student teacher was asked to leave because his… the way which is presenting himself wasn't in alignment with what the senior manager in the school felt that he should look like (TPC A3.3, 10.344 – 10.346)*
> *Take the issue of tattoos for example. Should it be visible? Uhm I remember in a previous context working in another country with in service teachers and pre-service teachers were saying: "Well, that's my individual presentation, but I'm a fantastic teacher." So, so what's the issue here (TPC A3.3, 15.531 – 15.534)*

All the PSTs and TPCs mentioned that they were aware of a code of conduct for TP, although guidelines on dressing were not included in official university policy documents. However, it seems that this remains an issue, and needs to be extended to include other aspects of physical presentation. Careful consideration is once again necessary as aspects such as dress and hairstyles are also often linked to religion and race. Furthermore, as TPC A3.3 indicated, uncomfortable discussions between TP stakeholders were necessary to determine if issues regarding individual presentation trumped being a good educator.

1.3.2 Religion

The ITE-CoP remarked that religion is a grey area that causes ethical dilemmas in TP that often force the universities to get involved (BRIDGE, 2019:5).

> *The student … had to rush from the place of worship and was dressed in the you know, Muslim dress and came to the school, you know. And, and that was not acceptable to this, the principal and the student was then showed away and said you need to find a different school an, and so preventing a student from progressing because according to that school, it wasn't… the student wasn't being… setting a good example (TPC A3.2, 11.375 – 11.380).*

Although only one TPC and no PSTs reported this, religion was also highlighted in previous research (Bucholz et al., 2007:62-64) as a possible ethical dilemma. In South Africa which

has a rich diversity of cultures and religions, guidelines on religion should be considered for inclusion in TP policies.

Together with religion, ITE-CoP also mentioned culture as a grey area that causes ethical dilemmas in TP (BRIDGE, 2019:5). Culture is often linked to race and personal presentation.

> *And often there has been also racial incidences as well, which is related to the hair issue (TPC A3.2, 11.383 – 11.384).*

TPC A3.2 confirmed that racial issues were often linked to personal presentation issues, due to various cultures that have different perceptions with regards to physical presentation. Racism was also mentioned by PST28 as an ethical dilemma she experienced during her TP. Her dilemma was however unrelated to physical presentation and encompassed labelling and racial remarks. The SACE 2019/2020 report also highlighted racial remarks as an ethical issue in South African schools (SACE, 2020a:19 & 38), highlighting the importance of this issue even though only one TPC and one PST reported it.

Uncomfortable conversations between stakeholders in TP are necessary as pointed out by TPC A3.3 to ensure that proper guidelines are set up, considering various contexts of schools and PSTs. It is important to have a code of conduct that protects the image of the profession, without discriminating against PSTs' or school staff's basic human rights.

1.4 Ethical dilemmas caused by contextual factors

Due to the rich diversity of the South African contexts, the contexts from where PSTs come, as well as where they go for TP, vary greatly. It is perceived that PSTs are sometimes threatened by the context in which they must perform their TP.

> *The issue of students' perceptions, you know about schooling. And so they go to a school and within a week they don't feel safe or whatever the case might be. Perceived or not, they feel threatened because maybe the context is unfamiliar to them (TPC A3.2, 11.387 – 11.390).*

Early research (Donahue, 1999) identified that PSTs experience ethical dilemmas related to dealing with learners from various social backgrounds. The PrimTEd guidelines and MRTEQ highlight the importance of exposing PSTs to a diversity of contexts in line with South Africa's cultural and socio-economic diversity, to adequately prepare them for teaching (South Africa, 2015:20; PrimTEd, 2019:30). The guidelines do however caution that PSTs are still expected to be placed at functional schools as explained by the MRTEQ (South Africa, 2015). As seen clearly in TPC A3.2's response it is often only PSTs' perception that they are threatened in a

specific context and not an actual experience, highlighting the need of exposing PSTs to various contexts during their TP.

Ethical dilemmas were caused by several factors. While some PSTs were treated unethically, other PSTs acted unethically. In certain instances, the context of a school caused real or perceived ethical dilemmas. In some instances, the ethical dilemmas went against an individual's basic human rights. The next overarching theme deals with the reporting of the ethical dilemmas by PSTs and schools.

Theme 2: Reporting ethical dilemmas

This theme aimed to answer the questions: '*What procedures are put in place to guide pre-service teachers when they encounter ethical dilemmas?*' and '*If these procedures exist, are they elucidated in the ethics policies of the universities?*'
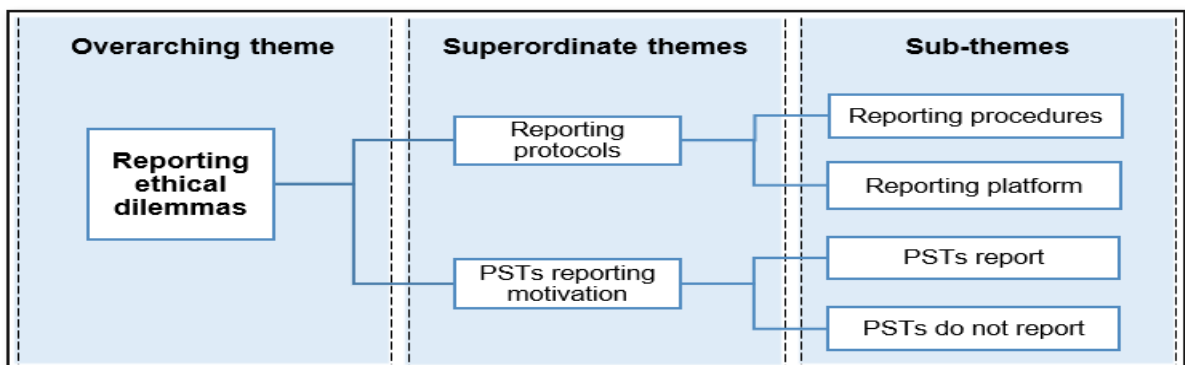
Figure 4.13: TPC theme 2: Reporting ethical dilemmas

2.1 Reporting protocols

The reporting of ethical dilemmas was divided into two main categories. The first was the procedures that either PSTs or schools follow when they want to report ethical misconduct that occurred during TP. The second was the platform used to implement the reporting procedure. This superordinate theme was sub-divided into two sub-themes.

2.1.1 Reporting procedures

TPCs from Universities A3 and H1 confirmed that ethical dilemmas are reported to them. TPC A4 confirmed that school staff report to her, but PSTs sometimes report to her in which case she immediately refers it to the Head of Department (HOD). TPC A4 also indicated that the issue at her university was that each department in the Education Faculty handled the reporting process differently. This may lead to great difficulties for principals at schools who are then expected to handle ethical dilemmas differently for PSTs doing TP in different phases (e.g. Foundation Phase and Intermediate Phase) from the same university. Furthermore, it places pressure on the TPC and confuses PSTs.

Usually, they send to the teaching practice office and then the teaching practice office will take the matter up (H1, 13.402 – 13.403).

Every phase handles the reporting phase different. I personally struggle with the fact that there is not a fixed policy. It happens differently in each phase (TPC A4, 7.221 – 7.224).

At most universities, ethical misconduct was reported to the TPC. TPC A4 also remarked on the importance of having a fixed reporting structure for the university. Furthermore, TPCs A3.2 and H1 agreed that principals are sometimes involved in the reporting process and sort out the dilemmas at the school level.

When schools' principals generally want to sort out things within the school, but they would want to know what is the rules, and stuff like that in terms of the institution. So, in that case I can refer them. I can send them these documents. That sort of help with that, but usually I would then refer that principal to a senior person again in the division to, to have further discussions on the issue (TPC A3.2, 14.472 – 14.477).

Okay. But then if it's the principal they have to eh, eh report to us, but they have to go to report to the principal and to us because we need to know… If it's a teacher. And if it's a principal they need to report directly to the University, we need to know so that, that the university must intervene. You cannot expose your students when the student is going to learn and we cannot expose our students to such a, you know, that kind of, such behaviours. Eh, much as we're saying they are students, but they have to be protected at the same time (TPC H1, 11.354 – 11.361).

Two TPCs pointed out that principals can address the ethical dilemmas, however as TPC H1 cautioned if the principal is the perpetrator the PST should report directly to the university. While it seems that TPCs are most often the contact at the university to report ethical dilemmas, they merely manage the process and refer the reports to relevant managing parties or lecturers depending on the type of report.

… and then I would move that on to the senior person in our division whoever the senior person is, the HOD or somebody like that and then they would take it from there in terms of how to manage, or you know in terms of calling the school or whatever to find out what actually happened. I then also presented those details to the senior person in the division and that was then followed up with the student and the school (TPC A3.2, 13.439 – 13.457) … and then the student was then yeah, given options and the managed senior, senior staff people involved assisted in that regard (TPC A3.2, 14.491 – 14.492).

If a student contacts me directly, I will immediately refer it to the HOD and the academic teaching practice coordinator. They will handle it and merely inform me of what I should do in terms of contacting the school or withdrawing the student *(TPC A4, 5.150 – 5.154).*

We would communicate with the principal of his school to say, if they, remember that the students go there to go and learn. So, if students not learning anything from that particular teacher, you have placed the student under, we suggest that the principal remove the student from that class and place them in another class. Or we, we do look for a school which is nearby for a, for a student (TPC H1, 3.82 – 3.87).

TPCs act as the contact person between the university and schools, and between the university and PSTs during TP if an ethical dilemma occurs. When they receive complaints, they refer them to the relevant parties to decide the course of action and the TPC merely informs the school of the decision that was made. Previous research has also recommended that decisions about ethical dilemmas experienced during TP should be made by a committee (Braxton & Bayer, 2004). It is however important to note how communication should take place in these instances.

2.1.2 Reporting platform

It seems that although TPCs agree that ethical dilemmas should be reported to them, there is not a fixed structure for reporting.

> There are no clear indications of the steps that needs to be followed to report ethical dilemmas in the teaching practice handbook or other documents. I think provision needs to be made for this *(TPC A4, 6.178 – 6.181).*
>
> *I would say to our students: "Fine I spoke to you telephonically so the best thing for you is to you know write an email," so that when we report, maybe to HR for them to intervene or you know, ja, we do have evidence (TPC H112.388 – 12.390).*
>
> *The preference is for it to be written down, so there is also evidence and documentation sort of paper trail... (TPC A3.2, 13.447 – 13.448) … and sort of have also a file and things is a reference for other incidents as well (TPC A3.2, 13.456 – 13.457).*

It is clear from TPC A4's response that there is a need for a formal written protocol for reporting ethical misconduct. Internationally, universities include written reporting procedures in their TP-handbooks (Western Sydney University, 2016:19; University of Canberra, 2018; Deakin University School of Education, 2021). Furthermore, TPCs agreed that reports of ethical misconduct must be accompanied by written evidence. They all agreed that telephonic communication is used for emergencies but has to be followed by a written statement. At University A3 the written statements are also used to keep a record of the reports to be used as a reference for future reports. This practice of record-keeping has also been recommended by previous research (Braxton & Bayer, 2004).

When asked about the use of an ICT system for reporting and sharing TP related documents, as this practice seemed to be supported by most PSTs from University A4 and also by the literature, TPC A4 responded:

It would work for 60% of the schools, but it would just be easier to phone the other 40% *(TPC A4, 8.251 – 8.253).*

TPC H1, however, made an important statement that is echoed by TPC A4 who felt that the university needed to give more attention to a written reporting protocol, and by the PSTs from University A4 who were under the impression that there was nothing the university could do if they experience ethical dilemmas.

> *I'm not sure we're prepared to… We have prepared for such issues and for me that is an eye opener (TPC H1, 12.381 -12.382).*

More attention needs to be given to formalizing the reporting procedures and including them in the code of conduct that accompanies the TP-handbook and mentor teacher guide. PSTs also reported in their interviews that they often did not report ethical dilemmas because they were unaware of the protocols to follow. Braxton & Bayer (2004) and Delgado-Alemany et al. (2020) also argue that these protocols should be included in the PSTs' coursework.

2.2 PSTs reporting motivation

As seen in the previous category PSTs do not always report ethical dilemmas that they experience. The sub-ordinate theme PSTs reporting motivation were therefore grouped into two sub-themes, 'PSTs report' and 'PSTs do not report'.

2.2.1 PSTs report

Although the PSTs from University A4 were often under the impression that they were not allowed to report, or they were afraid to report, the TPCs from all three participating universities, including University A4, seemed to agree that PSTs were encouraged to report ethical dilemmas.

> *They are required to respond - to, to report such issues to the University so that the University must intervene (TPC H1, 12.376 – 12.377).*
> *Once there is the complaint we just don't leave it like... Because if we don't uhm you know intervene… it means all our students would suffer who goes to that school (TPC H1, 13.418 – 13.421).*

> I know of HODs who tell students they can come back to University A4 if they are unhappy about something that happens at the school, and they are not comfortable to discuss it with the principal or whomever they speak with at the school. They are however cautioned not to report directly to Western Cape Education Department (WCED). They should rather come to the university for guidance *(TPC A4, 6.195 – 7.202).*

TPCs agreed that PSTs should report ethical dilemmas they experience to the university. It is however unclear whether this was stipulated in the code of conduct or TP-handbook and if

PSTs were aware that this was expected of them. TPC A4 explicitly stated that they do not want PSTs to report directly to WCED. This is in contrast with the PST interview data, where PSTs felt they should be allowed to report directly to the DBE.

2.2.2 PSTs do not report

The PST interviews however revealed that PSTs seldom reported ethical dilemmas they faced. Fear of reporting was one reason that was identified by PSTs in their interviews. This was confirmed as a possibility by TPC H1.

> *Maybe they have a fear of reporting that kind of things. I don't know, but we have not received, you know, these kind of, these kind of issues (TPC H1, 3.70 – 3.72). When I'm looking for a position, they must be able to say this student worked with us and she was, he or she was working very well so we can offer this student a position (TPC H1, 12.369 – 12.371).*

The 'Teachers Safety and Security in South African Schools' handbook pointed out that in-service teachers also often refrain from reporting ethical misconduct they witness or experience, as they are afraid it may have a negative outcome on their careers. As seen in TPC H1's response, PSTs are constantly aware that they need to impress the schools where they do their TP to secure future job opportunities. This was also echoed by PSTs' interviews. PSTs were afraid of reporting ethical dilemmas that might disadvantage their TP marks or future job opportunities. In other cases, SACE has reported friendships between in-service educators as the reason for them not reporting ethical misconduct (SACE, 2020a). Although this was not reported in the TPC interviews, PST53 mentioned that she did not want the in-service teacher to lose her job and therefore did not report her.

It is of utmost importance to stipulate the reporting procedures that PSTs and schools should follow in the TP policies, such as the code of conduct for TP. A lack of guiding protocols may further discourage PSTs from reporting ethical dilemmas that they face. The next overarching theme, therefore, discusses the ethics policies and protocols related to TP at universities as well as national policies on ethics related to teaching or TP.

Theme 3: Ethics policies and protocols

Ethics policies and protocols are necessary to guide the ethical behaviour of all stakeholders and ensure that they are all on the same page. This theme aimed to answer the question '*How do teaching practice coordinators perceive the role of codes of ethics and codes of conduct for pre-service teachers?*' This theme also helped to answer the question '*If these procedures exist, are they elucidated in the ethics policies of the universities?*' as the content of ethics policies was studied.
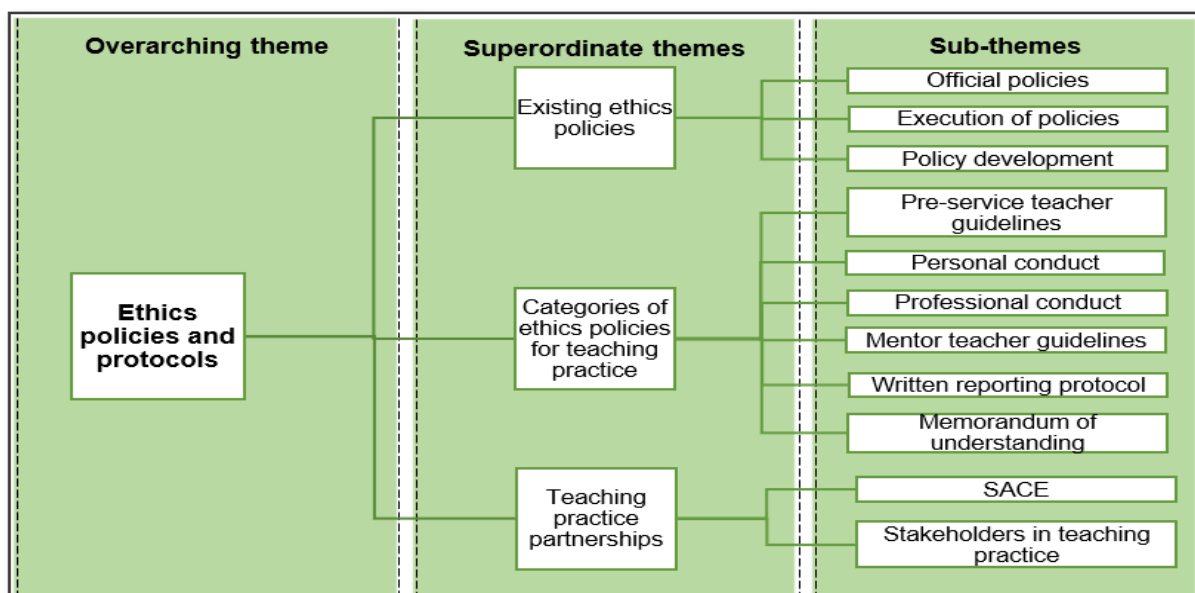
Figure 4.14: TPC theme 3: Ethics policies and protocols

3.1 Existing ethics policies

The subordinate themes of this superordinate theme were grouped into three sub-themes. When referring to ethics policies and protocols it is important to distinguish between what is official university policies and protocols and what course content is perceived to be.

3.1.1 Official policies

While the TPCs all agreed that they provided documents simulating a code of conduct to PSTs before TP, that provided guidelines on the conduct expected of PSTs, they all agreed that it was not an official university policy.

> *Maybe we need to look into those kinds of issues, the ethical issues that… what if a student experience, this kind of thing. Because I don't know of that policy (TPC H1,13.428 – 13.430).*

> *At present it is not in a … policy document. It's not very visible there, it basically is activity by activity. The information is, presented students as guidelines (TPC A3.2, 4.116 – 4.117).*

> *I don't think that currently what we have is, is sufficient (TPC A3.3, 16.546).*

> It is not an official University A4 policy document *(TPC A4, 2.51 – 2.52).*

None of the universities' TPCs were aware of a code of ethics or code of conduct for TP that formed part of the official university policies. Braxton & Bayer (2004) stressed the importance of ensuring that the code of conduct is official and accepted by the faculty board, as the lack thereof might lead to disregard of the policy.

3.1.2 Execution of policies

To determine how the code of conduct was enforced if it did not form part of official university policies, the parties involved in TP were asked whether they signed the code. Expecting the PSTs to sign the code of conduct is a practice that is often found at international universities (§2.7.2).

> *Basically, it was a, a, a just a document that they have to understand, and we ask them about it, but now we realize that now we have to formalize it and make sure that they sign the document, and they commit themselves (TPC H1, 6.173 – 6.175).*

> *No, students have not been asked to sign a code of conduct. Or the SACE code of conduct (TPC A3.2, 6.171 – 6.172.*
> *But I'm not aware of where they (mentor teachers) signed anything from their side. It's just a document again that they need to be aware of (TPC A3.2, 8.266 – 8.267).*

> It is specifically stated in their TP-handbooks that they must sign in the presence of the principal *(TPC A4, 2.46 – 2.47) ...* And I think the mentor teacher too, but I am not a hundred percent sure *(TPC A4, 3.70 – 3.71).*

At Universities A3 and H1, the code of conduct for TP provided by the university is not currently signed. However, TPC H1 indicated that it would be better to let PSTs sign it in the future to ensure that they dedicate themselves to this code. PSTs and principals affiliated with University A4 are expected to sign the code of conduct. According to TPC A4, mentor teachers could also sign in some cases. Most of the PSTs from University A4, however, said that the mentor teacher must sign the code, although several PSTs also indicated that the principal and mentor teacher sign the code. A clearer indication as to whom must sign should be included in the code of conduct. Previous research (Walters et al., 2017:391) confirmed that expecting PSTs to sign the code is a way to prepare them for ethics in TP.

3.1.3 Policy development

Although there seems to be a general lack of official ethics policies for TP, it seems that an awareness of the necessity of ethics policies for TP has recently emerged. According to SACE, ethics policies should be reviewed regularly and the review should be based on incident reports after a dilemma occurred and by considering contributions from all stakeholders (SACE, 2021:50).

> *It's a number of documents anyway. Right eh, we have these documents: The role of the student teachers during teaching practice. The role of the mentor teacher during… teaching practice. And before we send a letter to the principal to say this student is coming to your school. And then we have a form, an agreement form that a… student and the mentor teacher completes… a teaching practice completion form. You know that form is completed by the mentor teacher and the principal. And to the student also signs… But it has to have the, the school stamp to say the student*

was at this particular school and that we do have questions that they complete and the comments that comes from the school (TPC H1, 9.282 – 9.296).

I think there is some, the broad guidelines in terms of just the… I think the challenge is because our context is so varied, so you could say okay if these guidelines around the, a flow diagram about what to do should this happen and who to contact and so on. And that's about, I think the extent that you can go because it's so contextual, and it's in the dilemmas you come across 'cause it's not a one fit shop... (TPC A3.3, 15.508 – 15.514).

University H1 is currently collaborating with its stakeholders to provide a series of policy documents for TP. These documents will include the role of the PST and the mentor teacher, guidelines for the principal, an MoU between the PST and mentor teacher, and a TP completion form. These documents will also require signatures from the relevant parties. Previous research highlighted the importance of including all stakeholders in policy development (Gallie & Keevy, 2014:5). The PrimTEd WIL committee also highlighted the importance of an MoU to formalize partnerships between universities and schools (PrimTEd, 2019:16). TPC A3.3 however cautions that a code of conduct should not be too specific as the contexts where PSTs find themselves during TP vary greatly. She, therefore, suggested, agreeing with previous research (Van Nuland, 2009), that a broad flow diagram that guides the person with regards to whom to contact in specific situations, would be the best solution.

3.2 Categories of ethics policies for teaching practice

To compile a code of ethics and code of conduct that can successfully guide the behaviour of all stakeholders involved in TP, it is important to identify what must be included in these codes. Due to the specific nature of the diverse South African context, it is important to include the voices of South African universities and not merely base the codes on existing international examples. The following six sub-themes are suggestions for categories to include in a code of ethics and code of conduct for TP.

3.2.1 Pre-service teacher guidelines

First and foremost, TPCs suggested that ethics policies for TP must provide guidelines to PSTs in terms of what is expected of them.

We cannot just leave them to go to schools without any other information, because I mean they would be frustrated when they come across some of the things they do not know (TPC H1, 5.165 – 5.167).

Things like for example making sure that they follow the schools code of conduct, because now they are basically under the schools' authority and that they should be mindful of where they are (TPC A3.2, 5.133 – 5.135).

The PST guidelines in a code of conduct should include personal and professional conduct, relationships with staff, learners, parents, and caregivers as well as reporting procedures.

