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Alisaari, Jenni – Heikkola, Leena Maria. 2020. Linguistically responsible pedagogy and student support: Finnish teachers' perceptions about the role of language in teaching. *The Finnish Journal of Education* 51 (4), 395–408.

This study investigates the perceptions of teachers of basic education and upper secondary education ($n = 627$) about the impact of language in learning, and their abilities to implement linguistically responsible pedagogy. In addition, we examine different teacher profiles based on our data. The analysis was done according to Lucas & Villegas's framework for linguistically responsible teaching, focusing on learners of Finnish with an immigrant background. Qualitative content analysis revealed three, partly overlapping teacher profiles characterised by: awareness of language learning (67%), taking responsibility for supporting students' learning (71%), and leaning on colleagues (29%). Of the teachers, 33% were categorised as linguistically responsible teachers, whereas 23% tried to find reasons for students' linguistic challenges from outside the language. The survey responses of teachers who understood how language learning impacts on learning in general, displayed features of linguistically responsible pedagogy. These linguistically responsible teachers could also best justify their pedagogical practices. The results indicate that knowledge of language learning helps in applying linguistically responsible pedagogy and enhances teachers' ability to argue for their pedagogical practices. This should be taken into account also in teacher training and professional development.

Descriptors: teachers, language awareness, linguistically responsible teaching, language learning

Kalalahti, Mira – Jahnukainen, Markku – Kivirauma, Joel – Varjo, Janne – Zacheus, Tuomas. 2020. Immigrant and Finnish-origin youth reconsidering their upper secondary education. *The Finnish Journal of Education* 51 (4), 409–425.

The ethos of the Finnish basic education is to offer equal educational opportunities to all pupils. Yet, many factors, such as family background or need for special support, have influence on educational outcomes. In this article, we focus on the transition from basic to upper secondary education. Drawing on the follow-up data ($n = 357$), we analyse how often and why students at the upper secondary level consider changing their educational choices or dropping out of their studies. Our special focus is on young people with an immigrant background. We found out that about every fifth young people had considered changing their study place or dropping out. These considerations followed typically two lines: changes in the career expectations, or in the workload of studying. Although young people with an immigrant background shared similar experiences with the Finnish-origin youth, their transitions at the secondary level were more multiphased and they appeared to have a narrower scope of options available. Not all the young people who had considered it, actually changed their study place or dropped out of education, of course. Instead, the student responses told also about adaptation, persistence and engagement in their studies.

Descriptors: upper secondary choice, dropout, guidance, immigrant background

Rantala, Anja – Vehkakoski, Tanja. 2020. Constructing parental involvement in learning plans and individual education plans drawn up at elementary school. *The Finnish Journal of Education* 51 (4), 426–438.

This study examines parental involvement described in the learning and school attendance documents drawn up in Grades 1-6. The research data consisted of 38 learning plans and 43 individual education plans (IEP) analysed by means of content analysis. The theory-based content analysis was founded on Epstein's framework of six types of parental involvement. In addition, the focus was on the meanings parenthood received in the statements pertaining to different aspects of involvement. The results showed that in these documents, most notions about parental involvement concerned either the interaction between home and school or parenthood to support child's schooling. The phrases describing parental involvement remained rather formal, while actual reporting of parents' views was infrequent. Thus, parents were mainly positioned as involved parties rather than having expertise or rights for decision-making.

Descriptors: parent, involvement, support for learning and school attendance, document, learning plan, individual education plan (IEP)

Honko, Mari – Mustonen, Sanna. 2020. Supporting early multilingualism – language-aware practices in early childhood education. *The Finnish Journal of Education* 51 (4), 439–454.

