HEALTH- AND SOCIAL CARE EDUCATORS' ETHICAL COMPETENCE IN RELATION TO CORE VALUES AND ETHOS

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Abstract

Background and purpose:
Educators' ethical competence is of crucial importance for developing students' ethical thinking. Previous studies describe educators' ethical codes and principles. This article aims to widen the understanding of health- and social care educators' ethical competence in relation to core values and ethos.

Theoretical background and key concepts:
The study is based on the didactics of caring science and theoretically links the concepts ethos and competence.

Methods:
Data material was collected from nine educational units for health care and social service in Finland. In total 16 semi-structured focus group interviews with 48 participants were conducted. The interviews were analysed with a thematic analysis according to Braun and Clarke.

Ethical considerations:
The study is approved by the Declaration of Helsinki, the legislation regarding personal data and the General Data Protection Regulation (GDPR). The study received ethical permission from the University of Jyväskylä. Informed consent was obtained from all the educational units and participants in the study.

Findings:
The findings are presented based on three general pattern, an ethical basic motive, an ethical bearing and ethical actions. Subthemes are Humane view of students as unique individuals with individual learning, Bearing of tactfulness and firmness, Bearing of perceptiveness and accessibility, Bearing of satisfaction and joy over student learning, Valuing bearing toward each oneself and colleagues, Ability to interact and flexibility, Collegiality and a supportive work community, and Educators as role models and inspirators.

Conclusion:
Educators' personal and professional ethos is crucial to student learning, personal growth and ethical reasoning. Therefore, it is important to further develop educators' training regarding ethical competence.

Keywords:
The didactics of caring science, educators' ethical competence, ethos, competence, focus group interview, thematic analysis

Introduction

The ethical foundation in health- and social care is to do (what is) good, to alleviate suffering and treat all human beings with dignity and respect. In caring, health care professionals continuously face ethical issues and standpoints and need to act ethically. Today's social debates show serious cases in social- and healthcare where the human value has been violated and human beings' health and wellbeing have been at risk when economic and political issues have been foregrounded. Professional ethics, ethical principles and an ethical value base have been created in order for social and health professionals to have the courage to react and take responsibility for preventing human violations and neglect. In this article, we assume that education is crucial for ethical thinking and action among future health- and social care professionals.

Today's education emphasizes theory and research-related teaching with focus on analytic thought, problem-oriented didactics and technological methods. Societal, political and economic trends increasingly shape the focus of education[1]. With this focus we believe there may be a risk of limiting didactics to less focus on students' personal growth, cultivation, education and development of future caregivers, and that students may lose the opportunity for developing a personal inner ethics or ethos. According to Matilainen and Eriksson[1], the prerequisite and responsibility to shape students' learning, cultivation, and ethical thought is tied to the educator's ethical competence; it is the educator's responsibility for and attention to student learning and cultivation that shape future caregivers' ethical bearing. Educators are role models for students' ethical bearing because their perception and understanding of reality and their worldview and scientific vision are always reflected in their thought, language, bearing, and actions[1]. Therefore, this article specifically focuses on the educator's ethical competence. The aim, based on previous studies on educator competence, ethical codes and principles, is to contribute to a deepened understanding of educators' ethical competence in relation to their core values and ethos by interviewing health- and social care educators.

Background

Educators' work changes in tandem with new demands placed by perspectives in society and worklife. In Finland, health- and social care educators are recommended to have teacher qualifications (60 study points) and three years of clinical experience. This research is a part

of an ongoing research project, *Competent educators together,* funded by the Ministry of Education and Culture in Finland. The projects aim is to develop health science, physiotherapy science and social service teachers' professional competence and continuing education, and to renew curricula in the national health science and social service teachers' education and further training. For this work, educators' core competence has been reviewed. The results shows that the areas of competence of health- and social care educators are *capability to practice, subject competence*, *ethical competence, pedagogical competence, management and organizational competence, innovation and development competence*, *collaboration competence, cultural and linguistic competence and continuous professional development competence*[2]. Ethics emerges as an important basis for educator competence, which motivates a further deepening of the meaning of educators' ethical competence and ethical value base.