3.2.2 Personal conduct

Previous research (Rusznyak, 2018:5; Finkler & De Negreiros, 2018:40;42) indicated that PSTs' conduct can be influenced by the university. TPCs made the following suggestions:

> *The dress code, their behaviour (TPC H1, 5.161 – 5.162).*
> *Dress professionally, daily attendance, respond promptly (TPC H1, 10.308 – 10.309).*
>
> *…for students how they should present themselves and so on (TPC A3.2, 3.103 – 4.104).*
>
> *Dress code, how you must behave at the school, not expose learners on social media (TPC A4, 2.55 – 2.57).*

All TPCs mentioned that the universities provided guidelines with regards to PSTs' dress and personal appearance. Other aspects they included were how PSTs must behave and respond as well as restrictions concerning social media. The personal conduct guidelines in the NWU TP guidelines presented by PrimTEd also include dress, personal appearance, and power relationships (NWU, 2020:19-41). Research by Rusznyak (2018:5) adds meeting deadlines, punctuality, and zero tolerance for discrimination and plagiarism to this list.

3.2.3 Professional conduct

According to Concordia University, professional conduct refers to the characteristics, knowledge, understanding, and competence necessary to be a good educator. The VIT code of conduct (VIT, 2016:1) and the North West University POP (NWU, 2020:4) identify relationships in their professional conduct section. The NWU also adds sexual conduct.

> *… do professional task promptly… knowledge of teaching practice schools… rules and procedures… you have to adhere to the rules of this school… students' self-organization… you have to do your lesson plans. You have to teach. You have to manage a class (TPC H1, 10.309 – 10.315).*
> *Pedagogical eh conditions, using various learning styles... Do you prepare, do you have everything? Make use of other resources? You remember now of late it's about technology which should be infused in your teaching… how do you manage your… how do you control your class? (TPC H1, 10.322 – 10.325).*
>
> *They are teachers in training… their comments and whatever personal opinion that they have about the school should be kept to themselves…how they should conduct themselves while, professional conduct is what it's called (TPC A3.2, 5.138 – 5.142).*

TPCs stipulated that the current guidelines on professional conduct include teaching and learning, and classroom management-related activities as well as restrictions on PSTs to speak their mind. Sections should be included in professional conduct to provide guidelines

of what is expected in terms of the PSTs' relationships with each of the stakeholders involved in TP.

> *Remember they have to build a relationship but it is should be a working relationship…*
> *What they should expect from, you know, when they teach from their learners... This*
> *is what you should expect from their teacher, uh your mentor teacher, this is how you*
> *have to relate to them (TPC H1, 5.149 – 5.161).*
> *They have to be respected and I am not saying, the principal should respect the*
> *students. Remember respect is reciprocal (TPC H1, 11.363 – 11.364).*
>
> *How to approach schools… the students get information uhm in terms of what their*
> *conduct should be at the school, how they should approach learners. How they should*
> *both approach the school, the teacher the mentor teacher and so on, that sort of thing,*
> *so they understand sort of where they stand… (TPC A3.2, 3.92 – 3.98).*
>
> *They will meet with parents… attend parent meetings (TPC A3.3, 9.317 – 10.321).*

According to the TPCs, the professional conduct section in the code of conduct for TP should include that PSTs have to adhere to the rules and policies of the school; student organization; student preparation of lesson plans and resources including technology; classroom management; and refrain from critiquing mentor teacher. With regards to relationships, they identified that the professional conduct section of the code of conduct should include guidelines on PSTs' relationships with learners as well as staff from the school. TPC H1 also pointed out that the PSTs and principals must treat each other with respect. This highlights the need for guidelines for the principals and mentor teachers. Although TPC A3.3 did not stipulate guidelines for relationships with parents, she pointed out that PSTs are expected to meet with parents and attend parent meetings, therefore guidelines should be provided.

3.2.4 Mentor teacher guidelines

Apart from providing guidelines to PSTs, guidelines should also be provided to mentor teachers and other staff who work with PSTs during their TP. As seen in the overarching theme 'ethical dilemmas', staff from schools, specifically mentor teachers and principals, can also cause ethical dilemmas for PSTs.

> *…explicit information in terms of what is the responsibility on, what are we asking of*
> *the mentor teacher and they work with basically schools that are, they are, they are*
> *familiar with our University and so this is basically like a sort of a little bit of uhm*
> *information to the school, to the mentor teacher, to the principal in terms of what is*
> *universities role, what is their role and what the students have come to do*
> *(TPC A3.2, 4.105 – 4.110).*
>
> *Once a student comes to the school they are then, they present or beforehand*
> *actually, they present the mentor teacher and the principal with a booklet ... a booklet*
> *that also then has a letter to the mentor teacher explaining what the purpose of the*
> *activity... the mentor teacher to interact with the student, which is basically in a*

mentorship role. Guidance, providing information but career path you know, specific activities, that sort of thing to assist the student (TPC A3.2, 8.54 – 8.62).

The code of conduct for mentor teachers should specifically include guidelines for mentor teachers' behaviour. It should stipulate the mentor teacher's responsibilities, the purpose of their TP, and what is expected of the mentor teacher in terms of their mentoring role. It should also provide guidelines to the principal and mentor teacher about what the university expects their PSTs to do and learn during TP, including activities outside of the classroom.

3.2.5 Written reporting protocol

As seen in the second overarching theme 'reporting ethical dilemmas' there is a need to have a written reporting procedure in the code of conduct for PSTs and the school.

I think also it is it is possible to give some kind of guideline on how to manage that in situations (TPC A3.2, 16.571 – 16.572).

… a flow diagram about what to do should this happen and who to contact and so on (A3.3, 15.11 – 15.12).

There is no policy document that provides guidelines to the PSTs on how to report incidents. The same for schools, that they can know how to report incidents *(TPC A4, 9.205 – 9.208).*

The TPCs from Universities A3 and A4 felt that the process for reporting ethical dilemmas should be included in the written ethics policies for TP. TPC A3.3 recommended a flow diagram indicating whom to contact rather than a fixed code specifying how a PST should react because each case in TP is very contextual. This agrees with the researchers pragmatic lens that a code should inform decision making, rather than dictating it (Maddux & Donnett, 2015).

3.2.6 Memorandum of understanding

The PrimTEd TP guidelines stipulate the importance of all stakeholders in TP being aware of what their role is in TP. The guidelines suggest that an MoU can help the university to achieve this (PrimTEd, 2019:16).

… at least an understanding, whether it's an MoU between the university's institution and the school, and then funnelling it down between the mentor and the mentee and, and kind of some kind of a guide of, of the of the behaviour, and that's about for me think as far as we can go, because it is so case by case contextual and so on (TPC A3.3, 15.519 – 15.523).

That it is something we should consider having ... and all definitely wanting to work on something to that effect. To formalize our communication and partnership with the schools around us so that like you said earlier, uhm clarity between the University and the school itself (TPC A3.2, 16.557 – 16.561).

Both participants from University A3 felt that an MoU between the university and the school was a necessity to formalize partnerships between the two institutions. This agrees with the recommendation in the PrimTEd guidelines to formalize partnerships by means of an MoU (PrimTEd, 2019:16). In theme 3.1.3, it was found that TPC H1 also referred to their university being in the process of drawing up an MoU between the mentor teacher and PST.

The following categories were identified in this section for inclusion in a code of ethics and code of conduct for TP: PST guidelines including broad categories on personal conduct and professional conduct; Mentor teacher guidelines; Written reporting protocols; and Memorandum of understanding. Professional conduct should be sub-divided into characteristics, knowledge, competence, as well as relationships with learners, relationship with staff, and relationship with parents and caregivers. These categories should be considered with the ethical dilemmas that were reported in PSTs' and TPCs' interviews to set up a code of ethics and code of conduct that can address ethics in TP in the diverse South African context. These codes should be included in the TP-handbook to ensure all the parties involved in TP are aware of it. These categories should thus be considered for inclusion in the guidelines for a policy framework for ethics in TP.

3.3 Teaching practice partnerships

As discussed in the previous category it is important to formalize partnerships between universities and other stakeholders in TP, for instance utilizing an MoU. Stakeholder meetings with school principals, SACE, and the DBE were pointed out by the ITE-CoP as a good practice used by some South African universities to enhance accountability amongst the various partners involved in TP in an attempt to improve educator professionalism (BRIDGE, 2019). TPCs agreed that these partnerships are necessary.

3.3.1 SACE

The 2018 SACE report stipulated that SACE is aiming to become more involved in ITE to enhance educator professionalism. TPCs confirmed that SACE was involved to a certain extent at their universities (SACE, 2018:7). It is however not clear what role SACE played with regards to ethics in TP. SACE seems to be more involved at some universities than others. TPCs also seem to have different understandings about the expectations of SACE with regards to PSTs. Contrasting statements were also pointed out in the literature review (§2.7.3.3), specifically with regards to PST's registration with SACE.

> *Teachers are protected by SACE, so when students are at school, they also have to be protected by SACE. So, what we're doing, what, I'm sorry I'm sure it's all the universities now, students have to register with SACE, SACE would be able to protect our students in the in, in cases of, of that nature so we are now, you know working*

with SACE to ensure that students are you know, are registered with them (TPC H1, 6.196 – 7.205).

TPC H1 believed that SACE was responsible for protecting PSTs when ethical dilemmas arise during their TP, as she was under the impression that PSTs were supposed to be registered with SACE from their first year. However, TPC A3.2 and A3.3 did not agree that their first years were expected to register with SACE and argued that it was mainly their fourth years that registered with SACE. This controversy was also found in the recent SACE reports and presentations (§2.7.3.3).

Actually, SACE is saying they have to register from their first year of study because remember they go on teaching practice from the first year (TPC H1, 7.221 – 7.225).

Basically, it's usually focused towards the fourth year, so it's not really focused on the first year, so that's the focus at the at this point. It's the fourth-year students to get them registered ... someone that comes in that speaks about particularly registration for SACE (TPC A3.2, 6.181 – 6.185).

And I do think that is something that we need to consider that if they are doing a teaching assistant role or anything that is formally in a school while studying that they should be SACE registered (TPC A3.3, 7.212 – 7.215).

It seems that PSTs from all the South African universities do not register with SACE in their first year, although they attend TP and work with schools. TPC A3.3 however argued that PSTs should be expected to register sooner, especially if they are involved at schools in any way such as class assistants, tutors, or even in extra-curricular programs. If PSTs must be registered with SACE before they are allowed to do TP, the university must be aware of who has registered.

We as a University we cannot monitor it. Students do it on their own, remember and they sent the application, and the application is online, they send it to SACE. So, we don't know whether students have registered or not. Maybe we need to come up with eh, eh some monitoring to, to check if students have registered, but at the same time because this is a new thing SACE has not even complained about anything (TPC H1, 8.238 – 8.242).

TPC H1, however, agreed that they had no way of monitoring which of their students had registered with SACE, as they register online, by means of an ICT portal, directly with SACE. She did however point out that they should implement some form of control of who has registered. To reach a point where SACE is the responsible party to deal with ethical dilemmas related to PSTs, clearer guidelines will have to be provided to all South African universities with regard to the year in which PSTs must register with SACE. Furthermore, SACE and the universities might need to form a partnership where the university can gain access to the register of provisionally registered educators to determine which of their PSTs have registered.

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3.3.2 Stakeholders in teaching practice

SACE is however not the only important partner that can be used to enhance ethics in TP. Good relationships also need to be established with schools, as well as the DBE. According to the MRTEQ, the partnerships must be mutually beneficial for all partners (South Africa, 2015).

> *You see so, I think if we have a partnership, it will help not only the universities, but even the schools (TPC H1, 15.478 – 15.479). It will alleviate a whole lot of problems like… A teacher is teaching; our schools are always full (TPC H1, 16.512 – 16.513).*

> I totally agree. It would help if there were a single document, to prevent students from feeling like outsiders when PSTs from other universities are at the school where they do their TP. It will help, because at the end of the day they will all work for the same education department, so it should become uniform now *(TPC A4, 10.224 – 10.229).*

According to the TPC voice, a more formal partnership between universities and schools can be used to alleviate a lot of issues experienced in the South African school context. TPCs also argued that it would be best if there is a general partnership between all South African Universities and all South African schools with a single MoU to ensure that everyone is on the same page. PSTs also called for a standard agreement between all universities and schools.

The TPCs felt that the DBE should also be involved and on the same page as the universities and schools. This agrees with the opinion of the PSTs in the open-ended section of their survey. The PrimTEd TP guidelines also suggested that universities should collaborate on producing TP documentation such as an MoU (PrimTEd, 2019:26-27).

> *So, our partnerships should be across with schools, you know, our students - our government, must you know, for me I would be saying our government must be able to say okay we will give our students stipend (TPC H1, 16.532 – 17.534).*

> *Although I saw a document from WCED last year that were sent to the schools and universities, where they asked the schools to accommodate students for their teaching practice. A lot of schools did not even know about this document, and other still just said no we don't have space (TPC A4, 13.326 – 13.332).*

TPC H1 recommended that the DBE must become more involved and even compensate PSTs for their TP as she argued that PSTs should be used to improve education in schools. TPC A4 felt that the WCED was trying to get more involved, but that the communication was poor and that schools did not react to pleas from the WCED. It is however clear that both schools and the DBE are important stakeholders in TP and the relationships with these stakeholders need to be strengthened.

As the teacher registration board in South Africa, TPCs highlighted the importance of SACE being in partnership with the universities to improve ethical practices during TP. SACE should be involved in ITE. Other stakeholders that should be included in policy-making decisions are the schools and the DBE. Furthermore, the TPCs called for a greater partnership of all these stakeholders in training mentor teachers on how to be good mentor teachers. Consequently, the final overarching theme was ethics training, which discussed the training of PSTs as well as mentor teachers.

Theme 4: Ethics training

To ensure that all stakeholders are aware of ethics in teaching and specifically ethics in TP, ethics training has to be presented and all the stakeholders have to be prepared for TP. Anangisye (2011:12) also highlights the need for a framework on how to teach ethics to PSTs. Ethics training should be presented as it may influence PSTs' ethical behaviour, as well as their reaction towards ethical misconduct that occurs during their TP. This theme was used to answer the question '*How should PSTs be prepared for ethics in teaching practice?*'.
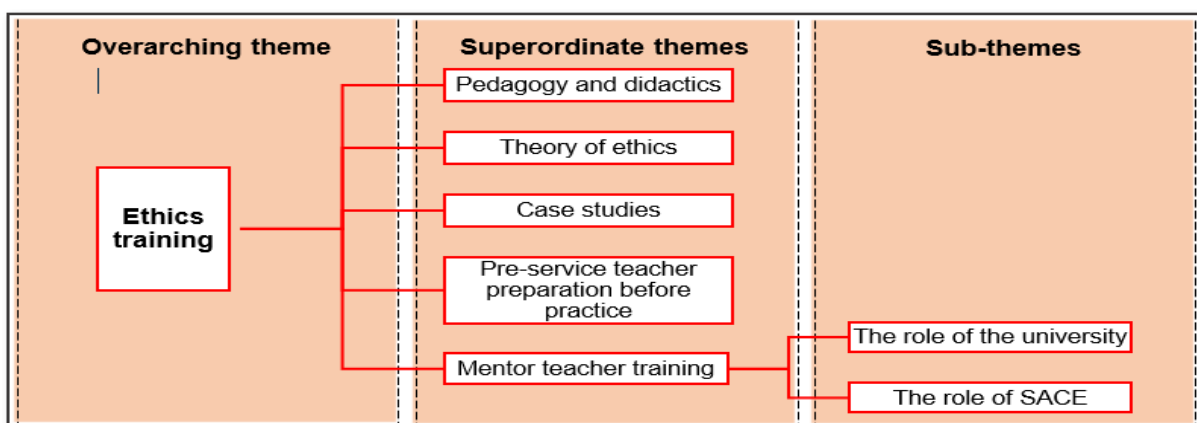
Figure 4.15: TPC theme 4: Ethics training

4.1 Pedagogy and didactics

According to Boon (2011:76), good educators are those who ground their pedagogy in values and beliefs of positive relationships, trust, and professional ethics. Pedagogical knowledge goes hand in hand with the subject or content knowledge and refers to the knowledge that the educator encompasses to transfer to the learners (Boon, 2011:76), while didactics refers to the science or theory behind teaching.

> *So, there are the, there's the content route that we go and for example across year one into sort of depending on what the foci is in the year group, we would focus on the, the pedagogy of practice (TPC A3.3, 2.50 -2.52).*

> *We come up with ideas of teaching and all those kind of things. But the practice is done at a school level (TPC H1, 16.504 – 16.505).*

It was clearly stated by TPC A3.3 that University A3 spends time preparing PSTs with regards to subject knowledge and pedagogy to prepare them for their TP. TPC H1 linked the pedagogy and didactics to TP as she pointed out that the university provides the theory on teaching to PSTs, but they have to practice and acquire the pedagogy during their TP.

4.2 Theory of ethics

According to the MRTEQ, the professional ethics and ethical relationships of PSTs need to be included in ITE curriculum content (South Africa, 2015:12). Rusznyak (2018:5) agrees that coursework on ethics is necessary to improve PSTs' ethical accountability to practice.

We give them theory (TPC H1, 11.336 – 11.337).

Content stuff around the ethics of the conversation around what do we mean by ethics and examples and so on (TPC A3.3, 14.501 -14.503).

We go around the roles, rights, and responsibilities. Legal responsibilities and the legal rights, for example, of the teacher. So that is covered broadly as part of the, the kind of professional development practice foci (TPC A3.3, 2.54 -2.57).

It brings in some of the work that we do with, you know, pre-service teachers around teacher identity … individual context and how they determine what a teacher should look like (TPC A3.3, 10.353 – 11.360).

In practical learning we, we won't necessarily as opposed explicitly talk about the ethics in teaching practice… in some of the other modules, for example in Philosophy of Education. Uhm I can't remember… there's another module within the Faculty of Education, where sort of ethics within (Perspectives in Education) but not specifically for us within practical learning, right? (TPC A3.3, 9.00 -9.308).

So, prior to them spending an extended period of time... what do we mean by a code of conduct? And how do we, particularly if it's so different in the different schools across the country, how do we ensure that you as the pre-service teacher, understand that you are a representative of yourself, of the Faculty of Education of Education or pre-service teaching overall, but then also you're stepping into a space that also has own code of conduct? … what are the tools that you need to ensure… there is awareness of what that is; and what does it look like in practice…To be able to then circumvent if any of these dilemmas do occur… the knowledge aspect in terms of how it relates to the learning. But then also how it relates to what does it look like in practice, to that bridge between theory and practice around preparing them for dilemmas (TPC A3.3, 3.68 – 3.84).

TPC H1 explained that in general, the university provided the PSTs with theory. Although TPC H1 could not provide details on what was being taught to PSTs with regards to ethics by the lecturers, she confirmed that ethics was taught by the lecturers. TPC A3.3, as a lecturer and coordinator of TP, could provide specific details as to what is taught. University A3 included theory with regards to what is meant by ethics in their ITE curriculum. TPC A3.3 indicated that

PSTs at their university are lectured on their roles, rights, and responsibilities as well as their legal rights. Training PSTs on the 'roles of a teacher' is expected by the Ministerial Committee in South Africa (South Africa. Ministerial Committee on Teacher Education, 2005). PSTs from University A4 also mentioned that they received training on the 'roles of a teacher', but they revealed a lack of training in their legal rights. PST11 went as far as pointing out that as a final year student she had not received any training on laws related to education. Furthermore, TPC A3.3 indicated that they focus on teacher identity in their curriculum which addresses what a good educator should look like. PSTs also indicated that they discuss in lectures how they should present themselves during TP, mainly with a focus on how they should dress. This agrees with previous research (Griffiths, 2013:231) that an good teacher follows ethically acceptable daily classroom practices. TPC A3.3 did however also indicate that the focus of ethics in TP is not located in their practical learning modules but rather included in theoretical subjects such as Philosophy of Education and Perspectives in Education. Finally, TPC A3.3 confirmed that the university aims to create a bridge between theory and practice, in line with the theory of applied ethics. She explained that they address the theory of what a code of conduct is, but also how it relates to a PST who is a representative of the Faculty of Education and therefore must adhere to that code of conduct. They further address that while the PSTs are at TP they are bound by the schools' codes of conduct as an educator. They also address how the PST must apply the codes if a dilemma occurs. It is however unclear if theories of ethics are taught in any of the ITE curriculums.

4.3 Ethics policies

To obey policies, you must be aware of the policies. It is therefore important to include training on ethics policies in ITE.

> … in fourth year, this is the final year of our program, talk about the importance of understanding what is said in, for example, the SACE document, right? … We do spend time looking at what are those national sort of policy guidelines that are there around ethics and code of conduct, and then it's funneled down to the University, kind of conduct and then also down to kind of for, for us within our practical learning code of conduct. So, there's like the broader macro that they understand that you are part of this profession in the code and the ethical guidelines comes from SACE (TPC A3.3, 5.149 -5.152).

> So, there would be someone stationed sort of at the University, but there would be an- a lecture kind of orientation around the importance of what SACE actually does... understanding of where all sits within the roles, rights, responsibilities with, within the teaching profession (TPC A3.3, 6.187 – 6.192).

Although none of the TPCs mentioned that they train their PSTs in the ethics policies for TP of the Faculty/College of Education or the university, it must be kept in mind that none of these universities currently have official university policies on ethics in TP. This is a possible

explanation why PSTs are not formally trained on these policies as part of their ITE. However, Delgado-Alemany et al. (2020:10-11) pointed out that official university policies on ethics do not necessarily determine the quality of ethics training in the specific course. TPC A3.3 stipulated that they focus on the SACE policies in the PSTs' fourth (final) year. This is in line with the request made by PST11 in her interview, who requested that the focus on ethics preparation should be changed in their fourth year, to focus on ethics in teaching to prepare them for when they graduate, rather than for TP. University A3 focuses on the SACE Code of Professional Ethics as the PSTs need to become aware of their duty to the profession of teaching. University A3 includes national policies and codes of conduct in their fourth-year curriculum and guides the PSTs to understand how it relates to the university's conduct. This is in line with the recommendations from the Ministerial Committee on Teacher Education report (South Africa. Ministerial Committee on Teacher Education, 2005) that stated that PSTs in South Africa must be trained on the educational policies, The Constitution, and engage with the SACE Code of Professional Ethics. Rusznyak (2018:5) also stipulated that as part of their ITE, PSTs need to reflect on how policies influence ethics. TPC A3.3 further indicated that a representative from SACE gives a lecture to the fourth years to explain the role of SACE and pointed out how this relates to the roles, rights, and responsibilities of the profession that the PSTs learned during the course. This is in line with the 2018 SACE report that stipulated that SACE aims to become more involved in ITE to ensure that the ITE curriculum includes training in ethics as well as in the SACE Code of Professional Ethics (SACE, 2018:7).

4.4 Case studies

A case study is a method linked to practical learning as it creates a real-life scenario that has to be addressed. In ethics training case studies can be used to give PSTs opportunities to practice ethical reasoning by discussing different solutions and comparing the outcomes of each, or they can practice applying a code of ethics or conduct to a specific scenario.

> *… case study scenarios an, an it's a particular context is set for them, and they would need to do an analysis of this. So, what is the actual issue here? What is the role of the teacher? Is it going beyond the, the scope of what the teacher should be doing and should support services be called in or a school counsellor, or should someone more senior be dealing, with the matter? So, there's the experiential nature. 'Cause remember we are in practical learning so for us it's very much about what did it look like in practice and then what do you do within the confines of your roles, rights and responsibilities? (TPC A3.3, 258 – 366).*

Case studies were also supported by most PSTs as a method for learning how to act ethically. The current practice of University A3, therefore, seems sufficient. TPCs A4 and H1 were unable to comment on how PSTs are prepared for ethics as they were not aware of what the curriculum content presented by the lecturers involved. Case studies are also recommended

for ethics training in the findings of various previous research studies (Goh & Matthews, 2011; Boon, 2011; Bergman, 2013; Kumar, 2015) as discussed in the literature review (§2.8.3). It was also recommende in the PST interviews.

