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Teaching Ethics in Educational Leadership Using the Values–Issues–Action (VIA) Model

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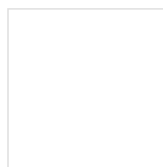
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Figures (2)

Abstract and Figures

Educational leaders are faced with multiple ethical decisions every day. This article presents the Values–Issue–Action (VIA) Model as a tool for developing ethical decisions in K-12 schools. The model is presented with three scenarios from K-12 education to practice using the model into practice. The model can be used by current school leaders and those in higher education programs developing future K-12 leaders. The model can also be used in school and district professional development to have leaders examine ethical dilemmas they face daily.

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Teaching Ethics in Higher Education Using the Values – Issues – Action (VIA) Model

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Abstract

Ethics content within higher education graduate programs can help higher education students as emerging leaders become more thoughtful about the decision making process. The purpose of the present manuscript is to explore one vehicle through which current and future higher education leaders can actively contemplate their values and how their values influence their actions when faced with an ethical challenge. The Values – Issue – Action (VIA) Model for Ethical Decision Making is a tool for both classroom use and professional reflection through which one can reflect on their values (V) and how those values shape how they perceive issues (I), and in turn shape their actions (A). Implications for teaching, learning, and practice are discussed.

Keywords: Ethics, Graduate Education, Professional Programs, Leadership

Introduction

Higher education leaders regularly face challenges with ethical dimensions. Beginning from the

Higher education leaders regularly face challenges with ethical dimensions. Ranging from the routine or mundane, such as inappropriate parental inquiries into student academic performance, to salacious corruption, such as the child sex abuse scandal at Pennsylvania State University, leaders are tested in their ethical decision making capacities. Some leaders, like the University of Virginia's, Teresa Sullivan in the wake of a falsified fraternity gang rape report, emerge from real and purported ethical breaches by focusing university resources towards raising awareness and improving institutional processes and procedures. Others, like the University of Illinois' Phyllis Wise become entrenched, standing by ill-advised actions, and in spite of all of their other accomplishments, forfeit their turn at the institution's helm.

The question is not whether a leader will be tried, but when. Bollman and Gallos (2011, p. 9) impart that "leadership success rests in the quality of the choices made by leaders, and leaders make better choices when they are mindful about their thought processes and actions." Ethics content within higher education graduate programs can help higher education students as emerging leaders

become more thoughtful about the decision making process.

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The purpose of the present manuscript is to explore one vehicle through which current and future higher education leaders can actively contemplate their values and how their values influence their actions when faced with an ethical challenge. The Values – Issue – Action (VIA) Model for Ethical Decision Making is a tool for both classroom use and

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Citations (4)

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... Teachers as leaders are expected to exhibit best practices like professional growth, care, mentorship and living their values (Eva, Robin, Sendjaya, van Dierendonck & Liden, 2019). These practices require that teachers as leaders implant, shape, and control much of the learning and intellectual development of their learners (Frémeaux & Pavageau, 2020; Jones, Ransom & Chambers, 2020)

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... Finally, we manually excluded eight papers whose abstract did not mention anything related to teaching skills related to ethics and five papers were removed upon further reading for lack of relevance (either not focused on HE or not focused on teaching aspects related to ethics). The final output is 24 papers which we analysed (Mackenzie, 2015; Miñano et al., 2015; Trobec & Starcic, 2015; Biasutti et al., 2016; Mulot-Bausière et al., 2016; Gómez and Royo, 2015; Sánchez-Martín et al., 2017; Galanina et al., 2015; Gokdas & Torun, 2017; DeSimone, 2019; Fernandez & Martinez-Canton, 2019; Lapuzina et al., 2018; Rameli et al., 2018; Riedel and Giese, 2019; Aközer & Aközer, 2017; Oliphant & Brundin, 2019; Brown et al., 2019; Jones et al., 2020; Bates et al., 2020; Dean et al., 2020; Zamora-Polo & Sánchez-Martín, 2019; Ibáñez-Carrasco et al., 2020; Sahin & Celikkan, 2020; Noah & Aziz, 2020). Figure 1 depicts a flow diagram of the selection of paper. ...

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April 2023 · Journal of Cases in Educational Leadership

Jeana M. Partin ·  Mary Lynne Derrington


Principal Wilson is a first-year leader of a virtual high school. Following four years as an assistant principal in the brick-and-mortar school, she encounters unanticipated leadership challenges and policy dilemmas. Although discipline issues are nearly nonexistent, remote testing presents an ethical challenge. Moreover, she discovers that implementing the tenants of social presence is an ... [Show full abstract]

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January 2016 · Journal for the Study of Postsecondary and Tertiary Education

 Crystal Chambers · Hellen Ransom

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A Double Standard and Dubious Ethics in Determining Quality Teaching

September 2016 · Journal of Cases in Educational Leadership

 Martin Reardon

Double Standard was created by the actors who appeared in the accompanying video in spring 2014, as part fulfillment of the requirements for a master's-level class highlighting ethics in education for future educational administrators. A double standard comes into focus as an incoming middle school principal establishes procedures she associates with a well-run school. The White principal insists ... [Show full abstract]

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Democratic School Leaders: Defining Ethical Leadership in a Standardized Context

July 2009 · Journal of School Leadership

 Cynthia Gerstl-Pepin · Judith A. Aiken

The purpose of this article is to learn from active educational leaders engaged in the practice of democratic, ethical leadership. In this article, we share findings of a qualitative study that used narrative inquiry to examine the stories of eight educational leaders. We discuss three themes arising from the participants' narratives that define ethical, democratic leadership: understanding ... [Show full abstract]

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Including Ethics in the Study of Educational Leadership

September 2006 · Journal of College and Character

Charles Bowen ·  Harriet Bessette · T. C Cham

Ethics should be included within leadership preparation, argues authors Bowen, Bessette, and Chan.

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