Ethical codes in education are described on a general level. For example according to Salminen et al.[3], specific ethical codes are missing for nurse educators and, for instance, Finland follows the code of ethics for educators established by the Trade Union of Educators in Finland[4]. The code of ethics for teachers describes professional ethics as an important resource in the work of educators. The ethical codes of the teaching profession include principles of human value, truthfulness, justice, and freedom and responsibility in relation to students, colleagues, and society. The human value in educators' work involves creating a learning culture based on mutual respect and respect for each student regardless of gender, sexual orientation, looks, age, religion, social status, origin, opinion, ability, and achievements. Truthfulness means that educators are humane and help students encounter life and the world. Justice means to strive for equality and gender equality. It is educators' responsibility to protect the individual student's self and integrity and to especially take into consideration students who need attention and protection. Educators' duty is also to teach students to cooperate, create interpersonal relationships, and provide opportunities to develop into professionally knowledgeable and responsible individuals and members of society. Educators also have an obligation to perform their duties responsibly and continuously evaluate and develop their work and professional competence. Ethics also involves work community, to show respect for and understand colleagues as separate individuals and to mutually support and help each other.[4]

Research on educators' ethical competence within social- and healthcare describes educators' ethical principles for teaching both from the educators and students' perspectives [3,5,6,7,8]. The ethical principles for social- and healthcare educators are concurrent with the general ethical codes for educators. According to research by Salminen et al.[7], educators' ethical principles consist of justice, equality, honesty, respect, individuality, responsibility, openness, trustworthiness, autonomy, and collegiality. Nursing students describe ethical principles in teaching as including professionalism, justice, equality, respect, humaneness, honesty, individuality, liberality, credibility, dignity, and openness. Research by Boozaripour et al.[5] emphasizes human dignity, competency enhancement, constructive human relations, educational justice, excellence view, wisdom and commitment and accountability as ethical values in teaching.

Justice and truthfulness in teaching as an ethical principle means not only that educators should treat students equally and honestly by creating equal conditions, goals, expectations, and assessments, but also that they respect different opinions and place high demands and have expectations on students[3, 5, 6, 8.] The ethical principle as regards the educators' personal responsibility for maintaining their subject competence is described by Rosenkoetter and Milstead[6] as a striving to engage in life-long professional learning for professional growth and evidence-based teaching. It is important that educators reflect on their values, teaching responsibility, responsibility towards students, and engagement for the health- and social care profession. The ethical principle of human dignity includes respecting students, educators, colleagues, and patients. It is important that educators show respect for beliefs and confidential issues in relation to students and colleagues and appreciate others' contributions to the profession and society. Educators are responsible for protecting students against unethical praxis[5, 6]. According to Salminen et al.[3, 8], respect belongs together with a good educator-student relationship created by openness for different opinions, protection of students' integrity, good interaction, listening, and support and encouragement for learning. Boozaripour et al.[5] describe educators' qualities as engagement, honesty, truthfulness, patience, confidentiality, humbleness, and kindness. The ethical principle of seeing possibilities means that educators are foresighted, innovative, and view students and their lives as part of a bigger whole. According to the research by Salminen et al.[3, 8], respect and trust in relation to colleagues emerge as an important ethical principle that entails openness for multiprofessionalism, acceptance of individuality, detecting each educator's individual capacity and professional growth, and supporting each other during times of changes.

Educators' ethical competence is also significant in relation to students' professional values in clinical practice[3]. An ethical teaching atmosphere and the educator as role models in terms of respect, justice, and honesty, a good educator-student relationship, good cooperation with colleagues, have proactive importance for action in clinical practice in how future students treat patients.[3, 8]

In summary, previous research shows that there are solid ethical codes and principles in relation to educators' ethical competence. With reference to Tarozzi[9], competence also needs to be in contact with emancipatory and ethical issues to strengthen the ethos of teaching. This article therefore establishes a link between educators' ethical competence regarding ethical codes and principles and ethos.