4.5 Pre-service teacher preparation before practice

Preparing the PSTs for TP just before they are sent to TP seems to be standard practice. Previous research has highlighted the importance of this practice (Anangisye, 2011; Ulla, 2016). This practice was also identified in the PST interviews. A TP-handbook is a booklet provided to PSTs before they attend TP, stipulating what is expected of them during their TP placement period. The TP-handbook is international practice for the orientation of PSTs for TP. This can include information on lessons to be presented by PSTs, academic assignments, expected behaviour of PSTs and mentor teachers, behavioural codes, an MoU, etc. It may also include the expectations of other stakeholders in TP, such as the principal, staff members, or supervisors.

They do, are presented with orientation material (TPC A3.2, 3.91 – 3.92).

Communication is very important for our distance learning as students throughout and communication and we do communicate so before they go on teaching practice we train them, we guide them, and we have a tutorial letter which they must have and we always say please make sure that you memorize all this information so that you, you know you follow the guidelines and it is the guidelines for the students it is the guideline for the supervisor, it is the guideline for the mentor teacher. So, they do have it and we have a tutorial letter that provides all those guidelines (TPC H1, 4.97 – 4.104). There's letter so that they all have to be on the same page, they understand each, each, and everyone's role (TPC H1, 4.107 – 4.108).

TPC A3.2 confirmed that the TP-office provided PSTs with orientation material for TP. A TP handbook aims to communicate the expectations of TP to the PSTs. As TPC H1 pointed out, PSTs must take ownership and memorize the content of their orientation documentation. The indication from the ITE-CoP, namely that although South African universities provide guidelines for TP, PSTs do not take note of it, should be considered. TPC H1 confirmed that their TP-handbook included the guidelines of the mentor teacher and the university supervisor. She confirmed that all the information was included in the same document to ensure that all parties were on the same page and aware of their role as well as the roles of others. This agrees with the practice of the NWU WIL manual (NWU, 2019b:7-10) which stipulates the roles of all the various stakeholders to ensure they are all like-minded.

4.6 Mentor teacher training

PSTs learn ethical behaviour through the modelling of the mentor teachers (Tobias & Boon, 2010:1). It is therefore also important that mentor teachers model ethical practices. Mentor training seems to be receiving considerable attention in national education

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conversations, such as the Ministerial Committee report and the PrimTEd TP guidelines (South Africa. Ministerial Committee on Teacher Education, 2005; PrimTEd, 2019:37). All TPCs agreed, but TPC A4 especially stressed that mentor training was necessary for successful TP and may help to manage and address ethical misconduct of in-service teachers. This need also came to fore in the PST interviews.

> *You know as you are at the school you have to get support from the school, so we have support from the hosting school (TPC H1, 10.327 – 10.328).*
> *Teachers don't want to mentor because they feel you know having the students every day, they don't regard it as mentoring. Having a student in the classroom they are saying: "You are overloading us with work (TPC H1, 17.561 – 17.653).*

TPC H1 highlighted the universities' dependability on support from the schools but claimed that in-service teachers do not want to become involved in mentorship. She claimed that this might be due to a lack of mentorship training and a consequent misunderstanding of the role of a mentor teacher, or because mentorship is considered as extra work. This agrees with the finding in the Ministerial Committee report that teachers do not want to mentor as they are overburdened (South Africa. Ministerial Committee on Teacher Education, 2005).

4.6.1 The role of the university

TPC H1 pointed out that universities do not include mentor teacher training in the ITE curriculum, and educators need experience before they can become mentor teachers. Therefore, she proposed that they should be provided with mentor teacher training as part of a continuous professional teacher development (CPTD) program. She argued that the DBE could pay the universities to train the in-service teachers if they cannot train the mentor teachers themselves. TPC A4 also gave suggestions on how the universities could train mentor teachers. This should be considered when formulating guidelines for the development of policy framework for ethics in TP.

> *Teachers who are in the classroom eh, our curriculum did not have a mentoring curriculum. And even up to now our curriculum does not have a mentoring curriculum ... must teach for at least two or three years. But then after two or three years, we must have a program of mentoring... Some of them are working on the experience that, when I was a student, this is what the teacher was doing you know. But now we have to give them guidelines. So, the Department of Education, even if they can't do it themselves, they can say to universities: "We are giving you this amount of money to train our teachers on mentoring." (TPC H1, 17.545 – 17.552).*

> And if you can't attend the training, you must at least be provided with a mentor guide, before the students arrive at the school, to work through the document in case you have any questions *(TPC A4, 14.365 – 14.368).* So once again I feel a standard mentor guide per phase will be highly beneficial *(TPC A4, 14.378 – 14.380).*
> Online training can work, but you must keep in mind that some of the schools do not have those facilities to attend online meetings *(TPC A4, 15.399 – 15.401).* It can be

made available afterwards in video format that I can email to the schools *(TPC A4, 15.416 – 15.418).*

TPCs highlighted the importance of mentor teacher training to stop in-service teachers from merely mentoring PSTs as they were mentored when they were PSTs because they do not know any better. It is suggested that the DBE should be involved in the training presented by the university. Online training is one option for mentor training as all schools are not close to the university. Recordings of the training can be sent to mentor teachers who missed the training session. A standard mentor guide should also be set up to prepare in-service teachers to mentor PSTs. The PrimTEd TP guidelines also suggest that universities should establish an ICT platform where all TP-related documentation can be shared to improve the availability and flow of documentation (PrimTEd, 2019:26-27).

4.6.2 The role of SACE

All TPCs agreed that SACE needs to come on board in ethical matters in TP. The general suggestions were that SACE must include mentor training as a course for CPTD points to motivate educators to take the course.

> You motivate the mentor teachers to attend these trainings by giving the CPD points *(TPC A4, 16.434 – 16.435).*

> *A structured program and they get incentives, incentive like a certificate, it will also help them, you know, to say if… I acquired - I've acquired this, I can mentor, and I can help other teachers and it will help them with the SACE points also (TPC H1, 17.569 – 18.572).*

SACE as the national teacher registration board is therefore expected to accredit mentor teacher training to ensure that educators are awarded CPTD points for attending these courses. This could be beneficial for multiple stakeholders as Chiloane (2018) also pointed out in a presentation on behalf of SACE, that educators need to meet the required CPTD points in every three-year cycle to maintain their SACE registration.

Ethics training is important for PSTs, as well as mentor teachers. The universities have to take up their responsibility to prepare PSTs for ethics in TP as well as in education (Delgado-Alemany et al., 2020). SACE as the teacher registration board of South Africa should be involved in the training of both PSTs and mentor teachers. While they should be involved in the PST training with regards to awareness of the role of SACE, registration with SACE, and ethics policies provided by SACE, they should be involved in mentor teacher ethics training using accrediting mentor training courses and ascribing CPTD points and certificates to in-service teachers for completion of these courses.

4.3.2.4 Section Summary

Although only three universities had TPC participants who were willing to participate in a follow-up interview, very valuable contributions were made in this phase. TPCs pointed out several ethical dilemmas that occurred during TP. They referred to the misconduct of PSTs as well as mentor teachers and principals. They also commented on the existing reporting procedures of ethical dilemmas and pointed out what they felt should improve with regards to reporting ethical dilemmas. Another aspect that was addressed was the policies and protocols that they are aware of that guide their PSTs' and other TP stakeholders' ethical behaviour during their TP. They also indicated possible gaps in their ethics policies. Although only one TPC could provide detailed contributions on ethics training of PSTs, valuable ideas were shared on how PSTs can be prepared for ethics in TP. TPCs indicated pedagogical skills and knowledge, theoretical knowledge, policy awareness, and case studies as ways to train PSTs on ethics. All TPCs also seemed to agree on the importance of a TP-handbook to inform all TP stakeholders of their expected roles in TP. They also gave suggestions for future training of mentor teachers to enhance their mentoring which will provide a good example for PSTs during their TP training.

4.4 Triangulation of the data

The purpose of the triangulation phase of the data analysis was to find the best answer for each of the research questions, by merging the various datasets from the qualitative and quantitative phases of this study (Creswell, 2015a:25). In this explanatory sequential design, the purpose of the triangulation phase was achieved through determining how the qualitative results explained the quantitative results and to ultimately form an overall deduction of the findings of the current research (Creswell & Plano Clark, 2011:83). The following section will address the merging of the data for triangulation of the datasets. The data from the content analysis, PST and TPC surveys as well as PST and TPC interviews were merged under the headings of the overarching themes where applicable. The merging of the data in the triangulation phase of this mixed method study also allowed the researcher to discuss outliers in the datasets (Creswell & Plano Clark, 2011:82). This allowed the researcher to compare similarities and differences between the various data sets. Firstly, the content analysis was merged with both the quantitative and qualitative datasets from the TPC and PST strands of the research. Secondly, PST surveys were merged with PST interviews. Thirdly, TPC surveys were merged with TPC interviews. Finally, the PST and TPC datasets were merged.

4.4.1 Merging of the content analysis with pre-service teacher and teaching practice coordinator datasets

The content analysis of the ethics policy documents that were located online on the official websites of the universities' that were sampled for this study, mainly contributed to the

overarching theme '*Ethics policies and protocols'*. The content analysis (§4.2.1) revealed that few universities have codes of ethics and codes of conduct specifically addressing ethics in the Faculty/School/College of Education available online. Even fewer universities have these codes specifically for TP, irrespective of the unique nature of TP and the vast difference in expectations of a university student and a PST. Codes of ethics were also found to be less abundant than the codes of conduct for the universities, Faculties of Education, and TP.

Questions 1-7 of the *"Teaching Practice Coordinators' Knowledge of Ethics for Teaching Practice Survey"* (§4.2.3) aimed to verify the results of the content analysis of the documents that were found online, as the possibility exists that not all policy documents were available online or accessible to an independent person. Not all the universities availed to take part in the TPC survey. The results of the online content analysis could only be verified for the universities which took part in the TPC survey. The majority of TPCs agreed that their universities have codes of ethics and codes of conduct for the university, Faculty/School/College of Education, and TP. Several TPCs disagreed that the codes of ethics and codes of conduct that they identified in the survey, formed part of the official policies of their university. This shed some light on the controversy of the content analysis which yielded the fact that very few codes of ethics and codes of conduct were available online, but that the TPC survey results revealed that multiple codes of ethics and codes of conduct to guide PSTs behaviour across the institutions, did exist. The deduction was made that some TPCs somewhat agreed that their universities had the code of ethics or codes of conduct because these codes of conduct (or ethics) are taught in course content within the curriculum but are not necessarily an official university policy. All the TPCs agreed that the universities make the PSTs aware of the codes of ethics and codes of conduct before these PSTs attend TP. However, the minority agreed that their PSTs and mentor teachers sign the code before embarking on TP. Two TPCs somewhat agreed that PSTs sign the code, raising the question of whether signatures are optional. One university indicated that their PSTs do sign a code, but not the mentor teachers, making it a one-sided contract.

Questions 4 – 8 of the *"Survey of Pre-Service Teachers' Experiences of Ethics in Teaching Practice"* (§4.2.2) focused on PSTs' awareness of existing codes of ethics and codes of conduct for TP. This allowed the researcher to compare the results of the survey with the content analysis. Although the content analysis of this university yielded no evidence of a code of ethics or a code of conduct for TP, all the PSTs perceived that the university had both these codes. Most of the PSTs indicated that both the PSTs and mentor teachers or other staff members at schools signed a code of conduct before the start of their TP. The TPCs only

somewhat agreed that PSTs and mentor teachers sign the code of conduct before the start of TP, indicating that the TPCs are unsure of the guidelines presented to the PSTs.

The content analysis of the codes of ethics and codes of conduct found on university websites revealed that very few protocols and expectations that were identified in the review of the literature, were included in these codes (§4.2.1.3). There was also no consistency in which protocols and expectations are included in the codes of ethics and codes of conduct of the various South African universities. The content analysis could only provide insight into the protocols and expectations for the few universities that had the codes available online. Very few universities include a protocol for in-service teachers and PSTs, with which to report ethical dilemmas that arise during TP. The majority of TPCs however perceived that PSTs, as well as in-service teachers, are aware of the protocols to follow if they experience an ethical dilemma. Although the majority of TPCs and PSTs argued that PSTs know what is expected of them in terms of relationships, values, knowledge, and expertise, very few universities stipulated these expectations in their code of ethics and/or code of conduct for TP. The deduction is made that expectations of PSTs are taught as course content in the curriculum and not stipulated in written, official policies.

4.4.2 Merging pre-service teachers' survey and interview

The following links were found between the PST survey and PST interview datasets:

4.4.2.1 Ethical dilemmas

Most PSTs indicated in their surveys that they experienced ethical dilemmas related to laws being broken (§4.2.2.2). Other ethical dilemmas were due to their values contrasting with those expected by the school and one PST reported an issue with regards to school policies and rules. The interviews confirmed that the PSTs witnessed ethical dilemmas that were related to transgressions of laws such as corporal punishment, verbal, and physical assault of learners. Furthermore, they experienced discrimination breaching their basic human rights in terms of racism towards the PSTs. In terms of contrasting values, PSTs mainly referred to values with regards to teaching and learning, such as motivation and passion to teach, and providing age-appropriate learning experiences from which the learners could benefit. The interviews confirmed that they often experienced that little or no learning was taking place in the classrooms during their TP. One PST did however refer to her values being different from the school as she was targeted with racism, and experienced humiliation during her TP. The open-ended question in section B of the survey revealed that PSTs who experienced issues concerning the school's policies and rules referred to the evaluation of themselves as PSTs and not that of the evaluation of learners. The interviews confirmed that PSTs experience

dilemmas with regards to evaluators and evaluation criteria in TP assessments. The PST interviews revealed that PSTs' ethical dilemmas often included multiple categories of ethical dilemmas in a single instance.

4.4.2.2 Reporting ethical dilemmas

The PST survey indicated that several PSTs were unaware of policies and protocols with regards to ethics (§4.2.2.2), indicating a need for the university to improve the visibility of their ethics policies and protocols. The PST interviews (§4.3.1.2) further revealed that some PSTs were under the impression that they may not report ethical dilemmas. A code of ethics and code of conduct that does not specify the reporting process may be the reason why PSTs were afraid to report ethical dilemmas and perceived that they would be disadvantaged if they did report it. Some PSTs however reported that not reporting ethical dilemmas was advantageous to them. PSTs mainly argued that they would have reported their dilemmas if they knew how or were aware that they were allowed to report.

4.4.2.3 Ethics policies and protocols

Several PSTs claimed, in both the quantitative (§4.2.2.2) and qualitative phases (§4.3.1.2), that they were not aware of the policies and protocols regarding ethics for TP. Many PSTs explained that their lack of awareness, of what qualifies as ethical dilemmas or of the protocols to follow to report ethical dilemmas, prevented them from reporting ethical dilemmas that they experienced. PSTs, therefore stated in both sets of data that they needed ethics policies to be included in their course content. As a separate issue, PSTs also explained in their interviews what they felt should be included in a code of conduct for TP. They mentioned the following: punctuality, neatness, dress, and non-smoking.

4.4.2.4 Ethics training

The overall deduction from PSTs' surveys (§4.2.2.2) and interviews (§4.3.1.2) is that they receive ethics training in the form of preparation for TP, just before they report for TP. This preparation seemed to be mainly an orientation of the TP-handbook. The results of the PSTs' surveys called for more explicit ethics training, especially about the policies and protocols that they are expected to follow during their TP. In the interviews, the participants confirmed that they need more detailed training on ethics in general, ethics in TP, and ethics in education. PSTs stipulated a need for training at the university in national policies as well as the laws related to teaching. PSTs also argued in their surveys and interviews that PSTs' morals and values could be improved by the university because while some PSTs arrive with good morals and values, others need the support of the university to establish good morals and values. In both the surveys and the interviews, PSTs suggested how more emphasis can be placed on

their ethics training. Both sets of PST data explained that ethics is currently informally integrated into the curriculum, but mainly in the module Professional Practice. While most PSTs called for a standalone course or at least a full ethics module presented for a semester each year as part of Professional Practice, a few suggested shorter courses such as workshops or training in ethics as part of their FYE program (§4.2.2.3).

4.4.3 Merging of the teaching practice coordinators' survey and interview

The following links were found between the TPC survey and TPC interview datasets:

4.4.3.1 Ethical dilemmas

The TPCs responses to the survey did not report on the types of ethical dilemmas that occur during TP. In the interviews, they did however identify a lack of supervision and mentoring for the PSTs, sexual harassment of PSTs or by PSTs, PSTs bullying in-service teachers, PSTs parents getting involved in TP, and discrimination with regards to religion, race, and physical presentation often related to religion or race (§4.3.2.3).

4.4.3.2 Reporting ethical dilemmas

The TPCs' survey (§4.2.3.2 & §4.2.3.3) and interviews (§4.3.2.3) revealed that the existing policies and protocols do not always address all the ethical dilemmas that arise during TP. While some TPCs argued that the policies should include specific guidelines for managing specific dilemmas, others felt the policies should provide a broader set of guidelines, particularly with regards to whom the PSTs need to report to, as the cases are so contextualised that it would be almost impossible to write a policy that could address each dilemma in the context in which it occurs. While TPC interviews indicated that PSTs and TPCs are aware of reporting protocols, the interview data revealed that the protocols are not part of official written policies, which means it is only the perception of TPCs that all parties are aware of the protocols for reporting. A need for a written protocol was supported by the TPCs.

4.4.3.3 Ethics policies and protocols

A few TPCs felt that the ethics policies and protocols made available at their university were not enough to manage and address ethical dilemmas in TP. They argued that even when there seemed to be enough ethics policies and protocols, these consistently needed to be revised as new dilemmas occurred. In the TPC interviews (§4.3.2.3) it was stated that the code of ethics for TP should include reporting protocols, personal conduct guidelines, professional conduct guidelines including guidelines for relationships and teaching and learning components.

TPCs called for the involvement of the DBE and SACE in their survey (§4.2.3.3). This claim was confirmed in the TPC interviews especially with regards to the involvement of SACE. TPCs explained that SACE should not only be included in ITE ethics training by presenting lecturers on the SACE Code of Professional Ethics as content, but also have contact with the PSTs by presenting lectures and providing guidelines on registration and the reasons for registration. Furthermore, TPC interviews confirmed the need for PSTs to register with SACE from their first year as they are involved at schools during TP as well as with other school-related activities from their first year. TPCs survey results called for a single code of ethics and code of conduct that must be followed by all role players. TPCs also agreed in their interviews that more alignment was needed between the various universities and schools and supported the idea of forming more formal partnerships between all universities and schools.

4.4.3.4 Ethics training

The TPCs' survey (§4.2.3.3) and interviews (§4.3.2.3) revealed a need to make PSTs more aware of the ethics policies and protocols of the university as well as national policies. Both TPC datasets also revealed that guidelines with regards to ethical behaviour are presented to the PSTs as TP-guidelines in a TP-handbook just before TP. TPCs confirmed in their interviews that they as TPCs were seldom aware of what was included in the curriculum content with regards to ethics in TP.

4.4.4 Merging of the pre-service teacher and teaching practice coordinator datasets

The following connections were made between the PST and TPC datasets:

4.4.4.1 Ethical dilemmas

PST and TPC participants reported that a lack of supervision and mentorship was a common ethical dilemma that PSTs experienced during TP. Both groups of participants also agreed that discrimination in the form of racism and difficulties with contextual factors, such as teaching across cultures, caused ethical dilemmas during TP. All participant groups from all data collection phases also reported that PSTs were often used as substitute teachers during their TP period instead of being placed with an in-service teacher from whom they could learn and who could supervise and guide them. PSTs explained that apart from the ethical dilemma of being denied the learning opportunity of being guided by an experienced teacher, the lack of supervision sometimes led to additional dilemmas such as PSTs being threatened by learners and placed in physical danger (§4.2.2.3; §4.2.3.3; §4.3.1.2 & §4.3.2.3).

4.4.4.2 Reporting ethical dilemmas

One reason for ethical dilemmas remaining unresolved was PSTs' failure to report the dilemmas. The PST and TPC participants mentioned that fear of reporting ethical dilemmas

led to PSTs not reporting (§4.3.1.2 & §4.3.2.3). Another reason for not reporting, indicated by PSTs and TPCs was the lack of written protocols for reporting for both PSTs and in-service teachers. All participant groups agreed that PSTs and in-service teachers should have a written protocol in the code of conduct on how to report ethical dilemmas that occur during TP.

4.4.4.3 Ethics policies and protocols

In the open-ended section of the PST survey (§4.2.2.3), PSTs varied in their opinion of the adequacy of the ethics protocols for TP. The same finding arose in the TPC survey (§4.2.3.3), and even TPCs who agreed that the universities had enough ethics protocols highlighted the need to constantly renew these policies. Both PST and TPC surveys also indicated that PSTs were not always aware of the existing ethics codes and protocols. The difference in TPC's opinion on whether the ethics policies and protocols for TP were sufficient could be ascribed to the fact that the different universities have different policies and protocols in place. However, a contrast was also found in the opinions of PSTs from the same university, therefore indicating that individual perceptions of the same protocols also varied.

Both PST and TPC surveys revealed several practices that can be employed by the universities to assist with the management and addressing of ethical dilemmas that surface during TP. In the light of PSTs' ignorance of the policies and protocols, as identified by both the samples, it is argued that the ITE curriculum needs to include training on the existing ethics policies for TP (§4.2.2.3; §4.2.3.3; §4.3.1.2 & §4.3.2.3). The PSTs and TPC sample both called for a practice of placing ethics policies and protocols on an easily accessible ICT platform (§4.3.1.2 & §4.3.2.3). PSTs and TPCs agreed that the DBE should be involved with the ethics policies for TP although individuals from both data sets had various opinions on the measure in which the DBE should be involved (§4.2.2.3 & §4.2.3.3). Both sets of participants also agreed that greater alignment was necessary between the policies of the various universities and some of them even called for a single code of ethics and/or code of conduct followed by all the stakeholders (§4.2.2.3; 4.2.3.3 & §4.3.1.2).

4.4.4.4 Ethics training

The PST and TPC participants supported the notion of the DBE being more involved in TP with regards to training PSTs. In the PST survey and interviews, the importance of being trained in the South African laws related to children and school as well as national policies on ethics in education was revealed (§4.2.2.3 & §4.3.1.2). TPCs confirmed that this practice was already followed at certain universities. This training is not only important for their ethical behaviour during TP, but also their ethical behaviour as in-service teachers upon graduation. Both samples called for case studies or discussions of scenarios that PSTs experienced during their TP, to prepare PSTs to handle ethical dilemmas during their TP (§4.3.1.2 & §4.3.2.3).

TPCs confirmed the importance of both these practices and stipulated that they were followed at their university. Another aspect, that both samples agreed should be included in ethics training, was the values and behaviour expected of PSTs, as PSTs and TPCs agreed that PSTs should act in the image of the university during TP (§4.2.2.3; §4.3.1.2 & §4.3.2.3). Both samples also had a participant that vouched for general university conduct, such as class attendance and punctuality, to shape PSTs' conduct for TP (§4.3.1.2 & §4.3.2.3).

