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Granbom-Herranen, Liisa. 2011. Upbringing of common people's children in Finland – what do the statutes from Swedish and Russian eras tell us? The Finnish Journal of Education Kasvatus 42 (2), 167–176.

The article gives a view of the rules and regulations with relation to informal education and upbringing in the Swedish and Russian era in Finland. The focus is especially on how the different ages of children are taken up. The statutes tell us about the expectations the society has directed to its members, groups, and organisations. What is written in the statutes does not tell what actually happened, but we can interpret them as expectations and targets expressed and set by politically and economically powerful groups in society in that era. The present article concentrates on the rules and regulations concerning children and their living conditions. The main objective was to find the goals for raising the children of common people in Finland in the era when education meant non-institutional learning for the majority.

Most changes in society and in the statutes guiding societal practices are slow processes. The legislation evolved gradually while the lifestyle and public sentiment changed slowly step by step. The statutes discussed in this article range from the year 1442 to 1917, when Finland gained independence. As regards raising children, the legislation of the class society influenced people's attitudes still in the 20th century.

According to the statutes, the upbringing of children of common people in informal contexts was expected to support children and raise them to good Christians and train them to work.

Descriptors: class society, raising children at home, teaching in reform schools, teaching the Christian way of living, teaching to work, statutes

Eriksson, Ilse. 2011. Sibling relations and the lack of equity when taking care of old parents. The Finnish Journal of Education Kasvatus 42 (2), 155–166.

The paper deals with caring for the elderly in society. The aim is to study filial responsibility and how equitably siblings feel they take care of their parents. When caring is perceived as unfair the ways to restore the relationship between siblings are seeking for 1) actual equity and 2) psychological equity.

The informants were 9 middle-aged women and men, who have siblings and have experiences of taking care of their old parents. The material was collected with open and thematic interviews and qualitative content analysis was used to analyse it.

There were differences (inequity) in how siblings cared for their parents. When the relationship was good between siblings equity was psychologically restored. When the relationship was bad between siblings actual equity was expected when taking care of old parents.

Descriptors: filial responsibility, old parents, equity theory, siblings

Kirjoniemi, Annika – Kajamies, Anu. 2011. Encounters between a teacher and a rainbow family. The Finnish Journal of Education Kasvatus 42 (2), 144–154.

This study deals with parents' belonging to sexual and gender minorities', i.e. rainbow parents', experiences about their children's school attendance and the way teacher students relate to rainbow families in the school world. The data was collected by interviewing two rainbow parents, and by using a method of empathy in order to map teacher students' (n = 64) conceptions on rainbow families. The data was analysed by searching recurrent themes. The interviewees brought up gender-biased meanings concerning parenthood, emphasized the central role of the teacher and the responsibility of parents and genuine tolerance of the school community. The data collected by using a method of empathy reflected the official gender-neutral view of school, although attitudes to parents in rainbow families appear ambivalent. Teacher students manifested professionalism by striving to distinguish their own persona and attitudes from praxis. Based on the results, tolerance that also shows in praxis, is considered of utmost importance in order to succeed in bringing home and school together.

Descriptors: rainbow families, teachership, method of empathy

Laakso, Marja-Leena – Lajunen, Kaija – Aro, Tuija – Eklund, Kenneth – Poikkeus, Anna-Maija. 2011. Experiences of parents' with overactive children on Family School intervention. The Finnish Journal of Education Kasvatus 42 (2), 118–130.

Parental support programmes have a prominent role in interventions developed for children with overactive and challenging behaviour. The present article focuses on the findings concerning the Family School Programme which is a group intervention for young children with hyperactivity and their parents. The mothers and fathers who participated in the Family school between the years 2001 and 2010 were asked to report on the aspects that they had personally experienced as most helpful. A total of 60 mothers and 25 fathers filled in a questionnaire. The mothers were found to be more satisfied with the programme than the fathers. Both mothers and fathers ranked group discussions and peer support from the other parents as the most important aspects of the programme. Fathers in particular also rated the children's group activity that took place at the same time as the parents group discussions as highly relevant emotionally. The findings provide support for use of small groups to support parenting and help families with hyperactive children. The broader application of peer group support in services for families with young children is an important challenge as is also to develop the parent support programmes in order to more fully meet the needs of the fathers.

Descriptors: parenting, parent-child interaction, hyperactivity, ADHD, intervention, Family School

Poikolainen, Jaana. 2011. "Why to choose as early as in the comprehensive school?" – Parents' school choice strategies. The Finnish Journal of Education Kasvatus 42 (2), 131–143.

The aim is to describe how the 6th-graders' parents act in the "school market" of the case city Vantaa since the options are bound to local school selection policy. The research data was gathered in 2009 from a city that follows a restrictive choice policy, by a short questionnaire (n=374) and by interviewing 76 of the respondents. The qualitative data was analysed using the discourse approach. The purpose was to find out what kind of subject positions the parents as selectors have and what kind of discourses and social or cultural resources (Bourdieu) they use when making choices. I will also examine what kind of effects the local school policy had on parents' views and action. In general, the parents were quite satisfied with the variety of options as well as with the allocated local school. Those parents who adopted the position of a traditional selector (n=30) used mainly civic duty discourse which was intertwined with the duty to pass through the local comprehensive school. These parents did not have or use resources which could be valuable when making choices. In contrast, parents taking the position of an evaluative selector (n=31) are the ones who use mostly

parentocracy discourse. They underline the meaning of consideration of choices. The rest of the parents' took a determined position (n=15) and used consumer discourse. They acted like consumers when choosing actively using their resources.

Descriptors: school choice, social and cultural resources, discourse approach