This study is based on the didactics of caring science rooted in the value base and ethos of caring science. Informed by Matilainen and Eriksson's[1] thinking, the didactics of caring science is grounded in Eriksson's theory of caritative caring and ethics thereby represents a striving to contribute to an inner bearing for caritative caring through cultivation and education in the ethos of caring science.

Competence is a concept that is difficult to define, and studies show that there is a lack of consensus as regard its meaning and use [10, 11, 12, 13]. The concept has often been studied and defined in relation to various professions[14]. The most common definition of the concept is that competence means knowledge, skills, and attitudes, but also individual qualities. This indicate that a more comprehensive understanding of competence also can be described as an individual's underlying qualities that lead to the ability to act in a competent way[10, 13, 15]. The concept appears to have an outer dimension based on knowledge, skills, and attitudes, but according to Kulju[16] also an inner dimension, a meta-competence consisting of strength of character, ethical awareness, moral assessment, willingness to do good and to take responsibility. Korthagen[17] believes that an educator's profile cannot only function on the surface, on a peripheral level, in terms of outer circumstances or needs on a technical level. Korthagen[17] highlights ethos, method, and competence as central in teaching. In this article, competence includes an inner dimension of individual and underlying qualities, meta-competence, and ethos.

Based on the caring science perspective of this study, formal ethics is shaped to a deeper value base, that is, ethos, as an ethical bearing toward self and others. Ethos forms the foundations of ethics and ethical deeds[1]. From a didactic perspective, Nelson[18] calls attention to the fact that ethos includes the educator's value base, view on life, and bearing toward self and other human beings. Birkelund[19] describes this as a willingness to attain a deeper insight into and learn about life, be in tune with life's questions and learn from each other. Sandoval et al.[20] also illuminate ethos as a way of being an educator in each individual teaching situation which is important for the development of students' personal ethos. In teaching, educators' humane personal ethos is also tied to their professional ethos, which manifests in their ethical competence to perform well and the ability to give of themselves to others. ethos also refers to atmosphere, climate or culture in the workplace. Educators' ethos promotes the creation of the ethos of the whole organizational culture. This is described by Husu and Tirri[21] as the ethos of the school.

Aim

Since ethics emerges as an important basis for educator competence, it is motivated to further deepening the meaning of educators' ethical competence and ethical value base. The aim of this research is to widen the understanding of health- and social care educators' ethical competence in relation to core values and ethos.

Data collection

The data for this study was collected in the spring of 2018 through semi-structured focus group interviews. Focus group interviews[22] were chosen because it was seen as important to allow space for discussion to get at the educators' own experiences, motives, arguments, and values regarding the competence areas for health- and social care educators.

The data collection was conducted at nine health-, physiotherapy- and social educational units in Finland. In total, 16 focus group interviews with two to five participants in each group were conducted. In the focus group interviews, 48 health- and social care educators participated. 26 of the participants were nurse educators, 7 educators in social work, 6 educators in physiotherapy, 3 educators in public health, 2 educators in midwifery, 2 educators in radiography and 2 educators in biosciences and pharmacy. The focus group interviews consisted partly of educators with more than five years of teaching experience, and partly of

educators with less than five years of teaching experience. Because the number of educators with long work experience dominates education today, eleven groups consisted of educators with over five years teaching experience and five groups of educators with less than five years teaching experience. The interviews was recorded (total of 17,2 hours) and transcribed into 525 pages of text (Times New Roman, 12 p, single-space).

The researchers primarily acted as moderators and created a relaxed and safe atmosphere making sure that the conversation focused on the research object in question. The interview guide for the focus group interviews was based on results from systematic literature reviews on health- and social care educator' competence[23]. One or two researchers conducted the interviews by giving open-ended questions for the participants to discuss. The starting questions were: What kind of competences do health- and social care educators have? What competences do they need today and in the future?