There was also agreement on the necessity of mentor teacher training (§4.3.1.2 & §4.3.2.3). This is in line with the finding that most participants from both samples reported that ethical dilemmas arise during TP due to a lack of supervision and mentorship from the mentor teachers. Both samples agreed that the university should train mentor teachers to ensure that they are informed of the expectations of PSTs during TP as well the role they are to play in guiding and mentoring the PST. It was also agreed that the DBE and other role players such as SACE should be involved in mentor teacher training. The TPC sample strongly argued in their interviews that SACE should be involved in the mentor training courses and award in-service teachers with CPTD points for attending mentor training to motivate them to participate in these courses.

4.5 Chapter summary

Chapter 4 presented the analysis and interpretation of the content analysis, surveys, and interviews of this explanatory sequential triangulation mixed methods design. The quantitative data was analysed first (§4.2), followed by the qualitative analysis (§4.3). Finally, the datasets were merged in the triangulation phase (§4.4) to make the following deductions. To improve ethical conduct during TP, careful consideration should be given to the ethical dilemmas that are reported by PSTs as well as other stakeholders in TP. The reporting process itself needs due consideration as a lack of protocols, or even awareness of protocols may lead to ethical dilemmas not being reported at all. This research also identified that a lack of awareness of reporting protocols may lead to the perception that ethical dilemmas may not be reported. It is therefore important to ensure that the reporting protocols are included in the official policy documents for TP such as the code of conduct for TP. Ethics policies should provide guidelines for the mentor teachers' and PSTs' behaviour. The guideline could include personal and professional conduct, which includes the expectations of the relationships with the various stakeholders in TP. Finally, to enhance ethical conduct during TP, all stakeholders should receive training in ethics in TP. The training should include orientation of ethics policies and protocols. The codes of ethics, code of conduct, and reporting protocols have no use if the stakeholders are unaware of them or do not understand how to apply them.

The following section, Chapter 5, will present the findings and discussion of this research, by answering the sub-questions of the research.

CHAPTER 5 SUMMARY AND DISCUSSION

5.1 Introduction

The previous chapter systematically presented the analysis of the quantitative content analysis, quantitative surveys, and qualitative interviews. Once each dataset was analysed separately, the researcher merged the data during the triangulation phase to form conclusions. In this chapter, a summary of the guiding literature, as well as the methodology guiding the research will be presented. Each of the sub-questions will then be answered separately, by drawing from the data that was analysed and presented in Chapter 4.

5.2 Introduction to the research and statement of the problem

A lack of ethics in the teaching profession was confirmed by in-service teachers being dismissed and PSTs being refused to graduate due to poor ethical behaviour (Foulger et al., 2009; Kumar, 2015). A lack of ethical awareness of in-service teachers shifts the focus to ethics preparation in ITE. The lack of ethics codes, ethics training, and ethical awareness in teaching and especially in ITE is a major concern. This lack of ethics in ITE has been revealed in previous research nationally (Kimathi & Rusznyak, 2018; Rusznyak, 2018) as well as internationally (Warnick & Silverman, 2011; Boon, 2011). Research on ethics in ITE programs revealed an even greater lack in ethical preparation of PSTs for teaching practice (TP) than for the preparation of PSTs to become ethical in-service teachers, raising concerns with regards to the legitimacy of the codes (Braxton & Bayer, 2004).

International research reveals that PSTs can be prepared for ethics in TP by enforcing them to sign a code of conduct stipulating the disciplinary procedures if the PSTs should breach the code (Walters et al., 2017). This practice however implies that a lack of a code of conduct means no disciplinary action can be taken (Foulger et al., 2009). An online search revealed that not all South African universities have a code of conduct specifically for the Education Faculty/School/College, and even fewer universities have a code of conduct for TP as part of their official university policies. If there is doubt about PSTs' rights and the ethical procedures that should be followed, institutions may be unable to take disciplinary action when ethical dilemmas arise. However, because ethical concerns in TP are very contextual, a code of conduct cannot always address the unique scenario. Many universities, however, also lack a code of ethics for TP as part of their official university policies. A code of ethics is more aspirational, assuming that educators will act morally because they are intrinsically motivated to do so (Forster, 2012). The code of ethics may thus prove valuable when the code of conduct is too rigid to address a specific ethical dilemma.

Internationally, PSTs seem to be included in the ethics policies of the national teacher regulatory bodies. Furthermore, universities have their own code of ethics and/or code of conduct for TP. Most of the universities' ethics policies also include the PSTs' obligations towards the national policies and stipulate where their rights and responsibilities differ from those of in-service teachers (§2.7.1 & §2.7.2). In South Africa, the national policies such as the 'Personnel Administrative Measures' (PAM) (South Africa, 2016), 'The Roles of the Educator and Their Associated Competences' (South Africa, 2000), 'The SACE Code of Professional Ethics' (SACE, 2002) and 'Professional Teaching Standards' (South Africa, 2007) however also do not stipulate whether they include PSTs and if they do, how their roles and responsibilities differ from those of in-service teachers (§2.7.3). SACE, as the South African teacher regulator body, stipulates that all registered and provisionally registered educators, which should include PSTs, are bound to their codes. However, even in-service educators are often not registered (SACE, 2011). PSTs are also seldom provisionally registered with SACE before their fourth year of study, although they participate in TP from their first year, and discontinuity exists within the reports of SACE as to which PST year group is expected to register with SACE (Mokgalane, 2018; Chiloane, 2018; SACE, 2020a:32). The absence of codes of ethics and codes of conduct for TP from universities, the DBE, and SACE is a major concern.

Consequently, this research aimed to develop a policy framework for ethics in TP. The policy framework intends to encourage universities to set up a code of ethics and code of conduct for TP. These codes should be based on the national code of ethics and code of conduct for education provided by SACE as well as concerns identified by PSTs and teaching practice coordinators (TPCs) with regards to the current ethical dilemmas that are experienced. This code of ethics and code of conduct can then cater to the needs of the schools and PSTs, helping to manage or address ethical dilemmas that arise during TP of PSTs.
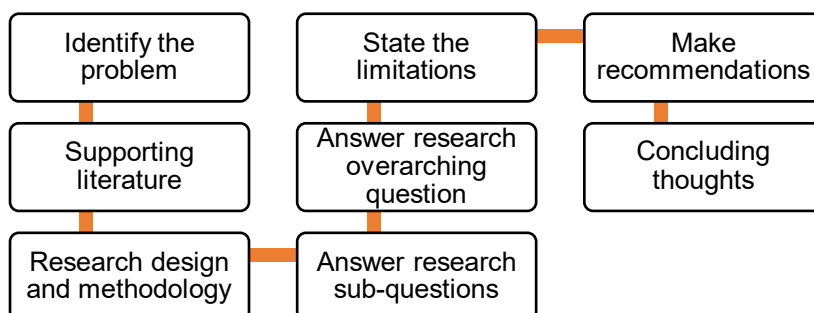
Figure 5.1: Layout of Chapter 5

As seen in Figure 5.1 this chapter first provides a summary of the research problem, supporting literature, and the research design. Next, the findings are presented by answering each of the

sub-questions, using the data that was gathered and analysed in Chapter 4. The answers to these sub-questions were then used to inform the policy framework in Chapter 6.

5.3 Review of literature

To gain background knowledge on the aspect of ethics in TP, a thorough literature review was done. The literature review comprised of a conceptual framework of ethics, ethics policies, and ethical dilemmas in education as well as in ITE (nationally and internationally), and finally ethics training of PSTs.

5.3.1 A conceptual framework of ethics

Ethics refers to reflecting on what is good, right, or fair to ensure that one acts cautiously and responsibly, according to the laws and professional codes of conduct (Collste, 2012; Finkler & De Negreiros, 2018) (§2.2). It is clear that ethics is a necessity in education and therefore also a necessity in ITE and especially TP. Ethics has three major sub-divisions, namely: meta ethics, normative ethics, and applied ethics (Fieser, 2020). The sub-divisions of ethics can be explained through a metaphor of football. Applied ethics is represented by the players in the football game, who question moral issues. Normative ethics is represented by the referee who helps to interpret the rules, by questioning the underlying principles that are used in applied ethics. Meta ethics is represented by the analyst, who does not become involved in the actions of applied ethics or interpretation of the underlying principles of normative ethics. Meta ethics questions the practice of ethics and can be regarded as the theory of ethics (Fisher, 2014). A fourth sub-division, descriptive ethics, can be added. Descriptive ethics aims to determine the reason behind an individual's behaviour or decisions (Kolb, 2008).

5.3.2 Ethics policies

Throughout the literature, the terms 'code of ethics' and 'code of conduct' are regarded by many as synonyms. A code of ethics is aspirational and based on the core values of an institution (VIT, 2016), while a code of conduct stipulates the personal and professional conduct that is expected of individuals (Armytage, 2017). The ideal is to have both codes (Campbell, 2000), although many institutions only have a code of conduct or combine the two codes. A code of ethics establishes the standards of professional conduct and teaching quality (Concordia University, 2005) which in turn enhances public trust (Şahin et al., 2009; Forster, 2012). A code of ethics could also support educators to make tough moral decisions, determine when someone acted immorally, and enhance the professional ethical standards of the institution (Collste, 2012). A code of conduct may improve public accountability and provide guidelines to address ethical dilemmas (Campbell, 2000; Şahin et al., 2009). Caution should however be taken in applying regulatory codes that are too restrictive and inhibit ethical

reasoning. In some cases, educators may be required to act professionally and the decision may be regarded as unethical (Bowie, 2003; Forster, 2012), however acting ethically in education mostly refers to acting in the best interest of the learners (Bucholz et al., 2007). A code of ethics and code of conduct should provide guidelines with regards to the educator's obligations towards the learners, parents, and community (Sawhney, 2015); expected values, attitudes and behaviour; professional duties; and other ethics frameworks they need to adhere to (Gallie & Keevy, 2014). In order to ensure that the code of ethics and code of conduct is successful, the teacher regulatory body, government departments and accreditation bodies should contribute to the development of the codes (Van Nuland, 2009). Furthermore, the code of ethics and code of conduct needs to be approved by the managing authority and all stakeholders have to be aware of them in order for them to be implemented successfully (Braxton & Bayer, 2004; Delgado-Alemany et al., 2020).

Internationally, universities seem to provide their own codes of ethics and/or codes of conduct for TP which include the laws and policies from ministerial committees. Additionally, PSTs are included in the codes of ethics and codes of conduct of the national teacher regulatory bodies (§2.7.1 & §2.7.2). In South Africa, the national ethics policies from SACE do not stipulate how they apply to PSTs. Most universities also do not include these policies in their own ethics policies. Furthermore, the universities seem to lack codes of ethics and codes of conduct that have been approved by the faculty board and institution for inclusion in official university policies (§2.7.3).

5.3.3 Ethical dilemmas

Ethics in education (§2.5) include content, assessment, classroom management procedures, religion, the educator being a role model, the educator taking responsibility for learners' development and maintaining ethical relationships with all stakeholders involved (Strike, 2003; Bucholz et al., 2007; Sabbagh, 2009; Kruea-In & Kruea-In, 2015). Due to the unique relationship between the PST and learners, as well as the PST and in-service teachers from the school, unique ethical dilemmas additionally arise during TP. A lack of mentorship and poor examples of ethical behaviour set by mentor teachers are the main cause of ethical dilemmas in TP (South Africa. Ministerial Committee on Teacher Education, 2005; Tobias & Boon, 2010; PrimTEd, 2019). Other ethical dilemmas include: PSTs being unaware of how to work with learners from various social contexts (Donahue, 1999), rigid assessment criteria of the university (PrimTEd, 2019), and competing values (McDonough, 2015). In the South African context, it is unclear if, and how SACE as the teacher regulatory body protects PSTs when these dilemmas occur (§2.7.3.3). Furthermore, it is unclear whether the South African

universities have their own codes of ethics and codes of conduct to guide PSTs when these dilemmas occur.

5.3.4 Ethics training

There seems to be a general lack of teaching ethics to PSTs (§2.8), resulting in PSTs being unable to handle ethical dilemmas (Boon, 2011; Ulvik et al., 2017; Alcòn, 2017). Researchers agree that ITE courses need to take responsibility for making PSTs ethically aware (Bowie, 2003; Rusznyak, 2018; Delgado-Alemany et al., 2020). Debates exist about whether ethics should be presented as a standalone subject or integrated throughout the ITE curriculum (Woody, 2008; Bergman, 2013; Moswela & Gobagoba, 2014; Boon & Maxwell, 2016; Alcòn, 2017; Walters et al., 2017). Some universities present ethics through teaching ethics philosophy (Boon & Maxwell, 2016), others though teaching codes of ethics and codes of conduct (Bowie, 2003; Moswela & Gobagoba, 2014; Forster, 2012), while others suggest case studies should be used where PSTs can practice applying ethical theories and codes (Goh & Matthews, 2011; Boon, 2011; Bowie, 2003; Bergman, 2013; Kumar, 2015).

5.4 Research methodology

5.4.1 Research design

In this research, a pragmatic lens (§3.3) was utilised by the researcher to study ethics in TP using the sequential explanatory triangulation mixed method approach (§3.4.3) constructed for this research (Creswell, 2015b; Hoang Dang, 2015). This approach aimed to provide a policy framework for ethics in TP that can be utilised by universities to establish a code of ethics and code of conduct for TP of PSTs. This research was conducted in four phases.

5.4.2 Phase 1: Quantitative content analysis

The content analysis of online ethics policy documents (§3.5.1.1) was first performed to establish the status of existing codes of ethics, codes of conduct, and protocols to address ethical dilemmas that arise during TP. This study was rooted in applied ethics (§2.2.2), advocating that the policy framework had to be informed by the practice of TP.

5.4.2.1 Population and sampling

The population of this research was all the South African universities that offer Education programs. The sample for the content analysis comprised of fourteen South African universities which offer B.Ed. degrees for various phases and had a fully functional university website at the time of the content analysis.

5.4.2.2 Data collection

Data for the content analysis was collected by visiting the websites of the 21 South African universities that are listed to have Education Faculties/Schools/Colleges on three different dates. Universities whose websites did not reveal a B.Ed. degree for various phases being offered or those that did not have functional websites were however excluded from the sample. On each website, a word search was performed to look for ethics policies, including codes of ethics, codes of conduct, or any other policy document that referred to ethical expectations and procedures at the university. Furthermore, the document repositories were scrutinized if these were available on the website. If these searches did not yield any policy documents, the researcher searched the world wide web and visited the portal for the Faculty/School/College of Education to gather information and identify possible contact persons for the second phase of the research.

5.4.2.3 Data analysis

The data was changed to numeric data in the content analysis, by recording each predetermined aspect on a checklist (Appendix A) for each university (Neuman, 2014). The data recorded on the checklist were then transferred to a table in an Excel spreadsheet. This spreadsheet allowed the researcher to perform descriptive statistical analysis (Parry, 2020) by compiling tables and graphs to discuss the frequency and intensity of specific codes of ethics, codes of conduct, ethical expectations, and ethics protocols.

5.4.3 Phase 2: Quantitative surveys

The second phase consisted of quantitative surveys that were administered in two strands.

5.4.3.1 Survey of Pre-Service Teachers' Experiences of Ethics in Teaching Practice

A survey was sent to PSTs (§3.5.1.2) as a participant selection design (Creswell & Plano Clark, 2007) to identify PSTs who had previously experienced ethical dilemmas during their TP. This allowed the researcher to purposively select a PST sample to discuss ethical dilemmas they experienced during TP in the qualitative phase. The survey did however include closed- and open-ended questions that gathered additional perceptions of the PSTs concerning ethical practices at the university.

a) Population and sampling

To prevent bias in the qualitative phase a participant selection model was added to the quantitative phase to identify participants for the qualitative PST interviews. The survey (Appendix B), invitation (Appendix D), and informed consent form (Appendix E) were sent to all the third and fourth (final) year PSTs of a specific South African university. PSTs received

multiple reminders to attain a larger sample for the quantitative phase. The survey reached a total of 237 PSTs on multiple digital platforms that they use (WhatsApp, Google Classroom, and email), however, after the final reminder, only 55 (23%) of the PSTs completed the voluntary survey.

b) Data collection

PSTs were requested to complete an online survey on Google Forms, by following the link in the invitation. The online survey had a shortened informed consent form where PSTs had to give consent before they could start with the survey questions. Once the PSTs submitted the surveys it was automatically sent back to the researcher.

c) Data analysis

Section A collected biographical information. Section B was mainly comprised of closed-ended questions that aimed to determine which PSTs had experienced ethical dilemmas as well as if and how they were prepared to handle ethical dilemmas during TP as part of their ITE. Section C asked three open-ended questions to gain a better understanding of the PSTs' perceptions of ethics related to TP. The closed-ended questions in the PST surveys were analysed, using descriptive statistics in SPSS, by downloading the PST responses in an Excel spreadsheet, anonymising the data, and then exporting the spreadsheet to SPSS (Okeke & van Wyk, 2015). The findings were then presented in a series of tables and graphs for discussion. The open-ended questions were analysed through thematic analysis, by color-coding similar themes (Okeke & van Wyk, 2015). Structural coding was used as the responses to each question were analysed separately beneath the specific question (Saldaña, 2013).

5.4.3.2 Teaching Practice Coordinators' Knowledge of Ethics for Teaching Practice Survey

Concurrently another survey was sent to TPCs (§3.5.1.3) to confirm the results of the content analysis using closed-ended questions. The survey did however include open-ended questions as well that gathered additional perceptions of the TPCs.

a) Population and sampling

The TPC sample for the survey was selected purposively as this survey aimed to follow up on the results of the content analysis (Emmel, 2014). The researcher planned to send the survey to the TPCs of the fourteen universities that were identified in the content analysis. However, ethical clearance had to be granted by the ethical committees of all these universities, and in some cases, additional faculty ethical clearance had to be sought as well. The survey (Appendix F), invitation letter (Appendix G), and informed consent form (Appendix H) were

sent to the twelve universities where the researcher received ethical clearance. Each TPC also received two reminders of the request for participation. However, as the survey was voluntary, only nine TPCs completed the survey.

b) Data collection

The survey was sent to the TPCs using a hyperlink in the invitation letter. This hyperlink took the TPC to the Google Forms survey. The TPCs had to complete the shortened informed consent form at the start of the survey, agreeing to participate, before they answered the questions of the survey. Once the TPCs submitted the survey it was automatically sent back to the researcher.

c) Data analysis

Section A collected biographical information of the TPCs. Section B consisted of closed-ended questions that enquired about the existing codes of ethics, codes of conduct, as well as ethics protocols and expectations for TP. The data gathered from the closed-ended questions of the TPC surveys were downloaded as an Excel spreadsheet from Google Forms. This spreadsheet was anonymised by replacing the names of participants and universities with pseudonyms and removing the email addresses. The Excel spreadsheet was then imported into SPSS for descriptive statistics (Okeke & van Wyk, 2015). These findings were displayed through tables and graphs. Section C asked open-ended questions to gain more insight into the perceptions of TPCs concerning ethical practices for TP. The data gathered from the open-ended section of the survey were analysed through thematic analysis (Okeke & van Wyk, 2015), employing structural coding by theming the data of each question separately (Saldaña, 2013).

5.4.4 Phase 3: Qualitative Interviews

The third phase was qualitative interviews (§3.5.2) that aimed to get an in-depth understanding of the ethical dilemmas that occur during TP, as well as the policies, protocols, training, and support that are employed by universities to manage and address these dilemmas. Interviews were also conducted in two strands.

5.4.4.1 Pre-service teachers' perceptions of ethics during teaching practice interview

The first strand was PST interviews (§3.5.2.1) with nine PSTs who had experienced ethical dilemmas during their TP, to obtain an in-depth understanding of their experiences.

a) Population and sampling

The PST sample had to be selected purposively (Kumar, 2015). This was achieved through administering a participant selection model (Creswell & Plano Clark, 2007) survey in the quantitative phase of the research. Nine PSTs indicated that they had previously experienced an ethical dilemma during TP. These nine PSTs were invited to participate in a follow-up interview and all nine PSTs agreed to participate.

b) Data collection

PSTs who agreed to participate in a follow-up interview received a link to Google Forms where they could indicate their preferred date, time, and mode for their interview. PSTs then each received an email with the appointment date and time as well as the link to the online interview for those who chose this mode, the interview schedule with the fixed questions, and an informed consent form. PSTs signed additional permission for the researcher to record the interviews. All PSTs granted permission for the interviews to be recorded. The fixed questions were asked to each participant, however additional follow-up questions that were asked were not always the same. These questions aimed to gain deeper insight in what participants suggested and can be found in the original transcriptions of the data. After the interviews were complete, the voice recordings were transcribed and sent back to the participants to check. However, only two PSTs responded, and both were content with the transcription.

c) Data analysis

The interview data were analysed through thematic analysis. Each transcript was prepared for thematic analysis by placing them in a table in Microsoft Word (Saldaña, 2013). Each transcript was then themed separately before they were analysed as a group in the first cycle of coding. Theme mapping was employed to categorize the data in preparation for focused coding which was the second cycle of coding used in this research (Saldaña, 2013). The themes that were identified were added to a theme list, similar themes were then grouped, the groups were re-categorised to condense the data set and finally, four overarching themes were identified to achieve the goal of focused coding (Saldaña, 2013).

5.4.4.2 Teaching practice coordinators' perceptions of ethics during teaching practice Interview

The second strand was TPC interviews (§3.5.2.2) with TPCs from three different universities in South Africa who were willing to participate in a follow-up interview of the survey they completed.

a) Population and sampling

The nine TPCs who participated in the TPC survey received invitations to participate in an online interview as a follow-up on the TPC survey. All TPCs also received a reminder of the invitation requesting their participation. At one university the TPC who completed the survey however recommended another TPC to take her place. As the TPCs were merely acting and answering questions as representatives of the university and no personal data or experience was requested this was possible in the TPC strand. The TPC also requested that the lecturer who acts as the TP-coordinator should attend the interview. Only four TPCs participated in the interviews and represented three South African universities. A traditional research university, a university of technology, and a distance learning university were included in the sample.

b) Data collection

Each TPC who agreed to participate in an interview received an email with the appointment time and date as well as a hyperlink to the online Microsoft Teams interview. The interview schedule and an additional informed consent form were sent to each participant with the email invitation. TPCs had to give additional permission to have the interviews recorded. All TPCs granted permission to have their interviews recorded. The fixed questions from the interview schedule were asked to each participant, however, the follow-up questions that were asked depended on their responses. The audio recordings of all the interviews were then transcribed and sent back to the participants for checking. However, only one TPC responded and she confirmed that she was content with the transcription.

c) Data analysis

Thematic analysis was used to analyse the TPC interviews (Saldaña, 2013). The researcher employed the same process of theming the data as in the PST interviews, however, the overarching and superordinate themes that were identified in the PST interviews were used to guide the theming of the data. New themes were however not rejected. The transcripts were placed in tables in Microsoft Word for thematic analysis. Each transcript was then themed separately before the researcher went through all the transcripts again to look for similar themes in the various transcripts. During the theme mapping, the data were categorized and re-categorised in similar groups as in the PST data (Saldaña, 2013). The overarching themes that were chosen for the focused coding were also kept as close as possible to those in the PST dataset to ease triangulation and discussion of the data.

5.4.5 Phase 4: Triangulation, interpretation, and merging of the data

The fourth phase of this research was the triangulation (§3.5.3) of the various data sets. No new data was collected and analysed in this phase, the data was interpreted and linked to the

findings of the other phases to provide an extensive understanding of ethics in TP. Firstly, the researcher merged the content analysis with the data from the PST and TPC datasets. Secondly, the PST survey and PST interview data were compared. Thirdly, the TPC survey and TPC interview data were compared. Finally, the PST and TPC datasets were merged. The data gathered from the merging of the datasets were used to answer the research questions in the findings.

