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Juutilainen, Päivi-Katriina. 2007. **Gender in career counselling conversations at Finnish upper secondary schools.** *The Finnish Journal of Education Kasvatus* 38 (2), 134–143. — Daily life at Finnish schools includes several gendered practices that guide the processes of life planning of the youth. The curriculum guidelines form a framework for delivering guidance and counselling services according to the holistic approach and emphasise the whole school community's responsibility for such guidance and related interaction. Gender sensitiveness in guidance and counselling means sensitivity to recognise, make visible and take into account the gendered societal and cultural structures. This article examines career counselling conversations at Finnish upper secondary schools as an arena for constructing and deconstructing gender-related conceptions of the counsellor and the student. The data consisted of nine video-recorded career counselling conversations and 18 audio-recorded stimulated recall interviews. The data-oriented study was twofold. During the first stage, the process of the counselling conversation and articulated gender talk were described at a general level. The second stage of the analysis was carried out as a gender-sensitive process analysis where the concept of critical reflection was in the focus.

Descriptors: gender, counselling conversation, counselling process

Keskitalo-Foley, Seija – Komulainen, Katri – Naskali, Päivi. 2007. **The Gender of the Enterprising Self in Education.** *The Finnish Journal of Education Kasvatus* 38 (2), 110–121. — The article explores the educational practices that create the enterprising self, examining the issue from the perspective of post-structural feminism and governmentality. We investigate neo-liberalism as a form of governmentality where the educational system actively produces individuals with an entrepreneurial way of thinking and acting. Our particular focus is how gender is disguised in an apparently gender- and class-neutral language and in the practices that produce the enterprising self. These create sameness and male normativity at the same time as they construct a division between women and men. We also analyse how class and region as dimensions of difference intertwine with producing gender.

We consider how the enterprising self is constructed by analysing the mentality of learning and teaching in the universities and the textbooks on entrepreneurial education. Here we focus on what kind of enterprising self is produced in entrepreneurship education for women.

Descriptors: education, enterprising self, gender, class, governmentality, neoliberalism

Käyhkö, Mari. 2007. To become a flexible and morally pure cleaning woman. The education and moral regulation of working-class girls in vocational upper secondary education. *The Finnish Journal of Education Kasvatus* 38 (2), 122–133. — In the article I analyse the education of 17–18-year-old working-class girls as they study to become cleaners in an institution of vocational upper secondary education. More specifically, I examine the way in which the gender and the social class entwined are present in the education of working-class girls, and in particular in the moral regulation targeted at them. While examining the gendered practices of education it is important to call attention to the polyphony of girlhood and womanhood, to the tensions, such as the social class, that separate and hierarchise individuals. The article is based on my ethnographic study, in which I observed the everyday life in the degree programme of home economics and cleaning services for a period of eight months. In addition to my observation diaries I have used various documentary materials concerning the education as my data. In the analysis I draw my attention to the gendered practices of vocational education, and in particular to the unexpressed, often vaguely conscious culture of education.

Descriptors: vocational education, gender, social class, moral regulation, ethnography

Lehtonen, Jukka. 2007. The influence of school experiences on the career choices of non-heterosexual youth. *The Finnish Journal of Education Kasvatus* 38 (2), 144–153. — Sexuality and gender are intertwined with youth interaction and teaching practices at school. The school praxis maintains models that reproduce heteronormativity and gender divisions. These models pressure young people into gender-based choices. In this article, young non-heterosexual persons' strategies are analysed based on interviews and survey data. Strategies are developed in relation to adopting or questioning the heteronormative models, and to denial of sexuality. Strategies are analysed also from the point of view of school achievement of non-heterosexual youth. Some of these youth are ready to challenge the heteronormative models produced by school and this is reflected in their choices both at school and later in the labour market. Strategies of young people are directly linked to their heteronormative school context, which treats non-heterosexual youth unjustly.

Descriptors: sexual orientation, gender, youth, school practices, career choice, educational choice

Palmu, Tarja. 2007. "We make a curtsy and thank politely". School code in the memories of former girls' school students from the 1970s. *The Finnish Journal of Education Kasvatus* 38 (2), 165–174. — This article explores how women (born in the early 1960s) recall and reflect their experiences in a selective school for girls in a small town in eastern Finland back in the 1970s. The historical and social background and context of the study is the transition from the system of selective school to co-educational comprehensive school in the 1970s. In the interviews various memories of school order and discipline emerged. The focus in this article is on those memories; how the girls coped with the demands of the school code and femininity, what their own role was in this, and how it shaped their identity.

Descriptors: selective school, gender, education, discipline

Ylitapio-Mäntylä, Outi. 2007. Remembering and knowing •shared narratives in memory-work. *The Finnish Journal of Education Kasvatus* 38 (2), 154–164. — This article discusses the memory-work method by Frigga Haug. The article is based on an analysis of discussions among four female kindergarten teachers in the collective memory-work group. The main interest is how gender and power are constructed in the narratives concerning everyday pedagogical practices. In the group the kindergarten teachers narrated the episodes about their work and they also told stories about their childhood and youth. As a researcher I am also one of the participants of the group.

In this article I consider what kind of knowledge is constructed in the group and what is the position of the researcher during the data collection. The goal of the memory-work method is to become aware of how memories and narratives are socially constructed. The memories and narratives are opened to debate about providing teaching and care for children. The group constructed common memories and the knowledge produced in the group had both personal and shared communal meanings.

Descriptors: Memory-work method, gender, power, experience, knowledge, memory