Data analysis

The focus group interviews were analysed by a thematic analysis according to Braun and Clarke[24, 25, 26]. The coding and thematization were conducted in six different phases; Familiarizing oneself with the data, Generating initial codes, Searching for themes, Reviewing themes, Defining and naming themes and Producing the report. The first step in the thematic analysis was familiarizing oneself with the data. The researchers read the interviews and listened to the audio files several times to obtain a more general impression of the material and took notes on initial observations and themes. The next step was coding the material. In this phase initial codes for important qualities were generated from the data based on the research question of this study. Both semantic and conceptual coding of the material was conducted. This phase ended with the collection of all codes with relevant content. In the following phase the codes were categorized and interpreted according to how they related to each other and how similarities and variations emerged in the material.

A new reading of the data material was carried out to verify that the themes that were formed were relevant and meaning-bearing. Subsequently, the themes were arranged and clarified so that they highlighted the core and what was meaning-bearing in each theme. After that, the themes were reviewed in relation to the whole, certain themes were merged, themes that did not respond to the research question were removed and the nature and substance of the

individual themes were described. In the following phase, the themes were defined and named based on their essence and content. In the last phase, the different themes were compiled in a logical order and three main patterns were formed. The results are presented based on the main patterns, themes, and quotations.

Ethical considerations and limitation

This study has been conducted according to the Declaration of Helsinki[27] as regards ethical principles for research involving human subjects. The research project, *Competent educators together,* received an ethical permission from the University of Jyväskylä for part of the study 12.12.2017 and all institutions that participated were granted research permission. The participants were informed in writing and orally about the study purpose and their rights. All participants signed an informed consent. Ethical issues were considered throughout the process according to established ethical principles. Informed consent was obtained from all the educational units and participants in the study, and confidentiality regarding the data was anonymized. The data material has been stored according to the legislation regarding personal data[28] and General Data Protection Regulation (GDPR)[29].

The data material was collected in focus group interviews where the conversation mainly concerned educators' competence in general and not specifically ethical competence, which can be seen as a limitation of this study. Other possible limitations are that the study is conducted only in Finland, the bold part of the participants are female and that the number of participants in nursing context were more than in social- and physiotherapy context.

RESULTS

The results of this study are described based on three main patterns, that is, ethical basic motives, an ethical bearing, and ethical actions (see Figure 1). Each individual main pattern is described based on underlying themes and descriptive quotations.

Ethical basic motives

The educator's basic motives are constituted by an internal teachership, or the willingness to be educators represents the basis for their ethical competence, "... *an internal teachership and*

a willingness to be an educator represents the core" . The educators relate that a good educator has the qualities, that is, personality and attitudes, of a good person. "*... a good educator is a good human being and has the qualities of a good human being, a human being who is cooperative, trustworthy, responsible and just, flexible and humorous"*. The internal teachership makes the educators feel enthusiasm, value their work, and arouses within them a strong desire to teach and motivate students to learn.

Ethical bearing

From the ethical basic motive emerges ethical bearing. For educators, the ethical bearing manifests in their view on students and how they respond to work and colleagues. The analysis offers five themes where the ethical bearing is described: *Humane view on students as unique individuals with individual learning, Bearing of tactfulness and firmness, Bearing of perceptiveness and accessibility, Bearing of satisfaction and joy over student learning* and *Valuing bearing toward oneself and colleagues.*

Humane view of students as unique individuals with individual learning

The educators call attention to the importance of a humane view of the students, to encounter them as human beings and with an ability to be present, communicate, and give them space. Being humane means that educators do not leave students alone with their learning but listen and are responsive to their questions, care about them and share their lives for better or worse. "*If students have some problems one listens and forwards their cause and does not leave them by themselves, or if something positive has happened one shares it and feels joy ... a form of sensitivity where one perceives and can take into consideration the individual student as a human being"*. The educators underline the significance of placing individual students and their learning and human growth at the centre, "*... supporting student growth must be shown in action, the education and work culture".*

Bearing of tactfulness and firmness

A bearing of tactfulness, responsibility and justice is important as guidelines in educators' work. The educators emphasize the significance of recognizing students, of being polite, kind and subtle. Certain firmness, setting of boundaries, being just and also challenge students are

required from educators because they are ultimately responsible for that the learning goals are achieved. "*Recognizing and being tactful, even when one would rather tell students not to ask that. One can turn it around and instead challenge them and get them to think, so all credit to politeness. To set clear boundaries, being kind and act, being firm in a kind way. And of course being fair, and in this way treating everyone the same*".