5.5 Findings

To answer the overarching research question, the researcher first had to answer the eight sub-questions. These questions contributed to the aspects that were identified for inclusion in the policy framework for ethics in TP.

5.5.1 Research sub-question 1: What is the current status of codes of ethics and codes of conduct regarding pre-service teacher practice at universities in South Africa?

There was a lack of official ethics policies for TP, including codes of ethics and codes of conduct of South African universities available online (§4.2.1). Internationally many universities portray codes of ethics and codes of conduct specifically for TP on their official university websites (§2.7.2). Many TPCs however claimed that the South African universities have these codes available (§4.2.3) but not online. One reason that came to the fore explaining why the codes of ethics and codes of conduct for TP were not displayed on the university websites was that these documents were not official university policies. A lack of codes of ethics and codes of conduct may result in a lack of awareness of protocols to follow when PSTs experience ethical dilemmas during TP. PSTs and TPCs shared the opinion that PSTs were often unaware of the existing policies and protocols for ethics, and the TPC interviews revealed that even some of the TPCs were unsure about the existence of ethics policies and protocols (§4.3.2). This lack of ethics policies and protocols, and awareness thereof led to PSTs being uncertain as to what was expected of them during TP. Furthermore, both PSTs and TPCs reported that they found themselves in awkward positions, unsure of how to respond when ethical dilemmas arose during TP (§4.2.2; §4.2.3; & §4.3.1.2). This lack of online transparency of ethics policy documents causes concern about the credibility and trustworthiness of the South African universities in their communities, as previous research (Forster, 2012; Braxton & Bayer, 2004; Alcòn, 2017) highlighted the necessity of transparency of codes of ethics to establish credibility and trust.

5.5.2 Research sub-question 2: What procedures are put in place to guide pre-service teachers when they encounter ethical dilemmas during teaching practice?

PSTs and TPCs strongly argued that the DBE must become involved in constituting ethics policies for TP, which should include the ethics protocols for TP (§4.2.2.3; §4.2.3.3; §4.3.1.2; & §4.3.2.3). Currently, it is not stipulated how the DBE policies such as 'The Roles of the Educator and Their Associated Competences' (South Africa, 2000) and 'Personnel Administrative Measures' (South Africa, 2016) apply to PSTs during their TP. TPCs also strongly urged that the ethics policies from SACE should stipulate the procedures to be followed, as well as the expectations of PSTs. Many PSTs were not aware of the procedures they had to follow when they experienced ethical dilemmas during their TP. Many PSTs were under the impression that they were not allowed to report ethical dilemmas and others were scared that they would have been disadvantaged if they reported the ethical dilemmas they experienced (§4.2.2.3 & §4.3.1.2). PSTs supported an ICT portal for reporting ethical dilemmas while they are off-campus. TPCs generally felt that procedures were in place to protect PSTs, but they were concerned about the ethics protocols not being specific and contextual enough, not being reviewed often enough, and PSTs lacking awareness thereof (§4.2.3.3). This finding was in contrast with the theory of applied ethics that stipulates the need for specific steps to address an ethical dilemma (Collste, 2012) and the literature review which revealed that the codes of conduct of international universities are very specific (e.g. McGill University, 2012; University of Queensland, 2016; Western Sydney University, 2016). McGill University (2012), however, cautioned against a code of conduct for TP which stipulates very specific actions to be taken, as it does not encourage ethical reflection. This is in line with the underpinning of pragmatism which stipulates that knowledge is improved when the individual reflects on new and original knowledge (Maddux & Donnett, 2015). It is interesting to note that one TPC in this research also cautioned against ethics protocols that are too specific as she argued that each case should be handled on its merit due to ethical dilemmas being so contextual. Shapira-Lishchinsky (2010) and Van Nuland (2009) also previously cautioned against ethics codes that are too specific. This specific TPC suggested that a flow diagram indicating whom to contact may be the most suitable protocol, rather than a protocol stipulating the specific action for a situation, which may then not be suitable in all contexts (§4.3.2.3). This leads to another implication regarding the establishment of a reporting protocol, which could in turn lead to a need for an additional training program for lecturers and other university staff. If PSTs are expected to report to various staff members at the university depending on the dilemma they are confronted with, all the staff will need to be informed of the course of action they are to take when a PST reports an ethical dilemma to them.

The deduction was made that universities provided PSTs with a code of conduct before they were sent to TP, however, this code was often not part of the official university policies (§4.3.1.2 & §4.3.2.3). TPCs were mainly responsible for informing the mentor teachers of the code of conduct, which often led to mentor teachers being uninformed of what is expected from PSTs, and what was regarded as acceptable behaviour by PSTs, as well as mentor teachers during TP. In some instances, the documentation was however sent to the schools in advance by the TPCs, however, there was no guarantee that mentor teachers familiarised themselves with this documentation before PSTs arrived (§4.3.2.3). To address these issues, the Teaching Practice Guidelines for Initial Teacher Education recently suggested that an MoU should be signed by all parties involved in TP to formalise the partnership between universities and schools (PrimTEd, 2019:16). The PSTs and TPCs strongly argued that the university and the DBE should take responsibility to train mentor teachers on a platform where all mentor teachers can be reached, such as Microsoft Teams (§4.3.1.2 & §4.3.2.3). The national project entitled PrimTEd established a WIL committee in South Africa and this committee recently pointed out that all parties involved in TP should receive training regarding the expectations of PSTs during TP, furthermore mentor teacher training is a key focus of this committee (PrimTEd, 2019). PSTs and TPCs strongly argued that the DBE should become involved in constituting ethics policies for TP, which should include the ethics protocols for TP (§4.2.2.3; §4.2.3.3; §4.3.1.2; & §4.3.2.3). TPCs also strongly urged that SACE should state the procedures and expectations of PSTs in their ethics policies.

While South African universities seem to have codes of conduct for TP, these codes were seldom found to form part of official university policies, making the legitimacy of these unregulated policies questionable. PSTs and TPCs felt that ethics policies should be made more explicit and that both PSTs and mentor teachers should receive training on these codes. This agrees with previous research (Bowie, 2003; Şahin et al., 2009; Forster, 2012; Kimathi & Rusznyak, 2018) that training regarding codes of ethics and codes of conduct needs to be presented to the stakeholders to mitigate problems that might arise during TP and also to improve ethical conduct for all parties involved.

5.5.3 Research sub-question 3: If these procedures exist, are they elucidated in the ethics policies of the universities?

Very few ethics protocols and expectations for TP were found in the official policies of South African universities (§4.2.1.3). Although all PSTs perceived that the university has a code of ethics and code of conduct for TP, they were unable to distinguish between a code of ethics and a code of conduct (§2.3). PSTs referred to a behavioural code that formed part of their TP-handbook (§2.7.3.4c) as both the code of ethics and code of conduct. Several previous

researchers confirmed that these terms are often used as synonyms although they do not have the same meaning (Campbell, 2000; Van Nuland, 2009; Delgado-Alemany et al., 2020). Furthermore, most PSTs were not aware of what protocols to follow when they experienced an ethical dilemma during TP, therefore if the codes exist, the procedures that TPCs claim exist are possibly not elucidated in the codes of ethics and codes of conduct available to the PSTs. It is however important to note that the fact that PSTs were unaware of certain codes or protocols does not necessarily mean these did not exist. It could also imply that PSTs ITE training does not include training on these codes or protocols or that PSTs have simply not taken note of it. Previous research (Bowie, 2003; Warnick & Silverman, 2011) highlighted the necessity of teaching the code of conduct to the PSTs. However, the ITE-CoP in South Africa pointed out that universities mostly provide guidelines for TP, but that PSTs often fail to take note thereof (BRIDGE, 2019). This possibly explains why TPCs did not agree with PSTs about the fact that they stated that they were not allowed to report ethical dilemmas (§4.3.2.3). PSTs were also not aware that any of the university policy documents stipulate that they are not allowed to report ethical dilemmas (§4.3.1.2 & §4.3.2.3).

The unofficial codes of conduct that PSTs and TPCs referred to in the interviews mainly included the following aspects: dress, behaviour, punctuality, attendance, cell phone usage, language usage, confidentiality, and social media (§4.3.1.2 & §4.3.2.3). Many of these aspects were also identified in previous research and existing codes of conduct (Rusznyak, 2018; Finkler & De Negreiros, 2018). PSTs pointed out that content on the roles and values expected of an educator were covered in their Professional Practice course (§4.3.1.2), but not included in the code of conduct. This agrees with the findings of previous research (Finkler & De Negreiros, 2018) that attitudes are often overlooked in ethical guidelines, and knowledge and skills are included for a superficial code of ethics.

PSTs need improved ethics policies and protocols at the university, stipulating what they may and may not do or how they should report ethical dilemmas. Regarding the improvement of ethical practices during TP, they voiced a need for a direct contact person to whom they could report ethical dilemmas. PSTs and TPCs agreed that the reporting protocols at universities need to be formalized and included in the code of conduct. The need for a step-by-step guide came to the fore, highlighting a deontological ethical orientation as they felt that PSTs will then feel compelled to follow a reporting protocol in a code of conduct. The overall deduction was made that ethics protocols of universities need to be developed and improved continuously to address the ethical dilemmas that arise in specific contexts in which PSTs find themselves during TP. A need for a standard ethics policy shared by all universities also emerged. The literature review also confirmed that universities in Australia often include sections of, or the

entire Victorian Teaching Profession Code of Conduct, which includes a code of ethics, in their ethics policies for TP (§2.7.2). The VIT code is therefore a shared code amongst the universities and applicable to all stakeholders in TP. Furthermore, TPCs highlighted the importance of ensuring that all parties who are involved in TP, especially PSTs, are made aware of these policies and the procedures stipulated in the policies, for these policies to be of value. Another suggestion that was made by PSTs and TPCs was to make all the ethics policies and protocols available on an easily accessible ICT platform. According to Delgado-Alemany et al. (2020), this practice is regarded as sufficient communication of policies by the university. This practice was also identified in the PrimTEd TP guidelines (PrimTEd, 2019).

5.5.4 Research sub-question 4: Which ethical dilemmas do pre-service teachers encounter during teaching practice?

As pragmatism supposes that behaviour comes before knowledge (Kilpinen, 2008) it was important to establish the unethical behaviour that occurs during TP to ensure that the guidelines for the policy framework on ethics in TP is grounded in knowledge. PSTs and TPCs reported several ethical dilemmas that occurred during TP (§4.2.2; §4.3.1; & §4.3.2). According to the theory of applied ethics these actual dilemmas that PSTs experience should be used to inform theory, thus these dilemmas indicate what should be addressed in ethics policies for TP. The dilemmas that were experienced by PSTs were mostly caused by in-service teachers and principals and included: a lack of supervision during teaching time, a lack of mentorship, sexual harassment of PSTs, using PSTs as substitute teachers, racism, discriminating against religious freedom, marks allocated without observing the PST's lesson, and power relationships. Other dilemmas that were caused by the in-service teachers and affected the PSTs who witnessed this behaviour, were in-service teachers who: physically assaulted learners, corporal punishment of learners, verbal assault of learners, in-service teachers not adhering to their duty of care, and ineffective teaching and learning due to poor pedagogy and didactics of the in-service teachers (§4.3.1.2 & §4.3.2.3). These findings were confirmed by previous research (§2.6.1) which also found a lack of supervision and ineffective teaching (Heeralal & Bayaga, 2011; Ulla, 2016); sexual harassment (Woody, 2008; Boon, 2011); racism (SACE, 2020a); abuse of power relationships (Johns, 2013; McDonough, 2015); and religion (Bucholz et al., 2007) as ethical dilemmas in TP. Corporal punishment seems to be the most common ethical dilemma experienced in education (Strike, 2003; Sabbagh, 2009; Gluchmanova, 2015; SACE, 2020a). These aspects should be considered by South African universities as the codes of ethics and codes of conduct from international universities already include sections on stereotyping and labelling, discrimination against language and specific groups, language usage, and supervision (§2.7.2).

Ethical dilemmas caused by PSTs on the other hand, included: bad behaviour, refusal to report ethical dilemmas, lack of subject knowledge and didactics, sexual harassment of in-service teachers and learners, inappropriate physical presentation such as inappropriate clothing and hairstyles, bullying of mentor teachers, and PSTs involving their parents in incidences which occur during TP (§4.3.1.2). Most of these dilemmas were also found in previous research (Woody, 2008; Boon, 2011).

A dilemma caused by a contextual factor was related to teaching across diverse cultures. PSTs find it difficult to teach across cultures. This occurrence has been recorded as an ethical dilemma in TP as early as 1999 (Donahue, 1999). Ethical dilemmas caused by the university included: recommending PSTs not to report ethical dilemmas, recommending that a PST bribe a mentor teacher, and evaluation criteria that do not tolerate contextual differences.

The dilemmas noted above were similar to those found during TP in the literature review (§2.6.1) as well as in the SACE reports for South African schools (SACE, 2020a). Guidelines to manage and address these dilemmas could be included in the TP policy under the heading, personal and professional competence, an example of which is found in the Victorian Teaching Profession Code of Conduct (VIT, 2016).

5.5.5 Research sub-question 5: How do pre-service teachers perceive ethical dilemmas during teaching practice?

PSTs were able to identify ethical dilemmas caused by others, although they did not perceive it to be their duty to report ethical dilemmas caused by others. Not all PSTs appeared to be capable of determining whether their behaviour was ethical (§4.3.1.2). Previous research (Warnick & Silverman, 2011) found that PSTs do not think about the moral consequences of their actions unless they engage with a code of conduct. The deduction is made that PSTs do not critically engage with codes of ethics and codes of conduct as part of their ITE and are therefore not able to reason ethically.

PSTs disagreed on whether the university had enough ethics policies and protocols to protect them. Some claimed that the institution would always defend them, while others saw the policies as mere formalities with no ability to protect them (§4.2.2.3 & §4.3.1.2). Most PSTs were unaware of official policies that stipulated protocols to respond to the ethical dilemmas they experienced during TP. They were also not aware that any protocols to address ethical dilemmas were included in their TP-handbook, as found in the TP-handbooks of other institutions (§2.7.3.4c). Previous research (Boon, 2011; Finkler & De Negreiros, 2018) has

shown that PSTs need to be trained in the university's code of ethics and code of conduct to understand how to implement them.

According to the PSTs, the DBE should become involved with ethical dilemmas that occur during TP. PSTs argued that they should be able to report ethical dilemmas involving learners or in-service teachers to the DBE and that the DBE should deal with these dilemmas while the university handles the dilemmas related to PSTs. Furthermore, they stressed that the DBE should become involved in the establishment of a code of ethics and code of conduct for TP as they felt this could improve devotion to the code. Van Nuland (2009) also stressed the importance of the government departments and ministries or accreditation bodies being involved in the establishment of ethics policies and protocols. Reports state that stakeholder meetings with the DBE should be included in the South African universities' TP organisation (BRIDGE, 2019). PSTs also argued that they might experience fewer ethical dilemmas during TP if the DBE were to train mentor teachers on the ethics codes, protocols, and expectations (§4.2.2.3 & §4.3.1.2). Mentor teacher training was also suggested in a recent report by the PrimTEd WIL committee in South Africa (PrimTEd, 2019:25).

5.5.6 Research sub-question 6: How do teaching practice coordinators perceive the role of codes of ethics and codes of conduct for pre-service teachers?

Although TPCs were generally of the opinion that the universities have codes of ethics and especially codes of conduct (§4.2.3) they confirmed that these codes were not always official university policies (§4.3.2.3). Information mimicking these codes (§2.6.2; §2.7.2; & §2.7.3.4) was often part of the course content or sections in the TP-handbook. TPCs had contrasting opinions about the adequacy of ethics protocols at the universities (§4.2.3 & §4.3.2). Since all South African universities do not have the same ethics policies and protocols for TP, these variations were expected. Multiple reports on ITE in South Africa have called for greater coherence between the TP practices and policies of various universities (Taylor, 2015; BRIDGE, 2018; BRIDGE, 2019). What was interesting was that the TPC from the university that had the most ethics policies and protocols available, strongly indicated that the ethics policies and protocols in place to address ethical dilemmas during TP were insufficient. This highlights the dire need to improve ethics policies for TP at all South African universities, regardless of whether they have existing policies that address ethics in TP.

Multiple TPCs perceived that the universities' ethics codes were not specific enough to address the ethical dilemmas the PSTs encounter. As discussed in research sub-question 2 (§5.5.2), this is in contrast with previous research which argues that ethics codes for TP should not be too specific (Van Nuland, 2009; Shapira-Lishchinsky, 2010). TPCs agreed with the PSTs and

Van Nuland's (2009) perception that the Education Department could be more involved in the development of codes of ethics and codes of conduct for TP to ensure that the policies are sufficient in addressing dilemmas that occur during TP. TPCs further contended that there was a general lack of awareness amongst PSTs regarding the universities' ethics codes and protocols. This is a great concern as Delgado-Alemany et al. (2020) pointed out that codes of ethics and codes of conduct are of no use if all stakeholders are not aware of it.

5.5.7 Research sub-question 7: How should PSTs be prepared for ethics in teaching practice?

As seen in questions 2 (§5.5.2), 3 (§5.5.3), and 6 (§5.5.6) codes of ethics and codes of conduct are useless if all stakeholders, but especially PSTs are unaware of these. This highlights the importance of including ethics training in the ITE curriculum. What was interesting to note was that PSTs had varying opinions of whether and how ethics training was currently presented in their ITE curriculum. Consequently, they also varied in opinion on how they would prefer to receive ethics training in the future. In general, PSTs argued that ethics training was integrated across their curriculum, but mainly addressed in a practical subject (§4.2.2.3 & §4.3.1.2), Professional Practice (§3.5.1.2). Furthermore, it seems that for the most part, ethics for TP was sometimes only addressed just before PSTs left for TP. This practice seems to be in line with what was found at other universities internationally (Boon, 2011; Anangisye, 2011; Ulla, 2016). This preparation for ethics in TP seemed to be done mainly by discussing the TP-handbook with the PSTs before they left for TP and no case study examples were discussed. TPCs however argued that certain South African universities presented a theoretical subject on ethics in education, in conjunction with the preparation of PSTs, specifically for ethics in TP in practical learning subjects before they participated in TP (§4.3.2.3). This method of combining theory and practice is regarded as effective for ITE (PrimTEd, 2019). Furthermore, it agrees with the framework of applied ethics on which this research was based that refers to the interaction between "theory and practice, experience and reflection, and institutions and principles" (Collste, 2012:18) (§2.2.1 & §2.2.2).

PSTs requested that ethics training in ITE should be adapted. Although they had various preferences of how the ethics training should be adapted, PSTs all agreed that they should receive more explicit ethics training. Many PSTs called for a standalone ethics subject, however, if a standalone subject could not be included in the ITE curriculum, PSTs suggested including ethics as a formal module in the subject, Professional Practice, rather than integrating it informally in the curriculum. Some aspects that PSTs identified as areas in which they wanted more training were laws and national policies related to education, as well as ethics policies and protocols of the universities (§4.2.2.3 & §4.3.1.2). International universities already seem

to include the teaching of such laws and policies in their TP-handbooks and ethics codes (McGill University, 2012; University of Queensland, 2016; University of Canberra, 2018a). Certain TPCs from some South African universities confirmed that this already forms part of the content they present. This once again highlights the discontinuity between the practices of various South African universities. Another aspect that PSTs felt should be included was the values and morals expected of an educator. In agreement with previous research (§2.8.2), they however cautioned against a list of values to be memorized and emphasized that the values should be discussed and debated so that all PSTs can understand why it is expected of them. Furthermore, PSTs mainly suggested that ethics training and assignments in ethics should be case study based, using actual experiences of PSTs, to provide them with opportunities to practice ethical reasoning by addressing and solving ethical dilemmas (§4.2.2.3 & §4.3.1.2). Using actual dilemmas that occur in TP to teach ethics to PSTs is in line with the theory of applied ethics (§2.2.1) and has been suggested by multiple researchers (Boon, 2011; Warnick & Silverman, 2011; Forster, 2012; Bergman, 2013; Ulvik et al., 2017; Weinberger et al., 2016). A few PSTs suggested that PSTs could complete a pre-requisite ethics program before they are allowed to participate in TP. This is standard practice at certain international universities (Concordia University, 2005; Western Sydney University, 2016; Southern Cross University, 2018). This might however mean that some PSTs will not have clearance to participate in TP in the set time if they have not completed the pre-requisite ethics program. One PST even suggested that PSTs should comply with the criteria of pre-requisite skills and values before they are accepted into ITE programs. This suggestion was also made in the 2018 SACE report (SACE, 2018). PSTs and TPCs argued that the DBE should become involved in the ethics training of PSTs for TP. PSTs argued that if the DBE, as an authority figure, implemented the codes, PSTs and mentor teachers could be persuaded to adhere to them. TPCs argued that because the PSTs will eventually be employed by the DBE, being trained by the DBE and in the DBE's codes of ethics and codes of conduct may not only improve ethical behaviour of PSTs during TP but also of in-service teachers once they are employed by the DBE (§4.2.2.3 & §4.3.2.3).

As identified in the literature (§2.6.1), PSTs also voiced a need for mentor teachers to be trained in the ethics policies and other expectations of PSTs and mentor teachers during TP (§4.2.2.3 & §4.3.1.2). This need was confirmed by TPCs who argued that mentor teacher training may improve ethics in TP, as well as TP in general (§4.3.2.3). TPCs indicated that the DBE and SACE could be involved in mentor training programs and allocate CPTD points (§2.7.3.3b) to these courses to motivate in-service teachers to attend these courses and strive to become exceptional mentors. Mentor teacher training in South Africa has recently also been

recommended by the PrimTEd WIL committee and should therefore receive the necessary attention (PrimTEd, 2019).

5.6 Chapter summary

In this chapter, the findings were discussed by answering the research sub-questions and linking them to the literature review and various phases of this research. Next, Chapter 6 will answer the overarching research question, '*What guidelines need to be considered for the development of a policy framework for ethics in teaching practice?*' in an attempt to provide a policy framework for TP that could be utilized by South African universities to set up policy documents to guide ethical behaviour during TP and inform all role players in TP thereof. Limitations will be highlighted, and recommendations will be made for future research and the adaption of policies and practices related to ethics in teaching practice.

CHAPTER 6 FRAMEWORK, RECOMMENDATIONS, AND IMPLICATIONS

6.1 Introduction

Chapter 5 gave a summary of the literature related to this research and the research methodology which guided this research. The sub-questions that were identified were then answered individually by referring to the data gathered in the quantitative and qualitative phases of this research analysed in Chapter 4. In Chapter 6 the overarching research question '*What guidelines need to be considered for the development of a policy framework for ethics in teaching practice?'* will be answered by referring to the findings as discussed in the answers to the sub-questions in Chapter 5. The limitations of the current research are highlighted, and recommendations are made to improve the current research and to inform future research. Recommendations are also made to improve current policies and practices concerning ethics in teaching practice. Finally, a critical reflection of the findings will be done in the concluding thoughts of this chapter.

6.2 Guidelines for the development of a policy framework for ethics in teaching practice

This research was performed using applied ethics as the theory of practice. In the light of this framework the researcher aimed to use the practice (ethical dilemmas that occur during TP) to inform the theory (a policy framework for ethics in TP). Taking pragmatism into account, deliberate action was taken (Kilpinen, 2008) by asking various research questions to identify guidelines for a policy framework for ethics in TP. The overarching research question '*What guidelines need to be considered for the development of a policy framework for ethics in teaching practice?'* was answered by drawing on the answers to the sub-question in §5.5. Figure 6.1 portrays the broad categories that were identified in the sub-questions and considered for inclusion in the policy framework for ethics in TP at South African universities.