In Finland, multilingualism in the context of early childhood education has been studied mainly from the viewpoint of various local, language-weighted programmes concentrating on one or two languages. Instead, a rather uninvestigated area is how language learning and multilingualism are promoted in those early childhood education units where multilingualism is not a conscious choice of the education providers. In this article, we study multilingual, language aware practices, and attitudes towards them from the standpoint of the personnel's lived experiences. The article is built on a web-based questionnaire that was aimed at those educators (workers in early childhood and pre-school education) who had multilingual children in their groups in spring 2017. The data were analysed using qualitative content analysis. The results suggest that children's multilingualism can be a natural part of everyday activities in early childhood education. However, there are differences in how the language aware practices are brought into use. Thus, the educators seem to need more support as regards the significance and implementations of language awareness.

Descriptors: multilingualism, early childhood education, language awareness

Huilla, Heidi – Juvonen, Sara. 2020. "I did tell once but it didn't change much" – The difficulty of telling about bullying in the everyday life of schools. *The Finnish Journal of Education* 51 (4), 455–466.

Adults are often unaware of the amount and extent of bullying that pupils face in schools. In this study, we used ethnographic data from two primary schools in Helsinki and asked what made telling adults about bullying easier or more difficult for pupils. This study drew on the perspective of sociological reproduction and used recognition in schools as an analytical lens. Recognition in schools means trust, caring and respect between adults and children and connects the phenomenon of bullying to larger social structures. The study found that the cases that were most difficult to tell about and to deal with were the ones that fell outside of clear conceptualisations and categorisations of bullying. Preventive programmes worked sometimes against their own aims. Speaking up was more difficult to those who were in vulnerable situations both inside and outside of the school context.

Descriptors: Bullying, ethnography, normality, recognition, sociology of education

Benjamin, Saija – Koirikivi, Pia – Kuusisto, Arniika. 2020. Finnish upper secondary school students' perceptions of the role of educational institutions in the prevention of violent radicalisation. *The Finnish Journal of Education* 51 (4), 467–480.

Polarised attitudes, violent extremism and the threat of terrorism are becoming increasingly prominent in Finnish society. Developed around these themes, the Ministry of the Interior (2016, 2019) has published a National Action Plan for the Prevention of Violent Radicalisation and Extremism, which outlines the roles, goals and planned actions for the different societal sectors regarding the prevention of violent radicalisation. Many of the measures concern young people. However, so far little is known about what young people themselves think of radicalisation and its prevention. This article examines the answers (n = 3337) produced in the question titled "Assessing Radicalisation" in the autumn 2017 matriculation examination on psychology. Of particular interest in the research analysis was the way young people see the role of educational institutions in the prevention of radicalisation. Our findings show that young people strongly link prevention with the broad-based support offered by society, the development of various cognitive resources and a sense of belonging to the school community. The students view educational institutions as important environments for cognitive and social growth and highlight their central role in the prevention of radicalisation. The findings indicate that the students' perceptions of the role of the education sector in the prevention of radicalisation are similar to those outlined in the National Action Plan.

Descriptors: upper secondary school students, violent extremism, radicalisation, prevention, education, matriculation examination

Moilanen, Antti. 2020. The conditions and impacts of class council: A narrative literature review. *The Finnish Journal of Education* 51 (4), 481–495.

This article is a narrative literature review that explores the conditions and impacts of class council. The research question is, what kind of research knowledge there is on class council with regard to student satisfaction; the impact of this method on class environment and the development of student skills; conditions for participation; student-led meetings; and public conflict resolution. The studies for this review were searched from various databases, by means of an Internet search service and using publication lists of monograph writers. A narrative synthesis was constructed of the selected studies. There is consistent evidence that most students like the class council practice; it enhances the functioning of the class and develops student skills; student-led councils promote students' autonomy and mutual interaction; students are tactical in public conflict resolution and can also find conflict resolution uncomfortable. However, it is not easy for teachers to assume the role of a bystander. There is contradictory evidence as regards student participation. The evidence has limitations that should be considered in further studies on class council. It could be reasonable to implement this participatory practice in the Finnish comprehensive school, because there is sufficient research knowledge available for the identification and resolution of the key challenges of the method.

Descriptors: school democracy, participation, class council, narrative literature review