Bearing of perceptiveness and accessibility

Being perceptive and constantly attentive to students and their learning shows educators' ethical bearing. Educators should have the ability to perceive, truly listen to and take an interest in students and their learning. "*… one should not relax, but be perceptive to see where one is going. It takes perceptiveness and ability to detect student needs, and understanding, and being able to truly take an interest in, respond to, and listen*". Perceptiveness and listening open up for understanding, respect, and accessibility for students. Students have the courage to be active, question, and reflect without fear of being devalued. "*Being accessible is a virtue for educators who should be accessible and understanding... the students should not be afraid to be singled out, but know that their questions will be answered and that they will receive help. That students have the courage to question what is being taught, bring up their own ideas, challenge and reflect together*".

Bearing of satisfaction and joy over student learning

Students are viewed as a resource that increases the educators' work satisfaction. Educators feel joy and satisfaction when students develop and mature professionally. Students and teachers interact and the feeling of learning together brings them joy in their work. "*... students are an enormous resource, that we have a fantastic group of multitalented students... it is incredibly nice things that our students accomplish and that we learn from together... the reward comes from the students and it gives you a sense of satisfaction to see how they develop, we should celebrate this even more*".

Valuing bearing toward oneself and colleagues

Ethics manifests when educators value each other's work, knowledge expertise, and experiences. "*We value other people's skills, that we are on the same side and we do not tread*

on anyone's toes. Pedagogical freedom, that we are qualified in this area of expertise, that we have competence and qualifications, one has to value how other people perform their tasks the way they feel is best". The educators describe ethics as collegiality that takes work to a higher level. Showing consideration, being on the same side, share knowledge and being open for new ideas strengthens collegiality. "*Collegiality is friendship and work community, and a relationship characterized by trust and dialogue, one can share one's experiences and ideas and so create a higher idea together"*.

Collegiality contributes to a good work atmosphere characterized by humour and a spirit of "we" "*... an atmosphere where everyone can blossom, created when all try to smooth the rough edges so that one can work better with others, and that everyone must give and someway renounce self"*. The educators condemn a work culture where workers criticize each other and instead emphasize themselves and their skills as educators. "*Collegiality belongs together with valuing each other, everyone does their work with their own personality and it is wrong to interfere. Rats if someone pulls the rug from under another teacher before a student"*. As an educator it is important to have sound self-esteem to be able to set boundaries, be allowed to fail and yet feel good enough and sufficient.

Ethical actions

An ethical approach and bearing are expressed through ethical actions. The ability to act ethically has been divided into three themes; *Ability to interact and flexibility*, *Collegiality and a supportive work community* and *Educators as role models and inspirators*. The results of this study show that the ability to act ethically takes the form of the educators' attitudes in relation to self, their colleagues, and students.

Ability to interact and flexibility

The ability to interact is crucial for ethical action. Interaction means listening to and identifying signals in the other, seeing differences, go beyond self, see a bigger whole and respect differences. "*Cooperation competence, being flexible, cooperative and interactional. To really and honestly care is part of a knowledgeable educator's qualities"*. Today teaching takes place in a dynamic environment with many changes, pedagogically as well as educationally and from a societal perspective. Change presupposes flexibility, creativity and

innovativeness in educators to be able to pilot the students forward in their learning. *"... being flexible, to row and mat together. One's professional identity, to recognize one's attitudes and approach and to be willing to develop and critically evaluate one's own actions"*.

Collegiality and a supportive work community

Ethics manifests through collegiality, having a supportive work community. Collegiality emerged as shared guidelines, receiving support when needing help, opportunity to consult each other, openness for different perspectives and to meet and discuss different subject. *"... we help each other, the one with specialized knowledge helps others... multiprofessionalism and cooperation is a resource when everyone's knowhow complements each other's"*. A work community has added value and provides educators with strength and support. All educators have their own value for a community that is no stronger than its weakest link. Collegiality offers space and support to grow and become ethically acting educators as a "brand" externally. *"Collegiality is part of brand thinking, what we as educators look like from outside; if there is collegial action, it becomes a brand for the whole profession"*.