Code of ethics	Code of conduct	TP-handbook	Mentor teacher guide

Memorandum of understanding	National ethics policies	Ethics training
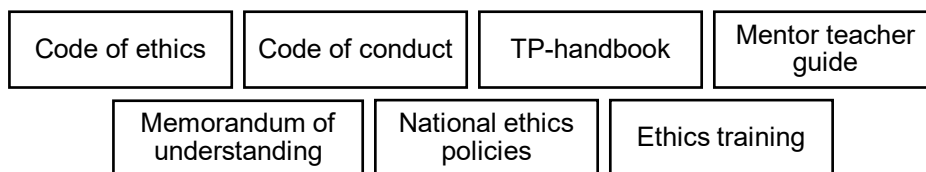
Figure 6.1: Broad categories for the policy framework for ethics for teaching practice

The main aim of this research was to identify guidelines that need to be considered by universities and other stakeholders in TP, for the development of a policy framework for ethics in teaching practice. As a result, these broad categories were used to draw a diagram (Figure 6.2) portraying the interdependent relationships between the various categories. The guidelines that play a role in TP (identified in the sub-questions in Chapter 5 for inclusion in

the policy framework for ethics in TP), were divided into three main groups in the discussion, namely schools, universities, and stakeholders, as shown in Figure 6.2.
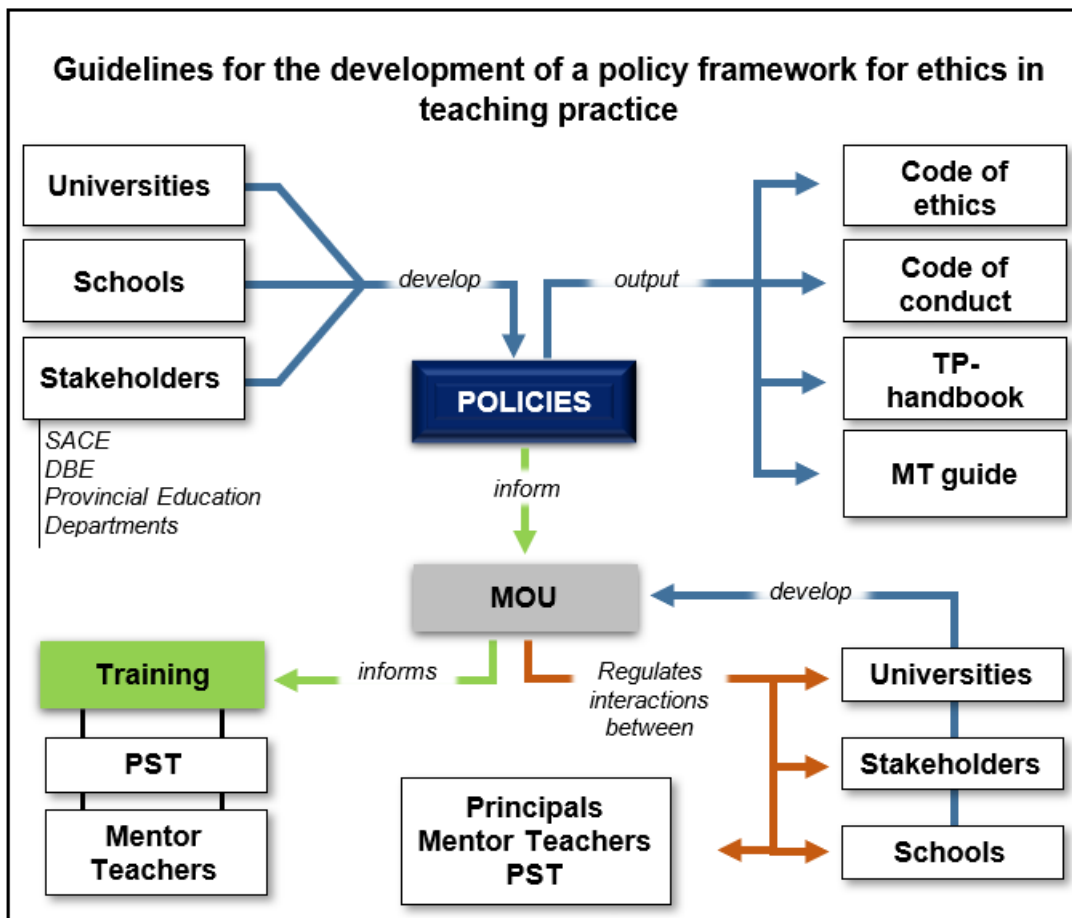
Figure 6.2: Guidelines for the development of a policy framework for ethics in teaching practice

The PSTs and TPCs made suggestions about what they felt the ethics policies, codes, and TP documentation should entail, who should inform them, as well as how ethics training could be presented in ITE. This was considered, in addition to the ethical dilemmas that PSTs personally reported or that were reported to TPCs, to be addressed in ethics policies for TP. It is suggested that the policy framework for ethics in TP in South Africa should include the following: code of ethics, code of conduct, TP-handbook, mentor teacher guide, MoU's, and the national ethics policies and guidelines presented by the stakeholders. The categories that were identified for consideration for the code of conduct were personal conduct; professional conduct; relationship with learners; relationship with in-service teachers; relationship with parents and caregivers; relationship with the university; protocol for reporting; and mentor teacher conduct. These categories are in line with 'The Victorian Teaching Profession Code of Conduct' from Australia (VIT, 2016). Each of the broad categories was assigned to one of the three main role players as identified in Figure 6.2 and are discussed below concerning the PSTs' and TPCs' contributions to the sub-questions in Chapter 4. Furthermore, MoUs should be formed between the various parties as indicated in Figure 6.2 to formalise the partnerships.

With the underlying philosophical worldview of pragmatism, these guidelines should be considered by the university to create policies for ethics in TP that can guide PSTs and other role players in TP to make ethical decisions, rather than dictating what they should do (Maddux & Donnett, 2015).

6.3 The university

The university remains the central role player in TP. The universities are first and foremost expected to write and publish policies attempting to ensure ethical conduct during TP. These policies could include a code of ethics that stipulates values expected of PSTs; a code of conduct that stipulates personal conduct, professional conduct, and protocols for reporting and addressing ethical dilemmas; a TP-handbook; and a mentor teacher guide. It is suggested that the universities provide training to both PSTs and mentor teachers on ethics and especially on the policies regarding ethics as mentioned above. As previous literature revealed, these policies have no value if the PSTs and mentor teachers are unaware of them(Bowie, 2003; Warnick & Silverman, 2011). Consequently, the university should accept the responsibility of training the PSTs as well as the mentor teachers, but not without the support of SACE and the DBE.

6.3.1 Policies

It is suggested that the university supply PSTs with a TP-handbook that serves as a guide for TP. The TP-handbook should be very specific and refer to the academic, curricular, extra-curricular, and ethical expectations of PSTs during TP. The TP-handbook should be available to PSTs and mentor teachers to ensure that they are all on the same page. It should include the code of ethics and code of conduct that is specific for TP and not for the institution, as the ethical dilemmas that occur during TP vary greatly from the ethical dilemmas that occur in general student life. The ideal would be to form two separate codes for the code of ethics and code of conduct to prevent confusion between the two codes, as well as to prevent either of the two codes from being overlooked due to the integration thereof (§5.5.3). It is recommended that the code of ethics and code of conduct should be approved by the faculty board and institution to form part of the official university policies (§5.5.2 & §5.5.6), as suggested by previous research (Braxton & Bayer, 2004), to enhance its legitimacy. If the policies are not approved difficulties might arise when the university tries to enforce them. Universities should consider updating the code of ethics and code of conduct continuously to address new ethical dilemmas that arise (§5.5.3). Furthermore, universities across South Africa could collaborate and aim to develop similar codes of ethics and codes of conduct as PSTs from various universities do TP at the same schools and most PSTs will be employed by the DBE upon completion of their degree, therefore advocating for a greater similarity in these codes (§5.5.3

& §5.5.2). Furthermore, the university should consider supplying a mentor teacher guide to all mentor teachers. This guide should however also be available to PSTs to ensure that they are all on the same page. These policies could then be used to inform the MoUs that have to be formed between the various parties.

6.3.1.1 Teaching practice handbook

It is recommended that the TP-handbooks are sent to the schools in advance to explain what is expected of the PSTs in terms of lessons they must observe and present, as well as other academic assignments they are expected to do during their TP period. It is further recommended that the TP-handbook and the MoU should include the code of ethics, code of conduct as well as all other expectations (such as extra-curricular and community involvements) of the PSTs during TP to improve PSTs awareness thereof (§5.5.1 & §5.5.5). PSTs should be expected to familiarize themselves with the guidelines in the TP-handbook before they attend TP (§5.5.1 & §5.5.3). It is also suggested that the code of ethics and code of conduct should be signed by PSTs, principals, and mentor teachers to ensure that all parties are aware of the expectations regarding ethical behaviour and conduct expected of themselves and the other parties. This could however be included in the MoU as discussed in §6.6. The TP-handbook and associated code of ethics and code of conduct should preferably be visible to all role players in TP and stakeholders in education (§5.5.1). This can be achieved using an ICT portal. All the policies of the university, DBE, and SACE could be placed on this easily accessible ICT portal on the university's official website, for transparency as well as for round-the-clock access by PSTs or mentor teachers (§5.5.3).

6.3.1.2 A code of ethics

The establishment of a code of ethics, specific to TP for South African universities (§5.5.1), is recommended. The DBE and SACE as regulatory education authorities in South Africa could be involved in the establishment of the code of ethics and their policies should inform the policies of the university (§5.5.2 & 5.5.5). A code of ethics aims to instill values and behaviour in PSTs that may guide ethical decision-making (Forster, 2012). This is of utmost importance as ethical decision-making cannot always be dictated by a code of conduct. If an educator is asked to behave outside of the code of conduct in the best interest of the learner, a moral injury might occur (Davids, 2016:10). The core values of a code of ethics are determined by the institution, but generally include integrity, respect, and responsibility (Woody, 2008; Forster, 2012; VIT, 2016). The following values were identified by PSTs for possible inclusion in a code of ethics: dedication, treating learners with respect, patience, good listener, conscientiousness, consistency, hardworking, roles and values of an educator in line with national policy, and

attitude (§4.3.1.2). These values should be considered and categorized under the headings of the core values of the specific university if they are included.

6.3.1.3 A code of conduct

The recommendation is for the DBE and SACE to also become involved in the establishment of a code of conduct for PSTs during TP and to stipulate how the current DBE and SACE policies that guide the behaviour of in-service teachers, apply to PSTs (§5.5.2 & 5.5.5). Conversations between the various stakeholders in TP are necessary to ensure that the code of conduct is specific enough, yet flexible enough for the various contexts in which PSTs conduct their TP (§5.5.2). The university should also consider establishing a separate code of conduct for principals and in-service teachers who will act as mentor teachers, focusing on the relationship with the PST. This will be discussed in detail in §6.3.1.4 The codes of conduct should comprise multiple sub-sections as portrayed in Figure 6.3.

Personal conduct	Professional conduct	Protocol for reporting
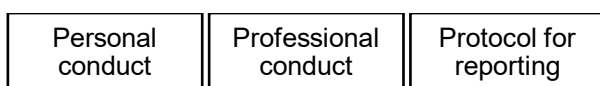
Figure 6.3: Sub-sections of the code of conduct

- *Personal conduct*

According to the PSTs and TPCs, the guidelines that are currently stipulated in the codes of conduct for PSTs include dress code, behaviour, punctuality, attendance, cell phone usage, language usage, confidentiality, and social media (§5.5.3). Within the framework of applied ethics, practice should be used to inform theory. Therefore, guidelines on how to handle the specific ethical dilemmas that were raised by PSTs during this research and reported to TPCs from the various South African universities by PSTs, mentor teachers or principals, should be considered for inclusion in the code of conduct as well. Therefore, additional guidelines for personal conduct that should be considered in the future are sexual harassment, acting as a substitute teacher, racism, religion, physical assault, corporal punishment, verbal assault, behaviour, a duty of care, physical presentation including dress code and hairstyles, bullying, parental involvement, teaching across cultures, reporting of ethical dilemmas, bribes and gifts, and evaluation criteria (§5.5.4).

- *Professional conduct*

Professional conduct refers first and foremost to the ability to teach effectively and consequently refers to knowledge and competence. Educators as professionals also need to maintain professional relationships. PSTs should therefore also be expected to maintain ethical relationships during their TP. Professional conduct could thus include the following sub-categories: subject knowledge, didactical skills, relationship with learners, relationship

with in-service teachers, relationship with parents and caregivers, and relationship with the university (§4.3.1.2 & §4.3.2.3).

- ***Protocol for reporting***

It is recommended that a step-by-step protocol for reporting ethical dilemmas during TP should be included in the code of conduct to ensure PSTs and in-service teachers are aware of their rights as well as the correct procedures they should follow to report ethical dilemmas (§5.5.2 & §5.5.3). Contact details of a dedicated contact person at the university could be included in the code of conduct for PSTs and other stakeholders in case an ethical dilemma occurs during TP. A step-by-step flow diagram could be included, guiding the reporter (PST, principal, or mentor teacher) in the steps to take and the person to contact (§5.5.2). An online ICT reporting platform should also be considered to enhance written record-keeping and to ensure that each report reaches all the parties that should be involved in addressing the ethical dilemma. In addition, all policies and protocols stipulating what and how to report should preferably be reviewed regularly (§5.5.2 & §5.5.3). Whilst the university could remain responsible for the PSTs, it should involve the DBE in the reporting process of ethical dilemmas that PSTs report concerning learners or in-service teachers (§5.5.5). It should be investigated if PSTs are included in the reporting procedures of SACE. These protocols could also be covered in the MoU between the PST and the school.

6.3.1.4 Mentor teacher guide

The mentor teacher guide should include the following documents: guidelines on supervision, guidelines on mentoring, guidelines on evaluation of PSTs, code of conduct for mentor teacher (§5.5.4), an MoU that the PST and mentor teacher should sign at the onset of TP (§5.4.2).

Mentor teachers should be expected to mentor PSTs to become better educators. Consequently, it is recommended that they receive guidelines on their duties concerning supervision, mentoring, and evaluation. Mentor teachers should be made fully aware of the expectations of the personal and professional conduct of PSTs as is included in the TP-handbook. It is further recommended that mentor teachers need to be informed of what is expected of their conduct as mentor teachers (§5.5.2 & §5.5.7). The code of conduct for mentor teachers could include guidelines and restrictions about sexual harassment, PSTs acting as a substitute teacher, racism, religion, physical assault, corporal punishment, verbal assault, duty of care, teaching and learning, power relationships, reporting of ethical dilemmas, and bribes and gifts (§5.5.4). Consequently, the MoU between PSTs and mentor teachers could include the expectations concerning the conduct and protocols of both parties.

6.3.2 Training

The university as a tertiary education institution remains responsible for the training of their PSTs. Apart from teaching subject knowledge and didactical skills to PSTs, the university should also take the responsibility for making PSTs ethically aware, training them on ethics theory and related policies, and improving their ethical awareness. Training on the code of ethics and code of conduct for TP is also recommended for both PSTs and mentor teachers. As certain ethical dilemmas that arise cannot be addressed by a specific code or policy the need to improve PSTs ethical reasoning skills through training is emphasized. As discussed in sub-question 6, '*How do teaching practice coordinators perceive the role of codes of ethics and codes of conduct for pre-service teachers?*' a code of ethics and code of conduct do not carry any value if the role players are unaware of them, or unaware of how to apply them when ethical dilemmas occur (§5.5.6 & §5.5.7). It is recommended that mentor teachers need additional training on how to be good mentors to PSTs and how to supervise and evaluate PSTs during TP.

6.3.2.1 PST Training

Recommended guidelines for ethics training of PSTs include that ethics should be presented as a standalone subject or as a formal module in a practical subject related to TP, such as Professional Practice at University A4 (§2.7.2 & §3.5.1.2), for at least one semester each year (§5.5.7). This may help to ensure that ethics training receives enough attention in the ITE curriculum and is not overlooked or watered down. Furthermore, it is recommended that the DBE should actively take part in the ethics training of PSTs as this may improve the PSTs' motivation to adhere to the code of ethics and code of conduct during TP as well as once they qualify as teachers (§5.5.7). PSTs could be expected to meet pre-requisite expectations of completing the ethics module of the year, before they are allowed to participate in TP (§5.5.7), attempting to improve the odds that all PSTs will act ethically during their TP.

As discussed in §5.5.7 it is recommended that the content for PSTs' ethics training should include training on the policies such as the TP-handbook, code of ethics and code of conduct for TP, the protocols within these codes provided by the university, and the MoU between the PST, principal, and mentor teacher, as discussed in §6.3.1.4. The MoU will be discussed in more detail in §6.6. Furthermore, the national policies provided by SACE and the DBE on ethics that will be discussed in §6.5 as well as the laws related to education should also be considered to form part of PSTs ethics training (§5.5.5 & §5.5.7). The DBE and SACE themselves could however also play a part in training PSTs on their policies, for instance, the use of a guest lecturer at the university. The policies could be discussed and debated with

PSTs aiming to ensure that they take note thereof and engage critically with the code of ethics and code of conduct and practice to apply it (§2.5.2 & §5.5.7).

Apart from training on the ethics policies and protocols, it is recommended that ethics, in general, should receive attention in the ITE curriculum to develop PSTs ethical awareness and behaviour (§5.5.5). PSTs could receive training on various theories of ethics (§5.5.7), such as meta ethics, normative ethics which includes virtue-based ethics, consequentialism, deontology, as well as applied ethics. Furthermore, training could include various aspects related to ethics such as the difference between a code of ethics and a code of conduct (§2.3 & 4.3.2.3) in an attempt to enhance PSTs' general ethical awareness. The literature review, as well as the current research, suggested the following to enhance PSTs' ethical awareness: values expected of PSTs (the code of ethics) should be discussed and debated, transparent conversations on previously resolved ethical dilemmas (§5.5.7), and case studies where PSTs can practice applying ethical theories and codes to real-life ethical dilemmas (§2.8 & §5.5.7). Creating a bridge between theory and practice to train PSTs on ethics is in line with the underlying theory of applied ethics (§2.2.1 & 2.2.2).

6.3.2.2 Mentor teacher training

The literature review (§2.6.1) highlighted that poor mentorship and bad examples set by mentor teachers are two of the main causes of ethical dilemmas that occur during TP. This was affirmed by PSTs and TPCs in this research (§4.3.1.2 & 4.3.2.3) and consequently mentor teacher training on how to mentor, supervise and assess PSTs, as well as the policies related to ethics for TP, including a code of conduct that guides the mentor teachers' behaviour, and the MoU between the PST, principal and mentor teacher as well as the MoU between the university, school, and stakeholders were recommended for inclusion in mentor teacher training programs (§5.5.2; §5.5.5 & §5.5.7). Mentor teacher training on mentoring and supervision could be presented by the universities and incorporating the stakeholders, SACE, and the DBE (§5.5.7). SACE could ensure that educators are rewarded with CPTD points for completing mentor-teacher training programs. The DBE could enforce in-service teachers to attend mentor teacher training before they are allowed to act as mentors to enhance the overall quality of mentoring (§5.5.2). A mentor teacher guide could also be set up as a point of reference to guide mentor teachers and all mentor teachers could be requested to familiarize themselves with this guide before they start mentoring a PST (§5.5.2). It is important to consider that mentor teacher training should be presented on a platform where all mentors can be reached to ensure all mentors are trained irrespective of their geographical location and available resources (§5.5.2).

6.4 Schools

When considering TP, one of the first role players that comes to mind is the school where PSTs perform their TP. Without schools where PSTs can go to observe and practice how to teach, TP would not be possible. Various parties are involved in TP at the school level and therefore it is important that guidelines for ethical behaviour at the school, as well as response protocols in case of unethical behaviour are provided firstly to the PSTs performing TP and secondly to the principals and mentor teachers at the school who work with the PSTs during their TP (§5.5.1). It is recommended that these guidelines should form part of official university policies (§5.5.2). Furthermore, as discussed under the sub-heading policies in §6.3.1 these policy documents could be made available on an easily accessible ICT portal, along with all the TP documentation guiding the PSTs' behaviour, so that principals and mentor teachers are aware of what is expected of the school as well as the PST during the TP period. Mentor teachers could also be informed of this ICT portal as well as the contents of the various policies related to TP during their mentor teacher training sessions. It is suggested that the training should also focus on the expectations of the mentor teachers concerning ethical behaviour towards the PST, as well as setting an example of being an ethical teacher in the school setting. These guidelines were discussed under the subheading mentor teacher guide in §6.3.1.4. The schools could be tasked to ensure that all the staff at the school, especially the mentor teachers, are aware of the MoU that was signed between the university, school, and stakeholders and that they are bound by this MoU. Finally, it is suggested that a formal MoU should be established between the PST, principal, and mentor teacher and that all the parties should sign this MoU at the onset of TP, binding them to the contract for the duration of the TP period (§5.5.2). The MoU could be included in the TP-handbook, the mentor teacher guide, as well as on the ICT portal so that all parties can be aware of the content before the onset of TP (§5.5.5; §5.5.7; §6.3.1.1; & §6.3.2.). Schools could be allowed to provide insight on what to include in this MoU to motivate the mentor teachers to accept ownership of this MoU (§2.4.2).

6.5 Stakeholders

It is recommended that national stakeholders in education such as SACE and the DBE should form part of the establishment of the policies for ethics in TP and become involved in the training of both PSTs and mentor teachers concerning ethics in TP (§5.5.2; §5.5.5; & §5.5.7). This is recommended as the in-service teachers who form part of the TP partnerships are in service of the DBE and SACE and bound by their codes of ethics and codes of conduct. The DBE and SACE could instruct the Provincial Education Departments to implement the code of ethics and code of conduct for TP at schools as the authority figures in education (§5.5.7). If SACE, the DBE, and the Provincial Education departments become more involved in the establishment and implementation of the code of ethics and code of conduct for TP, both PSTs

and in-service teachers might feel compelled to adhere to the codes. When these codes are merely presented by the universities they may not always be embraced by all parties. Furthermore, the inclusion of national policies on ethics in education and a greater involvement of SACE and Provincial Education Departments in ethics training in ITE may improve PSTs' understanding of what is expected of them regarding ethical behaviour when they have graduated. The following national policies should be considered for inclusion in the codes of ethics and codes of conduct for TP of all South African universities to ensure that all role players in TP are aware of what is expected of them (§5.5.2 & §5.5.6). The DBE and SACE should consider stipulating how or which sections of the codes apply to PSTs during their TP (§5.5.2).

- The Roles of the Educator and Their Associated Competencies (South Africa, 2000).
- Personnel Administrative Measures (South Africa, 2016).
- The SACE Code of Professional Ethics (SACE, 2002).

Once again it is suggested that a formal partnership should be formed between the stakeholders and the university (§5.5.2). The PrimTEd WIL group aimed to improve collaboration between the various stakeholders in education such as the universities, SACE, DBE, DHET, and teacher unions to improve TP in general (JET, 2020). The PrimTEd WIL committee suggested that partnerships should be formalised by means of an MoU that stipulates what is expected of each of the parties with regard to policy development and enforcement as well as training of PSTs and mentor teachers on these policies (§2.7.3.4). As seen in Figure 6.2, an MoU that is sub-divided in various sections is necessary, stipulating the roles of the various stakeholders, as seen in the example presented by the PrimTEd WIL committee (PrimTEd, 2018). The MoUs will be discussed in detail in the following section.

