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Suomen kasvatustieteellinen aikakauskirja

Böök, Marja-Leena – Perälä-Littunen, Satu. 2010. The obligations of a responsible parent. The Finnish Journal of Education Kasvatus 41 (1), 41–52.

The study reported in this article examines parental responsibility based on qualitative analysis of the answers the 27 interviewed parents gave to one of our interview questions, "What is parental responsibility?" The parents approached this question from a personal point of view, for example, bringing out their own experiences and feelings as well as describing the waking of the sense of responsibility or from a distance by talking about parental responsibility at a general level. The responsibility appeared as concrete daily tasks but also as target-oriented activity aiming at bringing up good adults and citizens who in turn would become responsible parents. The talk about the obligations of a responsible parent contained also ideas from developmental psychology, for instance, in the way parents were obliged to take into account children's developmental level. In general the talk by the interviewed parents constructed a fairly monolithic picture of an upbringing project conducted by responsible parents.

Descriptors: parenthood, parenting, parental responsibility, qualitative research

Eerola, Päivi-Sisko. 2010. What is the role of music in schools? Music teachers' account of the objectives and the unique contribution of music education. The Finnish Journal of Education Kasvatus 41 (1), 31–40.

The current debate about the role of the arts in the school curriculum addresses the balance between knowledge-based and other subjects (crafts, arts, physical education) in schools. A total of 101 music teachers from Finnish lower and upper secondary schools answered a survey about the main objectives of music education at school and how music might differ from the other school subjects. In addition, they were asked to provide examples and explain how music education might support the development of creativity, regulation of emotions and social abilities.

According to the results, the main objective of music education was to develop musical skills that would enable music to become a lifelong hobby. Teachers reported that music enlivens and diversifies the school routines in many ways. For example, musical performances create vivid experiences not only for the performers but also for the audience. In comparison with the knowledge-based subjects, music emphasizes different kinds of skills and abilities. In tasks devoted to artistic creation, the pupils themselves are empowered unlike in many other subjects and school tasks. Music making in small groups supports social skills as students need to listen to each other. Finally, music teachers considered regulation of emotions as a delicate topic within the music education, which puts high demands on inter-personal skills and personality of the teachers.

Descriptors: music education, philosophy of music education, curriculum, school, music, objectives of music education

Ilmanen, Kalervo – Jaakkola, Timo – Matilainen, Pentti. 2010. Values in physical education. The Finnish Journal of Education Kasvatus 41 (1), 20–30.

The aim of the study was to investigate Finnish physical education teachers' self-reported values of physical education. An additional purpose was to analyze the connections among gender, age, school size, and self-reported values. The participants of the study were Finnish physical education teachers ($N=200$, 120 females and 80 males). The teachers responded an electric questionnaire, which was delivered to them by email. The questionnaire data included three most important values of physical education as well as information on background variables (gender, teacher's age, school size).

The results of this study revealed that Finnish physical education teachers' value base was rather coherent. The most important values they reported were 1) pleasure, recreation, and enjoyment, 2) equality, fairness, 3) social values, and 4) students' health and well-being. The teachers did not report competitive values to be important in Finnish physical education. Additionally, the analyses of the data revealed that teachers did not differ in reported values according to their gender, age, or school size.

Descriptors: physical education, values, sport pedagogy

Lindh, Anja. 2010. The theme of death in children's literature. The Finnish Journal of Education Kasvatus 41 (1), 6–19.

The article examines how death is described and explained in children's literature during the pre-modern, modern and postmodern era. The research data consists of 30 story-books, picture books and children's novels published mainly in the 19th, 20th and 21st century. The data was analysed with a data-based content analysis. According to the results, in the children's literature in the pre-modern era a metaphysical point of view is emphasized based on religion or old myths. In some old fairy tales and in the literature in the age of Enlightenment we can also see features of a cynical strategy. In the modern era, death gradually became a taboo also in children's literature. It was feared and described often symbolically, in a shallow and evasive manner. In children's literature in the postmodern era the conceptions of death are more diverse. In addition to the metaphysical strategy, an analytical point of view can be detected. Also the significance of death to man is discussed, according to a hermeneutic strategy. In many works death is considered through the relationship of the self and the other. Some children's books reflect a very desolate view of death, while others have a more consoling, therapeutic tone.

Descriptors: children's literature, death, children

Niemi, Reetta – Heikkinen, Hannu L. T. – Kannas, Lasse. 2010. Participation and engagement as a basis of school pedagogy. The Finnish Journal of Education Kasvatus 41 (1), 53–62.

The issues of participation and engagement have lately been emphasized in the Finnish discussion on education and school development. Participation and engagement are multilayered concepts with many meanings. In this article we have focused on clarifying the different meanings of the concepts. The article is based on an action research initiative aiming at developing environmentally oriented pedagogy of health education in a primary school. The paper will describe how teaching and learning can be based on participation of the students. It will also describe how parents and students participated in planning and evaluating the pedagogy and teaching methods. The data consists of the stories told by the teacher-researcher, the students and the parents involved. The data was analysed using narrative methods.

Descriptors: participation, school pedagogy, participatory action research, narrative analysis

Pehkonen, Leila. 2010. Ending up to teaching at a vocational institute. *The Finnish Journal of Education Kasvatus* 41 (1), 63–72.

In this paper, I examine the narratives of ten core subject teachers' on how they decided to become teachers of vocational school. The informants worked at the same upper secondary vocational school of technology. My research question is, "What kind of agency is/becomes possible in the narratives of the early teaching career?" Moreover, I will ask what kind of temporal orientations are included in the narratives. The concept of agency is understood as temporal, situated within the flow of time.

I describe the findings in terms of agency with respect to identity and the course of life. The notion of life course agency opens up a perspective to examine individuals' action at certain turning points in the course of life, while the concept of identity-related agency helps to understand how the informants took their roles as teachers in the context of VET.

Descriptors: core subject teacher, vocational education and training, agency