



## Kasvatus 2021 Vol. 52 No 3

### The Finnish Journal of Education

Harjula, Samira – Kalalahti, Mira – Varjo, Janne. 2021. Voices from the field of guidance - analysing the arguments of guidance development. *The Finnish Journal of Education* 52 (3), 269–281.

Career guidance is seen as a way to support youth participation and smooth transitions in work life. The goals of guidance are typically based on a political struggle between social justice and economic efficiency. In this article we study how supranational guidance discourses about labour market policies, lifelong learning and social justice transform into Finnish rationalities of guidance development. We ask what is being pursued with guidance and how it should be developed. The material consists of nine educational policy documents. We describe how the Finnish guidance policy conforms supranational discourses in their problem setting with varying emphasis. Guidance is evolving into an individual service supporting smooth transitions while following the requirements of knowledge-based society and labour market policies.

*Descriptors:* Career guidance, lifelong learning, knowledge society, rationalities

Taru Lilja – Päivi Pukkila – Jaakko Helander. 2021. Studying transdisciplinary counselling in counselling situations: is transdisciplinary counselling indeed transdisciplinary? *The Finnish Journal of Education* 52 (3), 282–296.

Transdisciplinary guidance services are justified by their positive effects on clients, employees and the service providers involved, but empirical and theoretical research evidence on transdisciplinary guidance is so far limited. In our study, we look at how transdisciplinary guidance is implemented at the operational level. The data consists of observational data collected in 2018–2019 in counselling situations of Finnish One-Stop Guidance Centers, which provide guidance and counselling services for young people ( $n = 68$ ). We determine which different acts transdisciplinary counselling comprises based on the form of counselling work and professional practices. As a result of a cluster analysis, three different types of counselling were identified from the data, which were named 1) long-term transdisciplinary counselling, 2) unstructured individual counselling that utilizes the expertise of another employee, and 3) short-term employment matters. Based on the findings, 43 per cent of the counselling situations belonged to the cluster “short-term employment matters”, which did not show transdisciplinarity. The results provide new empirical information on the utilization of counselling methods and professional practices in transdisciplinary guidance services. Furthermore, the results highlight a new perspective: the counselling situations of a transdisciplinary guidance service are often not built in a transdisciplinary way.

*Descriptors:* counselling methods, non-participatory observation, professional practices of counselling, transdisciplinary counselling, transdisciplinary guidance service,

**Kirsi Raetsaari – Teemu Suorsa – Hanni Muukkonen. 2021. "Should I quit school?" Grounds for action, dialectics of agency and counselling in general upper secondary students' everyday school life. *The Finnish Journal of Education* 52 (3), 297–309.**

The article discusses questions of agency and the challenges experienced by general upper secondary school students with reference to early school leaving using the theoretical framework of subject-scientific psychology. The data is based on discussions with nine graduates and nine early school leavers who had encountered challenges in their studies. From the discussions, fabrics of grounds were captured and written in chronological stories. First, the challenges experienced by the students were identified and examined in relation to counselling and support. The crucial elements in considering whether or not to continue their studies proved to be the perceived relevance of general upper secondary education, social support and the degree of flexibility provided by the school. Secondly, the students' grounds for action were analysed with reference to the dialectics of agency. The grounds for action were emphasized differently in different students' stories, indicating three types of agency. The results show that the support provided for students is perceived differently according to these emphases. We suggest that identifying the fabrics of grounds and recognizing their dialectics of agency introduce useful tools in counselling with which to help students discover new possibilities to act both in their everyday school life and in their future. It is essential, therefore, to develop practices that support students' agency in everyday school life.

*Descriptors:* general upper secondary school, early school leaving, graduating, school difficulties, counselling, agency

**Tuononen, Mira– Uotila, Mirkku – Marjomaa, Nadja – Antikainen, Janne. 2021. Professional development of career counsellor students' guidance competences in international student exchange. *The Finnish Journal of Education* 52 (3), 310–321.**

The themes of internationalization, mobility, and multiculturalism have long been central in guidance and counselling research. However, the role of student exchange in developing career guidance competences has not been extensively researched. This article utilizes a narrative research approach to examine the students' developing competences in the setting of international student exchange. The participants were career guidance students at a Finnish university and have participated in a pedagogical group structured as a process and implemented as a pair of counsellors. The research data consists of theme interviews after the students' international exchange, supplemented with reflective essays and recorded group meetings. Our research finds that career counsellor students strive to understand themselves and others around them and become more culturally aware. In addition to formal contexts, competence develops in informal contexts, such as cultural encounters and everyday situations.

*Descriptors:* guidance, competence, internationalization, international student exchange, students

**Merja Koivuluhta. 2021. Counselling process and effectiveness of counselling Case study of career counselling and guidance in the TE services. *The Finnish Journal of Education* 52 (3), 322–333.**

This study examines one counselling process of a young client and the effectiveness of a short-term counselling intervention. It presents a case study where the exact description and analysis of a single counselling process aim to develop theory and practice of dialogical counselling. The data used for this study include the recordings of a counselling process consisting of four hour-long sessions. The dialogical sequence analysis served both as the basis for the case formulation that formed the starting point for the counselling process and as a tool for the analysis of the data. The analysis showed that the case formulation carried out by the psychologist at the beginning of the process focused the counselling on the client's core problems and supported the progress of the

counselling process. Case formulation served as a tool for assessing the individual impact of counselling. The results show that in the short-term counselling process, it is possible to support the development of the client's self-observation and the perception of an alternative way of acting, even though the change in action will remain after the short-term counselling intervention.

*Descriptors:* Single case study, dialogical sequence analysis, counselling, efficacy

**Susanna Hellsten – Teemu Suorsa – Hanni Muukkonen. 2021. Do our attempts produce well-being for students? Professionals' interpretations of student welfare work shaping multiprofessional cooperation. The Finnish Journal of Education 52 (3), 334–346.**

The article analyses discussions about enhancing students' wellbeing that were conducted in multidisciplinary communal welfare groups of two comprehensive schools using the methodological principles of subject-scientific theory (Holzkamp 2013) and systemic psychology (Järvillehto 2009). The data is based on discussions with 30 different actors and professionals. We analyze the discussions using the method of continuous comparison and the concept of FOG (fabrics of grounds), identifying different interpretations of the goals of student welfare work and mirroring these to the general objectives set for student welfare work in legislation and the curriculum. From the discussions three kinds of conditions were recognized: 1) conditions that are difficult to change, 2) conditions that are possible to change within one's own professional group, 3) conditions in which change is linked to joint action across professional boundaries. According to the results, the goals and subjective grounds for action of the participants barely change during the discussions. The interpretations of the pedagogical professionals seem to define the common direction of the discussion. Student welfare professionals and other actors seem to adapt to these interpretations in different ways. In multi-professional cooperation, it's not always possible to make full use of the expertise of the participants. We suggest that the structures of multiprofessional cooperation of student welfare and guidance should be critically examined and developed.

*Descriptors:* student welfare, wellbeing, multiprofessionalism, cooperation