6.6 Memorandum of understanding

MoUs could formalise partnerships between the various role players in TP and form part of the official policy documents for TP. It should therefore be considered for inclusion in the TP-handbook, mentor teacher guide, and on the ICT portal, for transparency. Furthermore, it is recommended that MoUs should be signed by all parties involved in TP to bind them to the contract (§5.5.2). Firstly, an MoU between the university, the hosting school, and the stakeholders, such as the DHET, DBE, and SACE could be formed and signed. Secondly, an MoU could be set up at the school level between the mentor teacher, principal, and PST.

6.6.1 The university, the hosting school, and the stakeholders.

TP forms part of the minimum requirements for ITE (§2.6.1). TP however relies on the goodwill of schools that are willing to host PSTs for TP. It is therefore recommended to have a formal

MoU to enhance trust and mutual respect between universities, schools, and stakeholders, attempting to persuade schools to partner in TP (§2.7.3.4). Furthermore, the MoU aims to protect all the parties. This MoU could therefore be signed by all parties before TP is organised. Schools that are not willing to enter the MoU and adhere to the rules set by the university and stakeholders should rather not be used as TP sites, due to the risks involved to all other parties in the partnership.

6.6.2 The mentor teacher, principal, and PST.

During TP the PST, mentor teacher, and principal work directly with each other. Consequently, each of them must know what is expected of themselves as well as the others concerning ethical behaviour. The MoU could refer to codes of ethics and codes of conduct for the various parties or the codes could be included in the MoU to ensure that all parties are bound by these codes for the duration of TP (§5.5.5). This MoU could be signed by all parties at the onset of TP to ensure that all parties are bound to and protected by the contract.

The previous section identified a few aspects that can be considered for inclusion in a policy framework for ethics in TP. The following section will address the limitations and make recommendations for consideration to enhance this policy framework in the future.

6.7 Limitations of the current research

There were limitations in this research concerning the actual research as well as limitations caused by the COVID-19 pandemic, although this research was not related to COVID-19.

6.7.1 Limitations of the actual research

- A limitation of this research was that the voice of principals and in-service teachers were not included as part of the role players who informed the policy framework for ethics in TP. This may result in the dilemmas experience and perceived by in-service teachers and principals not being addressed in the policy framework for ethics in TP that is developed from the suggested guidelines.

- Another limitation in this research was that not all targeted universities participated. Only four universities had TPC participants who were willing to participate in the qualitative phase and one of the four TPCs withdrew before the interview was conducted.

- Five of the universities that were identified as possible participants had two campuses with a Faculty/School/College of Education. However, the researcher was unable to source participants from either campus at any of these five universities. The researcher is a staff member at one of the universities with two campuses. The participants from the other

campus may have been reluctant to participate as they perceived a possible conflict of interest or even a perceived power dynamic between the two campuses.

- Another limitation was the lack of transparency of ethics policies on the open-access portals of universities' websites and the irregular use of ethics terms across various South African universities which may have led to certain policies going undiscovered in the content analysis.
- The fact that the guidelines were built on a dilemma-based approach alone may be problematic as important ethical considerations that participants were aware of may have been excluded from the guidelines due to participants only reporting on ethical dilemmas and not on ethical experiences they regard as good practice.
- A final limitation is although codes of ethics and codes of conduct can be written by using the guidelines for a policy framework for ethics in TP which were framed by the theory of applied ethics, to include the current ethical dilemmas in TP and the voices of various role players in TP, it still does not guarantee that the roleplayers will adhere to these codes.

6.7.2 The impact of COVID-19

This study in no way intended to research the influence of COVID-19. Nevertheless, COVID-19 influenced the timeframe, methodology, and consequently the results of this research. The COVID-19 pandemic broke out during phase one, the content analysis of this research, that was consequently affected. The researcher was awaiting feedback on applications for ethical clearance at the fourteen South African universities that were identified for the research, surveys could therefore not be sent to the TPC participants. At various universities, the ethics meetings where ethical clearance had to be granted were postponed multiple times since university staff had not returned to the campuses. This led to the researcher sending the surveys to TPCs in three batches as ethical clearance was granted to the researcher by the universities from February 2020 up to August 2020. This resulted in the researcher continuing with the PST interviews first, although the original plan was to interview the TPCs first. The PST interviews were also postponed as the researcher waited for PSTs to return to campus, however, in November 2020 the interviews were scheduled and moved to online interviews for those PSTs who did not return to campus.

In the third phase of the research, the researcher planned to visit several of the TPCs at South African Universities for the follow-up interviews. The interviews were postponed to February 2021. However, as restrictions and risks remained, these interviews were also moved to online interviews. The change of methodology meant that the ethics boards of all the universities had to be notified to gain permission to change the method of interviewing from face-to-face to online interviews. This added additional time to the already extended timeline. Furthermore,

the researcher received a very poor response to the interview invitations which negatively influenced the results.

6.8 Recommendations

The researcher would like to make the following recommendations:

6.8.1 Recommendations to improve the current research

- Firstly, a follow-up study is recommended with principals and in-service teachers to gain more insight into the ethical dilemmas caused by PSTs during their TP to inform the policy framework for ethics in TP.

- The second recommendation is to include the voices of all South African universities offering B.Ed. degrees. It is specifically recommended to use a larger sample of TPCs involved in interviews as the response to online interview invitations was very poor. This will allow for critical reflection on ethical dilemmas that are experienced and perceptions of TPCs on the changes that are needed to improve the codes of ethics and codes of conduct for TP in South Africa.

- The third recommendation is to get PST samples from all South African universities involved in follow-up research. This will help to determine if PSTs experience similar ethical dilemmas regardless of which university or province they find themselves in.

- The fourth recommendation is to get TPCs of universities with multiple campuses on board and determine whether the PSTs and TPCs from the same university with various campuses have similar ethical dilemmas and perceptions.

- Fifth, future research should use a non-bias Likert Scale for the TPC surveys, by including a neutral option.

- Another recommendation to improve the research is that an external researcher or a group of researchers from various universities investigating the matter may improve the response rate from colleagues at universities who are reluctant to participate in their colleagues' research due to perceived conflict of interest or power struggles.

- Male PSTs in the Foundation Phase should be interviewed as they may experience a different spectrum of ethical dilemmas due to stereotyping for teaching in a phase that was traditionally seen as a female occupation.

6.8.2 Recommendations for universities in South Africa

- The researcher recommends that universities ensure that their websites have working links to the Education Faculty/School/College and from the Education Faculty/School/College to the WIL, SL, or TP to make information easily retrievable.

- Secondly, the researcher recommends that Universities upload their codes of conduct and ethics as well as other policies on TP, to their websites for public viewing. In the researcher's opinion, the existence and visibility of codes of ethics and codes of conduct could enhance the relationships between the schools and the university and increase the probability of the schools entering a partnership with the university. A code of ethics will further raise the community and public opinions of the university, as it will protect the learners and in-service teachers at the schools. These policies will also protect PSTs and enhance PSTs' awareness of ethics in TP and teaching in general. The researcher agrees with Colnerud (2015) that the lack of ethics policies may lead to ethical dilemmas and with French-Lee & Dooley (2015) that in-service teachers need ethics policies to help them make decisions about ethical dilemmas. Therefore, universities are recommended to train PSTs on the national codes of ethics and codes of conduct.

- Another recommendation is the use of online ethics courses to prepare PSTs for TP. Although the MRTEQ stipulates that ITE curriculums need to include teaching PSTs on positive work ethic, values, and conduct, it does not stipulate these guidelines, nor indicate where the university should obtain these guidelines. This leaves room for universities to design their own content which poses the danger of varying ethics, values, and conduct development in PSTs from different universities. Therefore, it is recommended that South African universities collaborate on the development of ethics policies and curriculums as well as continue with collaborative projects such as the PrimTEd WIL project.

- Although the PrimTEd WIL committee has already proposed an MoU to formalise the partnership between the universities and schools, it is recommended that a code of ethics is added as a sub-section to this MoU, specifically addressing the expectations concerning the values and morals that PSTs and mentor teachers are expected to portray during TP.

- It is recommended that universities report to the PrimTEd WIL committee (or a similar committee) on the ethical dilemmas reported by their PSTs and TPCs for this committee to include information and guidelines for training on these types of dilemmas in their recommendations for ITE.

- Support services to PSTs during their TP should be investigated. Universities should provide a protocol, stipulating who should be contacted for support, how the support personnel should be contacted and when specific support personnel should be contacted. This can be presented in the form of a flow diagram. This will ensure that all stakeholders are aware of their rights and obligations as well as the steps to follow when an ethical dilemma occurs during TP. Furthermore, all university staff involved in the reporting procedures need to receive training to ensure that they are fully aware of the procedures they must follow once a PST, mentor teacher, or principal reports an ethical dilemma.

- A final recommendation is for universities to ensure that their Codes of Ethics and Codes of Conduct are flexible enough to take the various South African contexts into consideration that PSTs will encounter during their TP and to encourage ethical reasoning.

- An additional recommendation that includes the universities is that the various role players involved in TP, including the universities, schools, and stakeholders such as the DBE and SACE should reflect critically on the implications of PSTs involvement in schools during TP and address these implications to prevent and address ethical dilemmas in TP.

6.8.3 Recommendations for SACE

- The SACE Code of Professional Ethics (SACE, 2002) should include a section specific to the ethics and roles and responsibilities of PSTs. If the same guidelines apply to PSTs as for in-service teachers, this should be stated explicitly in the policies.

- If PSTs are bound to the exact code as registered in-service teachers, then definite guidelines should be provided about the registration of PSTs from their first year of study, as they start with TP in their first year.

- SACE should become involved in mentor teacher training and allocate CPTD points for the completion of mentor teacher training courses.

6.8.4 Recommendations for the Department of Basic Education and Provincial Education Departments

- The The Personnel Administrative Measures (PAM) document (South Africa, 2016) and 'The Roles of the Educator and Their Associated Competences' (South Africa, 2000) should include a section specific to the ethics and roles and responsibilities of PSTs. If the same guidelines apply to PSTs as for in-service teachers, this should be stated explicitly in the policies.

- The DBE should become involved with universities and other stakeholders in TP concerning the writing and enforcement of ethics policies for TP.

- The DBE should become involved in addressing ethical dilemmas that PSTs experience that relate directly to learners and in-service teachers.

- The DBE as an authority figure in education should become involved in the ethics training of PSTs to increase the likelihood of PSTs and in-service teachers adhering to the code of ethics and code of conduct for TP.

- The DBE should become involved in mentor teacher training with SACE to motivate in-service teachers to become effective mentors for PSTs.

6.9 Reflection of the research process

Through the challenges that I encountered in the content analysis due to various terms being used for the same codes and terms being used interchangeably, I learned the value and necessity of using standard terms. Furthermore, I learned the importance of adding a glossary to each policy where the key terms of ethics are defined to ensure that the policy writer and reader have the same understanding of a specific term. Gaining ethical clearance from the various South African universities was a great challenge, as the process and expectations differ at each university. However, the ethics applications at the various universities forced me to consider several possible ethical pitfalls that I had not previously identified on my own. This process enhanced my ethical reasoning which benefited this research.

Another lesson learned through this research was the importance of building relationships with colleagues from other universities. At first, I experienced a lot of resistance from TPC participants, however, those who participated, especially in the follow-up interviews, showed a big change in their attitude towards me as an external researcher once they realised that the research could be of value to their university and that the research in no way intended to criticise the university they represent. Although the idea of one-on-one interviews with experts at other universities was quite daunting to me, the experience proved to be very valuable and led to professional relationships being formed between myself and TPCs from various South African universities.

I also discovered the value and absolute necessity of including interviews or open-ended questions in the surveys to follow up on closed-ended questions to prevent misinterpretation of the data. Various TPCs responded that they somewhat agreed that their university had some of the specific codes, however, this could be interpreted in various ways. The follow-up interviews confirmed at one university that this meant the university is currently working on several policy documents related to ethics for TP, while at two other universities it meant the TPC was not aware of official policy documents, but those informal agreements did exist between the university and schools. This insight would have been lost if there were no follow-up interviews. I also learned the value of mixed methods research. The multiple facets of this study (content analysis, PST surveys, TPC surveys, PST interviews, and TPC interviews) were time-consuming but contributed greatly to the overall understanding of ethics in TP currently, as well as the need for improvement of ethics in TP in the future. Furthermore, the surveys ensured more participants in the TPC strand, as very few TPCs were willing to participate in an interview, possibly due to time constraints. The information gathered from the few interviews was however exceptionally valuable. Finally, the surveys created discussion points that eased

the flow of the interviews with PSTs and TPCs. It became clear to me that although the mixed methods design was challenging to implement, the overall results were more reliable.

Finally, this research also taught me to be patient. Many challenges were presented concerning the timeline of this research. Applying for ethical clearance from the various South African universities took much longer than expected, predominantly due to the COVID-19 pandemic and the consequent lockdown period that was followed by a 'work from home' strategy. Furthermore, both PST and TPC surveys had poor response rates, and I had to send reminders and extend the deadlines to include more participants. I also had to do most of the surveys using an online platform and gained new skills in working on Google Forms. Finally, both PST and TPC interviews had to be postponed due to the COVID-19 pandemic. Most of the interviews also had to take place online. Although challenging, I gained new online interviewing skills as well as skills for Microsoft Teams that I used for the interviews. The online interviews and recordings originally terrified me, but upon reflection, I realised that it eased the recording of the interviews and the member checking of the transcriptions as the recordings were now also available to the participants.

6.10 Concluding thoughts

Ethical dilemmas arise in education due to the nature of the profession where educators interact with a variety of people, including other educators, learners, parents, and other role players in the community. PSTs as educators during their TP periods will undoubtedly encounter ethical dilemmas as they interact with these groups of people. Due to the unique position of the PSTs who are still completing their teacher training and the consequent difference in their roles from the roles of in-service teachers, it is recommended to develop PST-specific ethics policies rather than forcing PSTs to conform to the policies that in-service teachers are bound by. However, the significance of these national policies that bind in-service teachers should not be underestimated. These policies should be considered for inclusion in PSTs' ethics training and form part of the ethics policies they should adhere to during TP. However, it is suggested that a clear indication is given of what does not apply to PSTs or where their roles and responsibilities differ from those of in-service teachers during TP (e.g., PSTs should not report ethical dilemmas directly to the DBE as the in-service teachers do).

Universities, on the other hand, could provide their specific policies for ethics in TP that can address the unique ethical dilemmas that PSTs and other TP stakeholders face during TP. These codes could consider addressing the current lack in guiding protocols and expectations of PSTs. Using an applied ethics framework and the underpinnings of pragmatism where the ethical dilemmas that occur during TP are used to inform the code of ethics, code of conduct,

expectations of PSTs and other stakeholders, and the protocol for reporting ethical dilemmas, may facilitate regular revision of these codes and protocols to address the needs of the PSTs and other stakeholders in TP. Setting up a separate code of ethics and code of conduct was recommended by participants, to prevent confusion between the two codes as well as ensure that both receive the focus they require. It was recommended that these codes include broad categories on PSTs' personal and professional conduct, mentor teacher guidelines, reporting protocols, and memorandums of understanding. Professional conduct should be sub-divided into categories for expected characteristics, knowledge, competence, as well as relationships with various role player in TP.

Furthermore, MoUs between the university and the schools, the university, and the DBE and SACE, and the school and the PST are recommended to ensure that all parties understand what is expected of them during TP and which ethics codes apply to them. It was also recommended that these MoUs should be signed by the parties involved to bind them to these rules. This may enhance the awareness of all stakeholders of their rights and responsibilities and that the proper procedures are followed in the event of a violation of one of these codes. Furthermore, this may increase PSTs' ethical awareness and improve PSTs' future ethical behaviour as in-service teachers. Furthermore, it was pointed out that these codes should be approved by the faculty board and form part of the official university policies to enhance the legitimacy of these policies.

The existence of these codes of ethics, codes of conduct, expectations, and protocols would however be meaningless if all stakeholders are not aware of them or do not feel obligated to follow them. This led to the recommendation of providing training on these policies to all stakeholders in TP, as well as involving authority figures in education, such as the DBE and SACE in South Africa, to enforce the codes. Training of mentor teachers was highlighted by PSTs and TPCs as a necessity to improve ethical conduct during TP. An additional suggestion that was made to improve mentor teachers participation in these training programs was to involve SACE in accrediting these trainings and award CPTD points for the completion of mentor teacher training.

Ensuring that each South African university has a code of ethics and code of conduct for TP, which includes the expectations of PSTs and other stakeholders in TP, as well the protocols that must be followed in the event of an ethical dilemma, may facilitate that PSTs feel safe during their TP periods and give them the confidence to report unethical treatment. These codes could also promote in-service teachers' understanding of what is expected of them in terms of their roles and responsibilities while mentoring a PST. Furthermore, this may help in-service teachers to understand what the university expects of the PSTs in terms of roles,

responsibilities, and behaviour and restrain PSTs from bullying in-service teachers to succumb to the PSTs' personal requests. This could in turn motivate in-service teachers to volunteer as mentor teachers and inspire them to become good mentors who act ethically. Formal guidelines for all the stakeholders in TP may lead to a safe environment during TP and ensure that all parties understand what is expected of themselves as well as of the other stakeholders. As a result, public accountability and trust in the university may improve.

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APPENDICES

APPENDIX A: CHECKLIST FOR CONTENT ANALYSIS OF CODES OF ETHICS AND CONDUCT

Name of University: …………………………………….. **Pseudonym:** ……………………

Criteria:	✓/ x	Comment
Code of Ethics for the institution.		
Code of Conduct for the institution		
Code of Ethics for the Education Faculty/School/College.		
Code of Conduct for the Education Faculty/School/College.		
Code of Ethics for Teaching Practice.		
Code of Conduct for Teaching Practice.		
Protocol for students to respond to unethical behaviour of teachers/HODs or principals.		
Protocol for students (pre-service teachers) to respond to unethical behaviour of learners.		
Protocol for teachers/HODs or principals to report unethical behaviour/conduct of students (pre-service teachers).		
Professional Conduct		
Expectations of pre-service teachers' relationships with learners.		
Expectations of pre-service teachers' relationships with staff at the school.		
Expectations of pre-service teachers' relationships with parents, caregivers, and the community.		
Personal Conduct		
Expectations of pre-service teachers' personal conduct which can influence learners.		
Professional competence		
Expectations of pre-service teachers with regard to their knowledge and expertise.		
Expectations of pre-service teachers towards the law.		
Values expected of pre-service teachers		

Additional Comments:

………………………………………………………………………………………………………
…

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APPENDIX B: SURVEY OF PRE-SERVICE TEACHERS' EXPERIENCES OF ETHICS IN TEACHING PRACTICE

Name (optional): …………………………………………………………………….

You are hereby invited to take part in a study of ethics for teaching practice of pre-service teachers. This study aims to determine what codes of conduct or ethics exist at South African Universities and how these codes are implemented and experienced by pre-service teachers. Your participation is very important to me. Be assured that your anonymity will be honoured. Neither your own name, nor your university's name will be mentioned in any research reports. Your completed survey should be submitted by 30-06-2020.

SECTION A: Geographical Information

_____

Please fill your answer in the open box below the heading.

Year
2016

Example:

Where appropriate, mark your answer with X.

Male	female

Example:

_____

1. **Indicate your gender**

Male	female

2. **How many years have you been studying towards your B.Ed. Foundation phase degree?**

1	2	3	4	5	6	7	8

3. **In what year of study towards your degree are you currently?**

1st	2nd	3rd	4th

4. **Indicate the provinces where you have conducted teaching practice**

Eastern Cape	Free State	Gauteng	Kwa-Zulu Natal	Limpopo
Mpumalanga	North-West	Northern Cape	Western Cape	

5. **Language of Teaching in the Education Faculty/School/College of your university:**

English	Afrikaans	Other

If other, please specify: …………………………………………………………….……

6. **Indicate the language(s) in which you conducted teaching practice:**

English	Afrikaans	Other

If other, please specify:

………………………………………………………………………………………

_____

Section B: Closed questions
_____

1. **Have you participated in teaching practice during your studies?**

YES	NO

2. **Did you receive training in ethics from your university?**

YES	NO

If yes, please give a description of this training.

………………………………………………………………………………………………………

………………………………………………………………………………………………………

3. **If you answered yes in question 2, was the ethics training presented as a standalone subject, or integrated with another subject?**

standalone	integrated

If integrated, please state with which subject(s) it was integrated.

………………………………………………………………………………………………………

4. **Does your university have a code of ethics for <u>teaching practice</u>, that you are aware of?**

YES	NO

5. **Does your university have a code of conduct for <u>teaching practice</u> that you are aware of?**

YES	NO

6. **Did you as a student sign a code of conduct/code of ethics before participating in teaching practice?**

YES	NO

7. **If you answered yes in question 4, who presented the code that you had to sign?**

government	university	school	union	other

If other, please specify: ....

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8. **Did your mentor teacher sign a code of conduct/code of ethics before you started your teaching practice?**

YES	NO

9. **Did you ever experience an ethical dilemma while conducting teaching practice?**

YES	NO

ONLY CONTINUE IF YOU ANSWERED YES IN QUESTION 6.

10. **Were you aware of the protocol you had to follow when you experienced the dilemma (where and how to report it)?**

YES	NO

11. **How would you classify the ethical dilemma that you experienced?**

Relationship with a teacher.	Relationship with a learner.	Relationship with a parent/caregiver/the community.
Personal conduct (dress code, being on time, etc.)	Subject knowledge.	Pedagogy of teaching in the foundation phase.
Laws (e.g. school law, children's law, human rights)	Contrasting values with the school values.	School policies & practices (mark administration, disciplinary systems etc.)

12. **Give a brief explanation of the dilemma you encountered:**

....
....
....

13. **Did you receive guidance and support from your university to handle the dilemma?**

YES	NO

14. **Was the ethical dilemma resolved?**

YES	NO

If yes, please explain how and by who:

……………………………………………………………………………….…………………………
……

Section C: Open-Ended Questions

1. **Do you feel that the university has enough ethical protocols in place to protect the pre-service teachers from ethical dilemmas during their teaching practice? Explain your answer.**

    ………

    ………………………………………………………………………………………………….................................

2. **Do you have any recommendations to improve ethical protocols at the universities to enhance ethics in teaching practice?**

    ………

    ………………………………………………………………………………………………….................................

3. **What role do you think the department of basic education should play in the development of codes of conduct/ethics for teaching practice?**

    ………

    ………………………………………………………………………………………………….................................

APPENDIX C: ETHICAL CLEARANCE CERTIFICATE CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

For office use only	
Date submitted	22/10/2019
Meeting date	21/1/2020
Approval	P/Y/N
Ethical Clearance number	EFEC 1-12/2019

Cape Peninsula
University of Technology

FACULTY OF EDUCATION

RESEARCH ETHICS CLEARANCE CERTIFICATE

This certificate is issued by the Education Faculty Ethics Committee (EFEC) at Cape Peninsula University of Technology to the applicant/s whose details appear below.

