Title: The necessity of a relational R ethics alongside Noddings’ ethics of care in narrative inquiry  
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This article is meant to describe how the authors used “the ethics of care” as a theoretical frame to guide them in their study. The author's study was a narrative inquiry with kids in an after-school art club, specifically indigenous youth at a rural school environment. First, they focus on one day with the students in which a major snowstorm hit. Before this event, the authors were unsure how connected they were with students and whether students were felt any sort of “care” from the researchers. When researchers saw all the kids and researchers showing up to the Art club even during the snowstorm this showed them that the club was a space where the students felt cared for. This was an example of the “ethics of care” to the researchers. They next give an example of relational ethics as a researcher and a student participant shared personal stories about dealing with death. The student was dealing with a death in their home culture (which was an indigenous tribe). The students did not feel comfortable telling any of their teachers about their experience and they were planning to leave school early until they saw one of the researchers in the Art club. The researcher in the Art club was also thinking about a death in their community as the anniversary of one of their friend’s deaths was on this day. The student and teacher had an unplanned meet up at the school. During this time, each of them shared what they were going through, and it brought them closer together. This showed some of the unwritten, ever morphing rules of the ethics of care. The authors used narrative inquiry in this study and used the “ethics of care” as a theoretical frame to guide it. They built relationships with the students and used this relationship to inquire more about the children’s community. The authors argue that the ethics of care was needed to understand more about student’s home culture and the theoretical frame allowed them to do the narrative inquiry. Authors think that without “care” students would not of opened up in the manner in which they did.

Ethics of care – A term used to describe the unspoken rules humans bring when they establish relationships with one another.