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Heikkinen, Hannu L.T. – Jokinen, Hannu – Tynjälä, Päivi – Välijärvi, Jouni. 2008. How to support a new teacher? Comparison of three models of mentoring. *The Finnish Journal of Education Kasvatus* 39 (3), 205–217. — In Europe the flow of young teachers away from the field of education has raised concerns for long already, and this problem seems to be worsening also in Finland. In addition to increasing the number of places in teacher training and related regional allocation, there is a need for professional support. Mentoring has been found an effective form of such support. Originally, mentoring refers to an experienced, senior expert with superior knowledge, who guides a novice. Nowadays, the concept of mentoring is geared more towards dialogue and collaboration on an equal basis, which reflects the shift towards constructivism and dialogic approaches in general. Mentoring takes more often place in groups, which involve both experienced and new employees. The empirical section of this article compares experiences gained from pair mentoring, group mentoring, and peer group mentoring. All these three designs help change the traditional individualistic work culture more to the direction of collegial cooperation. Group-based models proved most viable options for mentoring, whereas traditional pair mentoring seems difficult to organise in the field of teaching.

Descriptors: mentoring, peer learning, teacher training, induction phase, in-service training for teachers

Lahtinen, Aino-Maija. 2008. Literature as a psychological resource: Resilience and literature reading. *The Finnish Journal of Education Kasvatus* 39 (3), 262–270. — The paper considers literature as a psychological resource by using the concept of resilience. Within the research tradition that focuses on personal and environmental strengths, resilience refers to the capacity for resisting the effects of adverse events. The paper suggests that, as a phenomenon, literature reading includes features that foster resilience. Literature reading may develop imaginative capacity, help direct one's consciousness, enhance the understanding of past experiences, and support the construction of identity. The ability to

participate in the imaginative world of literature is crucial for resilience. Literature education at home and school may develop this ability. Finally, the paper discusses the culture of literature reading and analyses educational practices that enhance the potential of literature to work as a psychological resource.

Descriptors: resilience, literature reading, imagination, directing consciousness, understanding past experiences, identity, literature education

Pyhältö, Kirsi – Pietarinen, Janne – Soini, Tiina – Huusko, Jyrki. 2008. Class teachers, subject teachers and special needs teachers as constructors of integrated basic education. *The Finnish Journal of Education Kasvatus* 39 (3), 218–234. — According to the latest Finnish comprehensive school legislation (1999) and regulations, schools should develop inner coherence by showing curricular consistency from pre-school up to the ninth grade. The aim of this reform is to support pupils in their learning path through various transitions during their school career. This paper reports a case study that is part of a larger national research and development project on undivided basic education (abbreviation: UBE). The aim was to study the premises on which comprehensive school teachers (N =193, including class, subject and special needs teachers) view the development of undivided basic education and their own role in this process. The findings suggest that teachers have a weak sense of agency concerning the development of UBE. About 63% of the teachers thought that it is something that does not concern them or is merely something that happens to them. Subject teachers had more difficulties to take an active role in the development. It could be concluded that more attention should be paid to developing schools as learning environments also for teachers.

Descriptors: basic education, comprehensive school, learning, teachership, agency

Varjo, Janne – Kauko, Jaakko. 2008. The era of indicators: Educational indicators as a national project in Finland. *The Finnish Journal of Education Kasvatus* 39 (3), 246–260. — Evaluation has become, both nationally and internationally, an increasingly important sector of educational administration. This article seeks to describe and analyse how the idea about evaluating compulsory education by means of various indicators has arrived and been received and adapted in Finland; what kinds of objectives and contents have been defined for the development of indicators, and by whom. The focus is on educational indicators and their development as a national project, targeting mainly at educational central government.

The development of educational indicators is outlined through two decades – the short 1970s and the long 1990s: During the short 1970s, the idea of social indicators came up for the first time and also faded away from the strategic agenda for Finnish basic education. During the long – still continuing – 1990s indicator thinking gained new momentum as part of the developing educational steering system. It is argued in this article that both these decades are characterised by a strong national education policy emphasis, on the one hand, and a sceptic but responsive attitude to international influences, on the other. The operation logic of the indicators builds on largely similar notions in both decades, but with different content-wise and goal-related emphases.

Descriptors: educational indicators, educational quality assessment

Virtanen, Jorma. 2008. The paths of pre-primary education and the change of the education system. *The Finnish Journal of Education Kasvatus* 39 (3), 235–245. — Social institutions are characterised by seemingly inevitable continuity, but the choices on the basis of which they were originally established are often more or less arbitrary. New institutions are usually created at critical turning points; in situations where decision-makers choose a particular institutional arrangement from two or more options. These points are critical also in the sense that once the choice is made it is harder to get back to the previous situation where several options were still available.

So far there is but little research into the ideological and political processes that have shaped the paths of institutionalisation for pre-primary education. This article is part of research that analyses how pre-primary education has become part of the Finnish education system. The analysis targets at developments that resulted in a new childhood institute in the first place and also at processes that have caused its expansion. In this context, the focus is on the systemic change that integrated pre-primary education legislatively with the comprehensive school. This critical turning point is traced back to the 1980s.

Descriptors: pre-primary education, historical sociology, education system theory