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Ahola, Sakari – Galli, Loretta. 2009. From guaranteed education to guaranteed guidance – developing new models of guidance for young people outside of education. *The Finnish Journal of Education Kasvatus* 40 (5), 394–406.

This article looks at the different models of organizing “transition phase” guidance for young people outside of education. By prolonged transition phase we mean the “empty” space where school leavers end up if they do not get a study place in secondary education after the comprehensive school, or if they drop out of their secondary level studies. The article analyses good practices developed in a previous *VaSkooli* project, and reports findings from the interviews of school drop-outs and their counsellors. Different “low threshold” guidance places do not always reach young people in need of enhanced help and guidance. Through the interviews we sought answers, e.g., to the question why some young people stay or are left out of existing guidance services. Explanations include passivity and lack of initiative, problematic life situations and accumulated “at risk” factors, and fear of failure. The article elaborates especially on the possibilities of proactive guidance for the most marginalised youth. Finally we present a model of “guidance guarantee” which attempts to reach all young people outside of education regardless of their own situation and initiative. The ideology behind this model resembles the ideas of outreach youth work: all children are entitled to receive help and guidance.

Descriptors: marginalization, youth outside of education, guidance and counselling

Kukkonen, Harri. 2009. Mentoring discussion as *Spielraum* (a room to maneuver): disparate expertise in mentoring the prospective teacher in vocational teacher education. *The Finnish Journal of Education Kasvatus* 40 (5), 407–416.

The purpose of my study is to inquire into an unconventional mentoring setting in which the traditional premises of pedagogical thinking are not valid and for which there is little if any theoretical basis in the literature concerning vocational teacher education. *Mentoring discussion based on disparate expertise (MDDE)* is a mentoring setting in which the prospective teacher and the mentoring teacher have different professional and educational backgrounds and fields of teaching.

The results of my study indicate that by positioning oneself and the other in relation to each other and to the world, different kinds of spaces (*Spielraum*) are constructed to construe mentoring and vocational teachership. The mentoring discussion can thus be understood as a situational and collaborative *Spielraum* where a narrative on being a teacher is produced.

Descriptors: mentoring discussion, mentoring teacher, vocational teachership, disparateness, positioning

Jyrhämä, Riitta – Syrjäläinen, Erja. 2009. Mentoring relationship, mentor's roles and pedagogical thinking for teaching practice periods. *The Finnish Journal of Education Kasvatus* 40 (5), 417–431.

The article focuses on supervision or mentoring concerning the teaching practice periods of teacher education. The aim is to present a theoretical approach to understand the mentoring relationship and supervisors'/mentors' roles in the context of teaching practice. The study builds on the aims of teacher education, that is, the notion of research-oriented and pedagogically thinking teacher. The model of mentoring relationship is based on the taxonomy of teacher's pedagogical thinking and the model of didactic triangle. From these, the model describing a nine-field typology of mentor's roles is derived. This typology is a helpful tool in mentor's work and offers a model in the training of teaching practice mentors and also a useful tool for analysis in research concerning teaching practice supervision.

Descriptors: teaching practice supervision, the theory of supervision/mentoring, supervisor's roles, teacher as a researcher, teacher's pedagogical thinking

Nummenmaa, Anna Raija – Soini, Hannu. 2009. Academic supervision. *The Finnish Journal of Education Kasvatus* 40 (5), 432–442.

The main aim of academic studies is to enhance students' scientific thinking and expertise. The basis of academic expertise lies in the understanding of each scientific domain and its inquiry. The development of scientific thinking is usually connected to the mastery of research skills: teaching and supervision of various research skills are seen as relevant contexts for learning. Academic teaching and supervision require expertise in many areas. The focus of the current article is on the skills and expertise needed in academic supervision. Academic supervision is seen as an essential part of the whole educational process: it aims to support students' scientific education, learning of scientific thinking and development of a scientific identity. In this presentation, academic supervision is considered especially from the viewpoint of doctoral studies.

Descriptors: Academic supervision, supervision contract, peer group support, community of practice

Kouvo, Anne – Lairio, Marjatta – Puukari, Sauli. 2009. University studies as part of students' life and identity construction. *The Finnish Journal of Education Kasvatus* 40 (5), 443–453.

The article deals with how university students see their study time from the perspective of life and identity construction. The data were collected by a questionnaire (n= 882) targeted at Finnish-speaking degree students of the University of Jyväskylä. Content analysis was used to analyse student responses (n= 283) to an open question "How do you see the study time from the perspective of life construction?"

The most frequent responses dealt with personal and professional identity reflections and with issues related to the development of social relationships. A considerable number of students perceived the study time as a positive period in their life. Experiences of strain were also fairly common. In addition, many students indicated that their thinking skills had developed during their university studies.

Descriptors: university student, university study, identity, emerging adulthood

Kaunisto, Saara-Leena – Uitto, Minna – Estola, Eila – Syrjälä, Leena. 2009. Counsellor peer group as a place for telling about vulnerability. *The Finnish Journal of Education Kasvatus* 40 (5), 454–464.

Teacher-parent relationships include a lot of mixed emotions and experiences of vulnerability that can be burdening. A counsellor peer group offers possibilities for dealing with these issues and thus resources for enhancing teachers' well-being at work. In a group set up to support coping at work, teachers were sharing experiences of their work for a year and a half. We applied a narrative

approach in the counselling as well as in our research both theoretically and methodologically. In the article we discuss how vulnerability is told about in the group and how the counselling and peer support take shape. Vulnerability was discussed based on a story by one teacher. On the one hand, the teachers gave advice and made interpretations and on the other hand they empathized with the emotions the situation evoked and told their own experiences. A counsellor is needed to create the structures of the group and to direct storytelling towards experiences. Peer support makes it possible to find new perspectives on one's own work.

Descriptors: group, counseling, peer support, narrative, teacher-parent relationships, emotions

Lehtonen, Jukka. 2009. Non-heterosexual youth, dropping out of school and heteronormativity. *The Finnish Journal of Education Kasvatus* 40 (5), 465–474.

The review examines the role of non-heterosexuality and heteronormativity in dropping out of school. Using data produced with non-heterosexual youth an analysis is conducted of how sexuality and gender take on significance in decisions related to schooling and dropping out. Bullying and the difficult life situations of non-heterosexual youth and their desire to distance themselves from heteronormative culture are meaningful for their coping within the educational system. Improving the safety and equality of counselling services and school communities and further questioning of the heterosexual presumption would help to strengthen the coping strategies of non-heterosexual youth in the educational system.

Descriptors: counselling services, dropping out of school, non-heterosexuality, heteronormativity, gender, sexuality