1. **Applicant and project details (Applicant to complete this section of the certificate and submit with application as a _Word_ document)**

Name(s) of applicant(s):	C Kriel		
Project/study Title:	A CRITICAL ANALYSIS OF ETHICAL PROTOCOLS FOR TEACHING PRACTICE IN SOUTH AFRICAN UNIVERSITIES: A CONTEMPORARY DEONTOLOGICAL PERSPECTIVE.		
Is this a staff research project, i.e. not for degree purposes?	N/A		
If for degree purposes the degree is indicated:	D.Ed		
If for degree purposes, the proposal has been approved by the FRC	Yes		
Funding sources:	N/A		

2. **Remarks by Education Faculty Ethics Committee:**

Ethics clearance is valid until 31st December 2023		
Approved: X	Referred back:	Approved subject to adaptations:
Chairperson Name: Dr Candice Livingston Chairperson Signature: *Livingston*		Date: 2/2/2020
Approval Certificate/Reference: EFEC 1-12/2019		

EFEC Form V3_updated 2016

APPENDIX D: PRE-SERVICE TEACHER INVITATION LETTER

Faculty of Education
Ethics informed consent form

CPUT
Jan van Riebeeck Street
Wellington
7655
12-06-2020

INVITATION TO PARTICIPATE IN A RESEARCH STUDY

Dear Pre-service Teacher

I am Carike Kriel, a D.Ed. student from CPUT. I would like to invite you to participate in my research by completing an online survey and possibly a follow-up interview. The title of my thesis is "**A framework for ethical conduct and procedures for teaching practice at South African universities".** Your university has granted me ethical clearance to proceed with my research at your university.

Please find attached the proof of ethical clearance from the university. I have also included a copy of the full informed consent form to provide you with more details of the research. You can however sign the shortened informed consent form at the start of the online survey.

For your convenience I have included the link to the online survey below, should you be interested in participating. Your response will thus be submitted automatically once you have completed the survey. I would appreciate it if you could complete the survey before 15-07-2020.
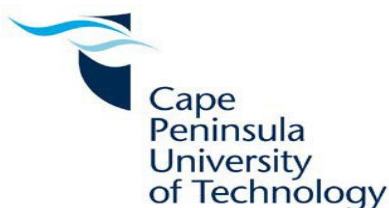
https://forms.gle/hzChyAgH5vbXZnBa8

If you have any questions or would like more information, please do not hesitate to contact me. Please be aware that participation is voluntary.

Kind regards
Carike Kriel

krielc@cput.ac.za

APPENDIX E: PRE-SERVICE TEACHER INFORMED CONSENT

. **Faculty of Education**

Ethics informed

consent form

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Category of Participants (tick as appropriate):

Principals		Teachers		Parents		Lecturers		Students	_X_
Other (specify)									

You are kindly invited to participate in a research study being conducted by Carike Kriel from the Cape Peninsula University of Technology. The findings of this study will contribute towards (tick as appropriate):

An undergraduate project		A conference paper	
An Honours project		A published journal article	
A Masters/doctoral thesis	**X**	A published report	

Selection criteria

You were selected as a possible participant in this study because you are a fourth-year education student (pre-service teacher) at a South African university.

The information below gives details about the study to help you decide whether you would want to participate.

Title of the research:

A framework for ethical conduct and procedures for teaching practice at South African universities.

A brief explanation of what the research involves:

This research will conduct a content analysis to identify existing codes of ethics and codes of conduct of South African universities that address teaching practice of pre-service teachers. Furthermore, teaching practice coordinators and pre-service teachers (fourth-year education students) will be asked to share

their experiences to identify existing support for pre-service teachers who experience ethical dilemmas, as well as gaps in ethical protocols.

Why is this research important?

This research aims to develop a framework for ethical conduct and procedures. This framework will cater to the needs of the school, teachers, and pre-service teachers to manage and address ethical dilemmas during teaching practice.

Benefits of research

This research will aim to produce a framework for ethical conduct and procedures for teaching practice.

Incentives

No incentives will be given to any participants.

Procedures (duration)

The content analysis will be performed from January to February 2020. Thereafter (March 2020) the researcher will send the surveys electronically to the teaching practice coordinators at the universities. Teaching practice coordinators will have 4 weeks to complete the surveys. The surveys will then be analysed through descriptive statistics and the results will be used to adapt the interview schedule that will be used for the semi-structured interviews with the pre-service teachers. This will take approximately 6 weeks (April – May 2020). Pre-service teacher participants will then be identified through a survey (June - July 2020). The semi-structured interviews will then be performed. This will take 4 – 8 weeks, depending on when data saturation is reached (August - September 2020).

Right to withdraw/ voluntary

This research is voluntary. All participants have the right to withdraw at any time of the study.

Confidentiality and anonymity

All participants (teaching practice coordinators and pre-service teachers), as well as the universities they are affiliated with, will be kept confidential by replacing the names with pseudonyms.

Potential risks, discomforts, or inconveniences

Participants may feel uncomfortable sharing their experiences with the researchers.

What will happen to the data when the study is completed?

Tick the appropriate column		
Statement	Yes	No
1. I understand the purpose of the research.		
2. I understand what the research requires of me.		
3. I volunteer to take part in the research.		
4. I know that I can withdraw at any time.		
5. I understand that there will not be any form of discrimination against me as a result of my participation or non-participation.		
6. Comment:		

The data will be published in a thesis and journal articles. Any data that is not used in the thesis or journal article will be disposed of safely.

Kindly complete the table below before participating in the research.

Please sign the consent form. You will be given a copy of this form on request

Signature of participant	Date

Researchers

	Name:	Surname:	Contact details:
1.	Carike	Kriel	060 965 7339
2.	Candice	Livingston	065 253 6443
3.	Chiwimbiso	Kwenda	083 822 2184

Contact person: Carike Kriel	
Contact number: 060 965 7339	Email: krielc@cput.ac.za

APPENDIX F: TEACHING PRACTICE COORDINATORS' KNOWLEDGE OF ETHICS FOR TEACHING PRACTICE SURVEY

Name (optional): …………………………………………………………….

You are hereby invited to take part in a study of ethics for teaching practice of pre-service teachers. This study aims to determine what codes of conduct or ethics exist at South African Universities and how these codes are implemented and experienced by pre-service teachers. Your participation is very important to me. Be assured that your anonymity will be honoured. Neither your own name, nor your universities name will be mentioned in any research reports. Your completed survey should be submitted by 30-07-2020.

_____
SECTION A: Geographical Information
_____

Please fill your answer in the open box below the heading. Example:

Year
2016

Where appropriate mark your answer with X. Example:

Male	~~female~~

_____

1. **Type of University:**

Research	Technology	Others

   If other, please specify: …………………………………………………………

2. **Province of University**

Eastern Cape	Free State	Gauteng	Kwa-Zulu Natal	Limpopo
Mpumalanga	North West	Northern Cape	Western Cape	

3. **Language of Teaching in the Education Faculty/School/College:**

English	Afrikaans	Other

   If other, please specify: …………………………………………………

4. **Departments within the Faculty/School/College of Education:**

Foundation Phase	Intermediate Phase	Senior phase	Further education and training phase

Please specify if some of these phases are presented as combined:………………………

5. **Tertiary qualifications presented within the Education Faculty/School/College:**

Teaching diploma	M.Ed.
B.Ed.	PhD
B.Ed. (Hons)	Other

If other, please specify: ……………………………………………………………………

6. **Do the pre-service teachers of the university complete teaching practice at schools?**

Yes	No

7. **Duration of teaching qualifications and degrees?**

Degree/qualification	Duration (years)	Degree/qualification	Duration (years)
Teaching diploma		M.Ed.	
B.Ed.		PhD	
B.Ed. (hons)		Other	

_____

Section B: Closed questions

Please make use of the following rating scale to answer the questions.
1: Strongly agree
2: Agree
3: Somewhat agree
4: Disagree
5: Strongly disagree

Mark the correct box with x.
Example:

I watch television while having dinner.	1	2	3	4	5

1. The university has a code of ethics.	1	2	3	4	5
2. The university has a code of ethics specifically for the Faculty/School/College of Education.	1	2	3	4	5
3. The university has a code of ethics specifically addressing teaching practice/work-integrated learning of pre-service teachers.	1	2	3	4	5
4. The university has a code of conduct, guiding students' behaviour.	1	2	3	4	5
5. The university has a code of conduct, specific for the Faculty/School/College of Education, guiding pre-service teachers' behaviour.	1	2	3	4	5

6. The university has a code of conduct, specific for teaching practice, guiding pre-service teachers' behaviour at schools.	1	2	3	4	5
7. The code of ethics or conduct that is specific for teaching practice forms part of the university's official policy documents.	1	2	3	4	5
8. The pre-service teachers are made aware of codes of conduct and/or ethics before they start their teaching practice.	1	2	3	4	5
9. The pre-service teachers sign the code of ethics or conduct before they start their teaching practice.	1	2	3	4	5
10. The mentor teacher at the school signs the code of ethics or conduct before the pre-service teacher starts his/her teaching practice.	1	2	3	4	5
11. The pre-service teachers are aware of ethical protocols to be followed should someone treat them unethically during their teaching practice.	1	2	3	4	5
12. The schools where pre-service teachers complete their teaching practice are aware of the protocols they should follow if a pre-service teacher behaves unethically.	1	2	3	4	5
13. The pre-service teachers are aware of what is expected of them in terms of ethical relationships with the learners.	1	2	3	4	5
14. The pre-service teachers are aware of what is expected of them in terms of ethical relationships with the school staff.	1	2	3	4	5
15. The pre-service teachers are aware of what is expected of them in terms of ethical relationships with the parents, caregivers, and community.	1	2	3	4	5
16. The pre-service teachers are aware of what is expected of them in terms of ethical conduct in their personal lives.	1	2	3	4	5
17. The pre-service teachers are aware of what is expected of them in terms of knowledge and expertise when presenting lessons.	1	2	3	4	5
18. The pre-service teachers are aware of what is expected of them in terms of the law.	1	2	3	4	5
19. The pre-service teachers are aware of the values expected of them to ensure ethical behaviour.	1	2	3	4	5

_____

Section C: Open-Ended Questions

_____

4. **Do you feel that the university has enough ethical protocols in place to protect the pre-service teachers from ethical dilemmas during their teaching practice? Explain your answer.**

   ……
   …………………………………………………………………………………………………..............

5. **Do you have any recommendations to improve ethical protocols at the universities to enhance ethics in teaching practice?**

   ……
   …………………………………………………………………………………………………..............

6. **What role do you think the department of basic education should play in the development of codes of conduct/ethics for teaching practice?**

   ……
   …………………………………………………………………………………………………..............

APPENDIX G: TEACHING PRACTICE COORDINATOR INVITATION LETTER

Faculty of Education
Ethics informed consent form

CPUT
Jan van Riebeeck Street
Wellington
7655
17-07-2020

INVITATION TO PARTICIPATE IN A RESEARCH STUDY

Dear Teaching Practice Coordinator

I am Carike Kriel, a D.Ed. student from CPUT. I would like to invite you to participate in my research by completing an online survey. The title of my thesis is "**A framework for ethical conduct and procedures for teaching practice at South African universities".** Your university has granted me ethical clearance to proceed with my research at your university.

Please find attached the proof of ethical clearance from my university, as well as your university. I have also included a copy of the full informed consent form to provide you with more details of the research. You can however sign the shortened informed consent form at the start of the survey.

For your convenience, I have included the link to the online survey below. Your response will thus be submitted automatically once you have completed the survey. I would appreciate it if you could complete the survey before 05-08-2020.

https://forms.gle/1wxw5iBwNnfRMLdr5

If you have any questions or would like more information, please do not hesitate to contact me.

Kind regards
Carike Kriel

krielc@cput.ac.za

APPENDIX H: TEACHING PRACTICE COORDINATOR INFORMED CONSENT

Faculty of Education
Ethics informed consent form

CONSENT TO PARTICIPATE IN A RESEARCH STUDY

Dear Teaching Practice Coordinator

You are kindly invited to participate in a research study being conducted by **Carike Kriel** from the Cape Peninsula University of Technology. The findings of this study will contribute towards a doctoral thesis. You were selected as a possible participant in this study because **you are the teaching practice coordinator at a South African university.**

The information below gives details about the study to help you decide whether you would want to participate.

Title of the research:
A framework for ethical conduct and procedures for teaching practice at South African universities.

A brief explanation of what the research involves:
This phase of the research will involve surveys where teaching practice coordinators can identify the existing ethics policies and protocols that the universities have for teaching practice. Teaching practice coordinators can also share their experiences and recommendations. If I am unsure of your contribution or would like you to elaborate on your contribution, I will invite you for a follow-up interview. In the other phases, pre-service teachers (fourth-year education students) will be asked to share their experiences. Existing policies and protocols will also be studied to identify existing support for pre-service teachers who experience ethical dilemmas, as well as gaps in ethical protocols.

Why is this research important?
This research aims to develop a framework for ethical conduct and procedures. This framework will cater to the needs of the teaching practice coordinators/lecturers, teachers, and pre-service teachers to manage and/or address ethical dilemmas during teaching practice.

Benefits of research
This research will aim to produce a framework for ethical conduct and procedures for teaching practice. This framework will cater to the needs of pre-service teachers, teaching practice coordinators/lecturers, and in-service teachers where pre-service teachers attend teaching practice. The framework will guide all parties, but especially teaching practice coordinators, involved in teaching practice on how to address ethical dilemmas that arise during teaching

practice. Although this framework will be written for a specific university it will be published for other universities to use the information in their policies and protocols.

Incentives

No incentives will be given to any participants. The researcher will travel to the participants where necessary to prevent financial implications for participants.

Procedures (duration)

The analysis of existing policies will be performed from January to February 2020. Thereafter (March 2020) the researcher will send the surveys electronically to the teaching practice coordinators at the universities. Teaching practice coordinators will have 4 weeks to complete the surveys. The surveys will then be analysed through descriptive statistics and the results will be used to adapt the interview schedule that will be used for the semi-structured interviews with the pre-service teachers. This will take approximately 6 weeks (April – May 2020). The semi-structured interviews with pre-service teachers will then be performed. This will take 4 – 8 weeks, depending on when data saturation is reached (June – July 2020). Teaching Practice Coordinators of certain universities will be identified from the survey results for follow-up interviews (October 2020 – January 2021). These interviews will aim to gain clarity or get more insight into the specific protocols followed at these universities which seem to improve ethics in teaching practice. Once the data analysis and findings are complete, I will send a short research report to all the participants. Links to any publications will also be sent to the participants.

Right to withdraw/ voluntary

This research is voluntary. All participants have the right to withdraw at any time of the study.

Confidentiality and anonymity

All participants (teaching practice coordinators and pre-service teachers), as well as the universities they are affiliated with, will be kept confidential by replacing their names with pseudonyms as soon as the data is transcribed and recorded. The pseudonyms for your name and university affiliation will be used in the thesis as well as any articles, conference proceedings or other publications. The researcher will be the only person with access to the data collection instruments with identifiers. These documents will be stored on a password-protected computer. My supervisors and examiners can gain access to these documents on request to check the data sets.

Potential risks, discomforts, or inconveniences

You may feel uncomfortable sharing your experiences with me as a researcher from another university and therefore refuse to participate or only share part of your experiences. Please be ensured that neither your name nor your university affiliations will be made known. Furthermore, your response will in no way reflect negatively on you or the university you are affiliated with, your response is merely to identify ethical dilemmas to better manage them in the future.

What will happen to the data when the study is completed?

The data will be published in a thesis and journal articles. Any data that is not used in the thesis or journal article will be disposed of safely. Hard copy data will immediately be scanned to the password-protected computer and hard copies will then be shredded. Electronic copies will be

kept for five years as prescribed by CPUT policy, thereafter they will be permanently deleted from the computer.

Ethical Clearance:
Ethics review numbers:
CPUT: EFEC 1-12/2019
UNISA: 2020_URERC_006_ER

Contact for ethical concerns:
CPUT:
Dr. Candice Livingston
livingstonc@cput.ac.za
065 253 6443
Chair of Education Ethics Committee

Kindly complete the table below before participating in the research.

Tick the appropriate column		
Statement	Yes	No
1. **I understand the purpose of the research.**		
2. **I understand what the research requires of me.**		
3. **I volunteer to take part in the research.**		
4. **I know that I can withdraw at any time.**		
5. **I understand that there will not be any form of discrimination against me as a result of my participation or non-participation.**		
6. **Comment:**		

Please sign the consent form. You will be given a copy of this form on request.

Signature of participant   Date

Researchers

	Name:	Surname:	Contact details:
1.	Carike	Kriel	060 965 7339
2.	Candice	Livingston	065 253 6443
3.	Chiwimbiso	Kwenda	083 822 2184

Contact person: Carike Kriel
Contact number: 060 965 7339   Email: krielc@cput.ac.za

APPENDIX I: PRE-SERVICE TEACHERS' PERCEPTIONS OF ETHICS DURING TEACHING PRACTICE INTERVIEW

The following questions were asked to all participants:

1. Describe how the university prepared you to handle ethical dilemmas during your teaching practice.
2. Are you aware of a code of ethics at your university that specifically guides the ethical behaviour of pre-service teachers, during teaching practice?
3. Did you and the staff from the school sign a written code of conduct before you started your teaching practice? If yes, what did the code entail?
4. Did you ever feel pressured by university policy to make decisions that you felt were unethical? Describe the experience.
5. Is ethics in teaching practice explicitly taught during your B.Ed. Foundation Phase degree? If yes, in what subject and what does it entail?
6. Describe the ethical dilemma you experienced during your teaching practice.
7. How did you handle the reporting of the ethical dilemma? Why?
8. Did you feel that the university gave you the necessary support to solve the ethical dilemma?
9. Do you feel that your ethical dilemma had a positive outcome or was it unresolved? Explain your answer?
10. What could you or the university have done to prevent the ethical dilemma from taking place?

APPENDIX J: PRE-SERVICE TEACHER INTERVIEW APPOINTMENT FORM

A FRAMEWORK FOR ETHICAL CONDUCT AND PROCEDURES FOR TEACHING PRACTICE AT SOUTH AFRICAN UNIVERSITIES

Thank you for your participation in phase one of this study. You are hereby invited to take part in a follow up interview for my study on ethics for teaching practice of preservice teachers. This study aims to determine what codes of conduct or ethics exist at South African Universities as well as how these codes are implemented and experienced by preservice teachers.

Your participation is very important to me. Be assured that your anonymity will be honored. Neither your own name, nor your university's name will be mentioned in any research reports. Your have the right to withdraw from the study at any time.

* Required

1. Email *

    _____

Invitation to a follow up interview
Please note that I will try my best to accommodate each participant at a day and time that suits him/her best.

2. Will you prefer to have your interview online on Microsoft Teams of face to face (adhering to the COVID-19 protocols of level 1 lockdown) in Wellington, Western Cape

    Mark only one oval.

    ( ) Microsoft Teams

    ( ) Face to face

    ( ) I wish to withdraw from the study.

329

3.   Which date will suit you best?

Mark only one oval.

◯ Monday 26 October

◯ Tuesday 27 October

◯ Wednesday 28 October

◯ Thursday 29 October

◯ Monday 2 November

◯ Tuesday 3 November

◯ Wednesday 4 November

◯ Thursday 5 November

4.   What time of the day will be most suitable to you?

Mark only one oval.

◯ Morning (09:00 - 12:00)

◯ Afternoon (13:00 - 16:00)

◯ Evening (17:00 - 19:00)

This content is neither created nor endorsed by Google.

Google Forms

APPENDIX K: PRE-SERVICE TEACHER INTERVIEW CONSENT

Faculty of Education
Ethics informed consent form

CONSENT TO PARTICIPATE IN PHASE 2 OF A RESEARCH STUDY

Title of the research: A framework for ethical conduct and procedures for teaching practice at South African universities.

This phase of the research will employ semi-structured interviews to investigate your experience of an ethical dilemma during your teaching practice. The interview will be between 30 and 45 minutes. The interview will be on Microsoft Teams or face to face adhering to Covid-19 protocols depending on the preference of the participant.

All participants as well as the universities they are affiliated with will be kept confidential by replacing the names with pseudonyms. Any names of organizations or individuals during your interview will also be replaced with pseudonyms. Voice recordings will be stored according to the pseudonym on a password-protected computer to which only I have access. My supervisors and the examiners can gain access on request to verify results. All recordings will be kept for 5 years as stipulated by the CPUT policy, thereafter they will be permanently deleted from the computer.

This research is voluntary. All participants have the right to withdraw at any time of the study.

Please tick the following boxes if you agree:
- ☐   I understand the purpose of the research.
- ☐   I understand what the research requires of me.
- ☐   I know that I can withdraw at any time.
- ☐   I understand that there will not be any form of discrimination against me as a result of my participation or non-participation.
- ☐   I agree to participate in an interview.
- ☐   I agree to have the interview voice recorded.

Please sign the consent form. You will be given a copy of this form on request.

Signature of participant	Date

Researchers

	Name:	Surname:	Contact details:
1.	Carike	Kriel	060 965 7339

2.	Candice	Livingston	065 253 6443
3.	Chiwimbiso	Kwenda	083 822 2184

Contact person: Carike Kriel
Contact number: 060 965 7339   Email: krielc@cput.ac.za

APPENDIX L: TEACHING PRACTICE COORDINATORS' PERCEPTIONS OF ETHICS FOR TEACHING PRACTICE

The following questions will be asked to all participants:

1. Describe how the university prepares the students to handle ethical dilemmas during their teaching practice.

2. Are you aware of a code of ethics at your university that specifically guides the ethical behaviour of pre-service teachers, during teaching practice?

3. Are you aware of a code of ethics at your university that specifically guides the ethical behaviour of in-service teachers when working with pre-service teachers?

4. Do your university's policies expect the pre-service teachers to sign a written code of conduct before they start their teaching practice? If yes, what does the code entail?

5. Do your university's policies expect the staff from the school to sign a written code of conduct before pre-service teachers start their teaching practice? If yes, what does the code entail?

6. Is ethics in teaching practice explicitly taught during the B.Ed. Foundation Phase degree? If yes, in what subject and what does it entail?

7. Describe the ethical dilemmas that are reported during teaching practice.

8. How does the reporting process work if students experience an ethical dilemma?

9. Is there a reporting process for schools to report ethical dilemmas caused by pre-service teachers?

10. Do you feel that the university's current policies and procedures are sufficient to address and resolve ethical dilemmas? Why/why not?

Faculty of Education

Ethics informed consent form

CONSENT TO PARTICIPATE IN PHASE 2 OF A RESEARCH STUDY

Title of the research: A framework for ethical conduct and procedures for teaching practice at South African universities.

This phase of the research will employ semi-structured interviews to investigate your experience of the ethics policies and protocols employed when pre-service teachers encounter ethical dilemmas during teaching practice. Furthermore, you will be allowed to make recommendations and share ethics policies with the researcher if ethical clearance from your university permits it. The interview will be between 30 and 45 minutes. The interview will be on Microsoft Teams.

All participants as well as the universities they are affiliated with will be kept confidential by replacing the names with pseudonyms. Any names of organizations or individuals during your interview will also be replaced with pseudonyms. Voice recordings will be stored according to the pseudonym on a password-protected computer to which only I have access. My supervisors and the examiners can gain access on request to verify results. All recordings will be kept for 5 years as stipulated by the CPUT policy thereafter they will be permanently deleted from the computer.

This research is voluntary. All participants have the right to withdraw at any time of the study.

Please tick the following boxes if you agree:
- ☐ I understand the purpose of the research.
- ☐ I understand what the research requires of me.
- ☐ I know that I can withdraw at any time.
- ☐ I understand that there will not be any form of discrimination against me as a result of my participation or non-participation.
- ☐ I agree to participate in an interview.
- ☐ I agree to have the interview voice recorded.

Please sign the consent form. You will be given a copy of this form on request.

Signature of participant	Date

Researchers

	Name:	Surname:	Contact details:
1.	Carike	Kriel	060 965 7339
2.	Candice	Livingston	065 253 6443
3.	Chiwimbiso	Kwenda	083 822 2184

Contact person: Carike Kriel
Contact number: 060 965 7339   Email: krielc@cput.ac.za