Educators as role models and inspirators

Ethics becomes action in the role models that educator represent for students. Educators bear the sole responsibility for their actions toward students. *"Today educators are more like mentors, fellow wanderers, supporters, and inspirators"*. How educators behave toward each other and are role models for students, showing respect and appreciation, not diminishing others, being open and believing in oneself and not abusing power is important for how students will be able to treat colleagues and patients as human beings in their future profession. *" ... as educators we are role models for collegiality, so that students see how we synchronize together, support each other and do our job with joy"*.

Being a role model is not primarily to show everything you know, but to act out an ethical bearing that is consistent with what students are being taught for instance in terms of treatment of patients. To show one's own vulnerability and that one does not know everything is also important for student development into empathic and compassionate caregiver. *"One must learn to work with different people because that is part of a nurse's work. One communicates to students a seamless cooperation in a shared language. With practical*

examples I strive to highlight how one's own actions will work in a team and how important this is".

Discussion

The results of the study show that health- and social care educators' ethical competence regarding core values and ethos include three fundamental elements, that is, ethical basic motives as the core, which becomes visible in ethical bearing and ethical ability to act (figure 1). Educators' ethical basic motive involves the willingness to be an educator, teach and motivate students, and educators' human qualities and good traits. Educators' ethical bearing includes a humanistic view of life reflected in a bearing of tactfulness, firmness, perceptiveness and accessibility. Educators' ethical bearing increases a sense of satisfaction and joy in their work with students and a valuing bearing to self and colleagues. Educators' ethical basic motive and ethical bearing manifest through educators' ethical action. Educators act as role models and inspiration through their ability for interaction, flexibility, collegiality and supportive work community.

Ethical basic motive

Ethical bearing
- Humanism
- Tactfulness and firmness
- Perceptiveness and accessibility
- Satisfaction and joy
- Valuing

Ethical actions
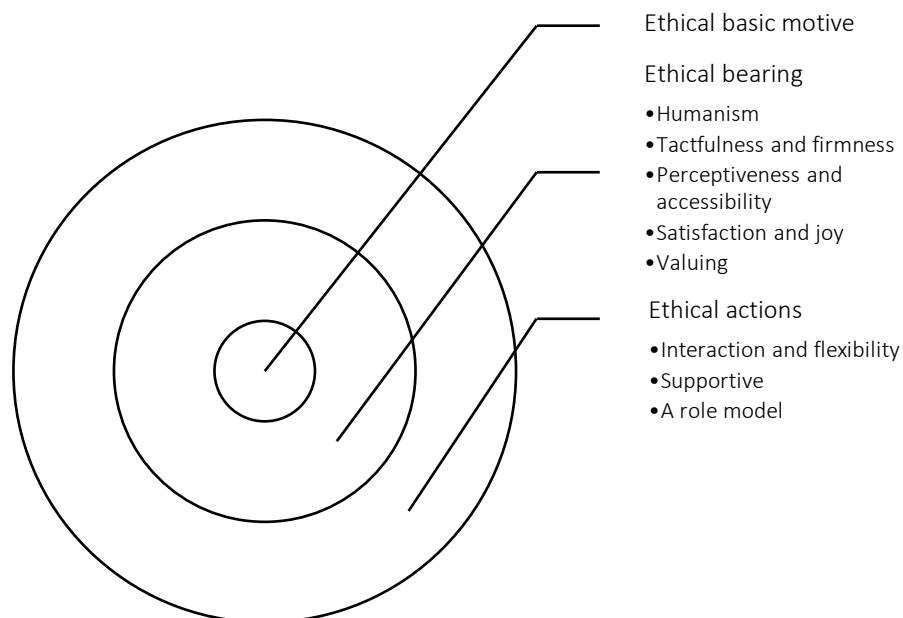- Interaction and flexibility
- Supportive
- A role model

