



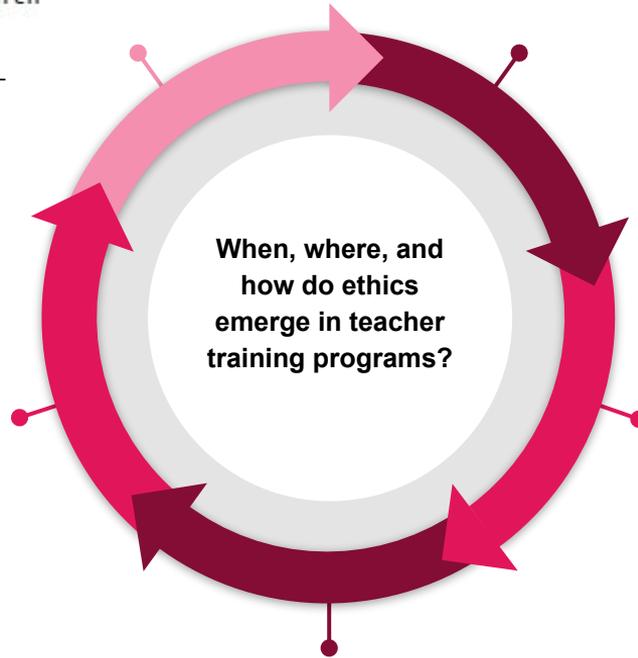
Step 5: Identifying your own positionality –

Last but not least, it is time to scrutinize one's own subjectivities and position from within which one views the situation and makes decisions. This step involves reflection, and if needed, revising of one's convictions and viewpoints, and as such it requires openness and a willingness to learn.

Step 4: Identification of courses of action. There are always usually more options than the first one you initially considers, and therefore it is important to form a broad view of the challenge or situation by going through steps 1-3 in order to arrive at a well-informed and holistic solution. Without the preceding steps, the solutions are likely to remain narrow or address only part of the issue.

Reference:

Mustajoki, H. & Mustajoki, A. (2017). A New Approach to Research Ethics. Using guided dialogue to strengthen research communities. Routledge.



When, where, and how do ethics emerge in teacher training programs?

Step 3: Identification of guidelines, regulations, instruction etc.

These documents provide guidance in terms of desired directions and actions, and as such, they may be helpful in figuring out the parameters of one's actions. In the teacher education context, the curriculum and practice, instructions could be such documents.

Step 1: Identification of the ethical issue. The model for identifying perspectives of different foci in teacher training programs might be helpful in finding out what makes a situation ethically challenging, that is, what is at stake from an ethical point of view. Ethical issues may be present in rather ordinary everyday encounters in teacher education or in school where an individual's rights and benefits may be weighed against those of a group; or where being close and caring may be weighed against keeping a distance and maintaining authority.

Step 2: Identification of stakeholder. Often, there are more issues at stake than first meets the eye. The situation will look different depending on whose perspective you take as a point of departure. In addition, there may be different types of stakeholders; those who are immediately or directly affected and those who are indirectly affected by the decision-making in the ethical challenge. In teacher education stakeholders that teacher educators and student teachers may encounter might be other student teachers and teacher educators, school leaders and teachers, parents and guardians, education administrators, other professional who work at school, to name a few.