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Lietzén, Outi – Silvennoinen, Heikki. 2020. The importance of plans for further education and encouragement from family in choosing dual qualification. *The Finnish Journal of Education* 51 (3), 286–301.

This article examines underlying factors for students' choice of dual qualification at the upper secondary level, how background factors (academic success in basic education, field of study, gender, and family background) are associated with the choice of dual qualification, and how important factors the students' plans for further education and encouragement from family are in making this choice. The theoretical background is grounded on Bourdieu's theory on cultural capital. The survey data (N = 360) are analysed quantitatively and qualitatively. Plans for further education play an important role for choosing dual qualification. Encouragement from family is less important. The reasons for choosing dual qualification vary in the light of different background factors. Some of the young have chosen dual qualification because they feel unsure about their future prospects. Social networks do not always support the young in their choices, and sometimes the support given by teachers and parents can be experienced as pressure. Based on the results, it is suggested that providing the young cohorts with the opportunity for dual qualification at the secondary level is reasonable also from the perspective of equality.

*Descriptors:* dual qualification, education choice, upper secondary level, social background, cultural capital

Pulkki, Jani. 2020. True self and spirituality as aspects of eco-social philosophy of education. *The Finnish Journal of Education* 51 (3), 302–316.

This is a phenomenological research on the concepts of true self by Erik Ahlman and Lauri Rauhala's idea of spirituality and spiritual growth. The main purpose is to theorise the ideas of true self and spirituality, which are seen as aspects of an eco-social philosophy of education. In the eco-social philosophy of education, two things are combined: the ecological and social understanding of the world, and human responsibility within "the community of all living beings". The eco-social philosophy of education is an attempt to make sustainable education possible by emphasising the idea of eco-social consciousness. Eco-social consciousness is essential in the transition from materialistic to postmaterialistic society. Understanding eco-social consciousness requires, however, the theorisation of the human metaphysical self. The eco-social educational philosophy goes beyond the idea of regular empirical self, while the ideas of true self and spirituality illuminate the possibilities of eco-social consciousness. In this study, the core of true self and spirituality is essentially based on the creation of a functional relationship between the everyday self and the true self so that the true self is an integrated part of human personality.

*Descriptors:* true self, spirituality, eco-social philosophy of education, moral education, contemplative pedagogy

**Souto, Anne-Mari. 2020. Silences and avoidance – International practices that leave migrant young people alone in school career counselling. *The Finnish Journal of Education* 51 (3), 330–342.**

Recent studies have shown that racism and hostile atmosphere against migration narrow the options to consider and choose from, when migrant young people are planning their future in Finland. In light of this, it is alarming that career counsellors are hesitant to intervene in the ethnic, racialised and gendered divisions in educational transitions in Finland. In this article, I explore this contradiction, especially the absence of certain relevant but shunned topics (i.e. racism, diasporic family relations) in counselling encounters with migrant youth. What is and what is not encountered and discussed in counselling practices in multicultural settings? The theoretical framework of the study is based on Sanna Vehviläinen's (2014) generic model of guidance activity, which frames guidance as a set of different interactional orientations. The study involves three secondary schools and one vocational upper secondary school in eastern Finland. In this article, the focus is on the career counsellors' perspectives.

*Descriptors:* career guidance and counselling, racism, ethnicity, migration, transitions

**Myry, Salla. 2020. Discursive change of gender equality between the National Core Curricula 2004 and 2014. *The Finnish Journal of Education* 51 (3), 330–342.**

This study examines the discursive change of gender equality between the National Core Curricula 2004 and 2014 in Finland. I looked at how gender equality discourses maintain, construct or challenge gendered binary structures in society. Fairclough's critical discourse analysis and the concepts of hegemony and the order of discourses were applied in the study. Based on the results, gender equality discourses were diversified in ten years and the order of discourses became more controversial. The change in the gender equality discourses can be seen as an ongoing transition of educational policy. At the same time, the status of basic education as a promoter of gender equality is questioned for the first time in the Finnish National Core Curriculum text.

*Descriptors:* equality, gender, National Core Curriculum, critical discourse analysis, the order of discourses

**Berg, Päivi – Kokkonen, Marja. 2020. "Without making a fuss": Heteronormativity and diversity of gender in PE teachers' views of gender and sexual minority students. *The Finnish Journal of Education* 51 (3), 343–355.**

In our article, we examine the ways in which physical education (PE) teachers talk about gender and sexual minority students in PE. The data consists of interviews with ten PE teachers and 105 PE teachers' online questionnaire responses. On the one hand, using qualitative content analysis, we analyse how heteronormativity characterises the discourses and practices adopted in PE, and on the other hand, we track gender diversity discourses and non-heteronormative practices. The PE teachers' talk revealed that gendered practices are predominant in PE. However, these practices are also challenged by attempts to use non-gendered language and to assist the LGBTIQ+ students in overcoming gendered group divisions. The PE teachers see that the best ways to enhance non-discrimination of gender and sexual minorities include influencing the students' attitudes, emphasising "tolerance", and advocating equal treatment without "making a fuss". These objectives are pursued by emphasising individuality and gender-neutrality. We consider that equality and gender awareness are important in teacher education also in the future.

*Descriptors:* heteronormativity, physical education, PE teachers, gender and sexual minorities, equality, non-discrimination