Figure 1: The educator's ethical competence – core values and ethos

This study shows that core values in health- and social care educators' ethical competence represent their traits, their ethos, as a willingness to teach and promote students' learning and human growth through a bearing of humanism, justice, respect, tactfulness, responsibility, flexibility, creativity, and innovativeness. This finding partly resonates with the research by Boozaripour et al.[5] where educators' qualities are described as honesty, truthfulness, engagement, humbleness, and kindness. Educators' qualities also involve a positive bearing of forward-thinking, seeing possibilities, being innovative and view studies in a greater whole, as part of students' lives. Educators' ethos emerges in this study as bearing to respond, be present, communicate, listen, take an interest in and provide space for students, and also as a firmness and setting boundaries. Salminen et al. [3, 8] also connect justice, respect, openness (for different opinions), good interaction, listening, supportive, encouragement, and protection of students' integrity with a good educator-student relationship. This study also shows that the interaction with students and the experience of their development and growth makes educators value their work and feel enthusiasm and joy in work.

Educator's core values and ethos also become visible through a valuing bearing toward self and colleagues, through collegiality and a supporting work community informed by recognizing colleagues' work, knowledge expertise and experiences. A valuing bearing toward the work community means showing respect and understanding for colleagues as individual persons and to mutually support and help each other.[3] This resonates with the description by Salminen et al.[3, 8] of respect, trust, acceptance of individuality, multiprofessionalism, seeing each educator's individual capacity and professional development. An interesting finding in relation to collegiality is that educators function as role models for students, that is, educators' ethical approach in relation to colleagues influence the students' treatment of colleagues and patients in clinical practice. Educator's core values and ethos are significant for students' professional values in clinical practice.

Ethical competence entails also the educators' obligation to perform their duties in a responsible way and to continuously evaluate and develop their work and professional competence. The findings also coincide with Rosenkoetter and Milstead's[6] description of that educators need to engage in a life-long professional learning for professional growth and evidence-based teaching, and it is important that educators reflect on their values, teaching responsibility, responsibility towards the students and engagement for the nursing profession.

The study's results reveal that educators' ethical competence is connected with their personal qualities and values. Both Kulju[16] and Korthagen[17] highlight the educators' personal qualities as a form of meta-competence which constitutes the conditions for ethical action. These personal qualities include willingness to teach, traits, and ethical bearing, what Nelson[18] refers to as the educator's ethos. The ability to act ethically is precisely based on this ethos and shows that the way to ethical action goes through an internationalization of basic values in terms of a view of human life and learning, ethical bearing. The educator's ethos is important for the work climate in which the teaching takes place[21]. The results of the study corroborate Hashish and Award's[30] notion of educators having the key to the development of ethical reasoning to safeguard ethical sanctity within health and social care.

Implementation

During the last few years the development of educators' technological skills has been foregrounded in education while their ethical competence has received less visibility[20.] Therefore, we would like to emphasize the importance of educators' education as regards ethical competence in relation to core values and ethos. Hashish and Award[30], too, believe that it is important that education institutions understand educators' ethical orientation and discuss their ethical thought and competence through meetings and workshops. Warnick and Silverman[31] also underline a concern that there are gaps today in educators' own education which affect professional ethical teaching and that it is therefore important to renew professional ethical teaching for educators by offering more ethical courses. They ask for courses for professional ethics based on philosophical ethical theories, phenomena, and concepts. Courses that capture the complexity of ethical values, and can develop teachers' ethical envisioning, sensitivity and transform approaches and behaviour. With reference to Sandoval et al.[20], it is through teachers' education and supervision that their professional pedagogical ethos is formed. The teacher's personal and professional ethos is a mark of evidence that affects students; not just their knowledge, but also what they will become as human beings, human life growth.

Warnick and Silverman[31] have shown that educators' ethical education is furthered through group discussions, realistic ethical dilemmas and cases from the teaching reality. Salminen et al.[3, 7] also emphasize discussions and reflection on ethical issues as an important key and motivator for ethical action in teaching. To raise educators' ethical competence courses in educator training should also include responsibility to respond to the demands for ethical

action. Ethical awareness and ethical discussions among colleagues as well as further research is needed to raise educators' ethical competence. Ethical qualities are also the foundation for educators' technological competence.[20]

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