



Kasvatus 2011 Vol. 42 No 5
The Finnish Journal of Education
Suomen kasvatustieteellinen aikakauskirja

Aaltonen, Sanna. 2011. Holiday of one's own: Young people's viewpoints on truancy. The Finnish Journal of Education Kasvatus 42 (5), 480–492.

In this article my aim is to examine truancy from the viewpoint of young people who had a history of truancy and who were on the margins of schooling. By listening to the young people's often critical views on mainstream school allows one to focus not only on the personal attributes of the young individual but also on the relationship between young persons and the school and contemplate truancy in the continuum of belonging and detachment. The article draws on narratives told by young people attending programmes intended for young people in need of support (Pilot, My Own Career classes) on their difficulties at school and on truancy in particular. The analysis focuses on how young people reason their truancy and how school cultures are depicted in these narratives. While young people explain truancy by referring to their personal attitude or lack of interest, they also criticize school because of its aggressive and indifferent culture. Although young people's narratives can be considered biased, by criticizing school they connect knowledge of themselves to a larger collective. This can be seen as a constructive attempt to localize black spots in the school culture in an atmosphere that tends to overemphasize individuals' liability for their "failures". Schools are challenged to develop a sense of community and inclusive school culture, recognizing the diversity of young people's lives.

Descriptors: young people, marginality, unauthorized absenteeism, belonging

Käyhkö, Mari. 2011. A stranger in one's own family: Girls who perform well at school and come from working-class families. The Finnish Journal of Education Kasvatus 42 (5), 415–426.

In Finland, economic resources do not usually restrain young people from studying. Nevertheless, social class is a relevant cultural and social factor that guides their educational pathways, in spite of equal schooling opportunities. In this article I focus on the educational transitions of women who have grown up in working-class families (and have later sought to university studies), and especially on those underlying (everyday) factors that have shaped and framed their educational choices—with reference to family, in particular. I have looked at the women's childhood and adolescence and, in particular, what kind of role education has played in these families' everyday life for women born in the 1960-1980's. I also explore what factors have separated these women from their families' educational model. The data was produced mainly by collective memory work. Social class has become a reality for these women in a very concrete way, as different kinds of life orientations, values, family practices and resources. On the other hand, these working class families are not a homogeneous group but have various kinds of values and experiences. For example, there is considerable variation as regards space for schooling and breaking the usual patterns in different working-class families.

Descriptors: social class, gender, schooling, family, collective memory work

Nätkin, Ritva. 2011. Public narratives of parenthood: success of parenthood construed by mothers and fathers of grown-up children. *The Finnish Journal of Education Kasvatus* 42 (5), 427–440.

The article examines the way parents tell about the childhood and growing up of their children and it is analysed by a narrative approach. Both the parents and the children have artistic or academic achievements or an occupation or status from which they have gained publicity. The data consists of parents' narratives gathered from the column *Perhesiteitä* (Family ties) in the monthly edition *Kuukausiliite* of the newspaper *Helsingin Sanomat*. It is asked in the article how the mothers and fathers of grown-up children tell about the separation, sense of community and contact with their child. It is also asked how they construe the change and continuity in their relationships and in the child's life. Themes read through the data include descriptions of the child's character, detachment from parents, education and guidance, career choices, self-realization and other choices or contacts with parents. For the construction of the narratives, attention is paid to the mother and father conventions in parental speech. An apparent, though not always very coherent, narrative pattern or model story can be outlined based on these stories. The plot of the model story proceeds from difficulties to a victorious climax comprising the success of the child, the accomplished parenthood and intercommunication of the family even when the child has grown up.

Descriptors: parenthood, continuity, maturity, growing up, narrative, gender

Ollikainen, Taru. 2011. Popularity game within the informal culture of secondary school – girls struggling for inclusion. *The Finnish Journal of Education Kasvatus* 42 (5), 468–479.

This article examines peer popularity in the informal pupil culture of the secondary school from the structural perspective. I analyse the hierarchies of seventh-grade girls in the Finnish school context. The analyses are based on ethnographical data. From the theoretical point of view, the article applies Pierre Bourdieu's concepts of field and capitals in order to explain the strategies used in constructing and maintaining the hierarchies of popularity between school girls. The mechanisms of popularity consist of the acts of distinctions, inclusions and exclusions. This way some girls tend to control who gets into the field of informal pupil culture. However, the hierarchies are not stable: some of the girls tend to challenge the conditions of popularity. Noteworthy is also the boys' role as controllers of girls' status and the acts of distinctions amongst the girls. The main concern is on the structure of the social order which is linked to the discussions on girls' friendships and bullying in schools.

Descriptors: peer popularity, hierarchies, girls, distinctions, secondary school, informal pupil culture, ethnography

Räisänen, Mirka. 2011. DEMKO – Little red riding hood of Finnish education politics. democratic school workers association (1973-1989) challenging traditional teacher image. *The Finnish Journal of Education Kasvatus* 42 (5), 441–454.

In Finland teachers have traditionally formed a loyal profession, seldom contradicting governmental educational ideology. This article discusses a point of rupture in the mainstream teacher image of neutrality and impartiality through looking at a leftist-oriented teacher organization, Democratic School Workers (1973–1989). Theoretically the study draws on Michel Foucault's and Pierre Bourdieu's analytics of power and discourse. By combining discourse analyses and A. J. Greimas's actantial analyses the study considers the discursive "truths" concerning teachers' political agency constructed within the demkoian narrative. Data consists of manifests published in Demko's organ between 1973 and 1989. Analysis reveals discursive changes during the covered period: in the 1970's the subject of the demkoian story is Demko as a *collective* trying to lobby the more established political actors. The role of the individual is to embrace the demkoian ideals without questions. In the 1980's there's an effort to develop the narrative into a more polyphonic space for identity debates. The role of an active subject is now given to individual members realizing Demkoian ideals

in everyday practice. All in all, Demkoian discourse is interpreted as an effort to break down the mythical teacher image of neutrality and to redefine the borders of legitimate agency permitted to teachers.

Descriptors: Teachers, teacher organizations, Demko, socio-semiotics, actantial analysis

Vänskä, Annamari. 2011. Queer + pedagogy = an impossible equation? The Finnish Journal of Education Kasvatus 42 (5), 455–467.

Feminist pedagogy has transformed university teaching more equal by bringing women and their experiences in the corpus of knowledge. Queer theory continues from here and brings sexuality to the stage of knowledge and pedagogy. Queer pedagogy focuses on the plurality of sexualities and aims at offering students with conceptual tools for questioning and challenging the heteronormativity of epistemology. The article analyses the history of queer theory and how it has shaped both epistemology and pedagogy. The article's focus is on Eve Kosofsky Sedgwick's ideas on paranoid and reparative reading and on Deborah Brizman's tripartite model of teaching, which queers the self-evident and sweeping discourses of epistemology and teaching. The article takes visual studies as an example in the discussion of paranoid and reparative reading and tripartite model of teaching. By analysing two advertisements of children, the article shows how queer pedagogy can be seen as a continuation of the tradition of reading images and as a method of criticising the heteronormative knowledge corpus of childhood.

Descriptors: queer, pedagogy, queer pedagogy, queering, bucking, paranoid reading, reparative reading, visual culture, study of fashion advertising, representations of childhood