



Kasvatus 2020 Vol. 51 No 5 The Finnish Journal of Education

Köngäs, Mirja – Määttä, Kaarina. 2020. Supporting the well-being of young children in day care centres by guiding emotional regulation. *The Finnish Journal of Education* 51 (5), 539–550.

In day care centres, the expression and regulation of children's emotions are guided by the peer culture of children and the professional culture of early education teachers, as well as their crossings. The purpose of this article is to describe the challenges of supporting emotional regulation for children in Finnish day care centres. Emotional regulation is defined as a part of emotional intelligence. Empirical research data were collected as an extensive data set comprising about 50 hours of video material from three Finnish kindergartens using an ethnographic method. In addition to thick description, microanalysis and participation frameworks were used to help with the analysis. According to the results, the everyday life of the day care centres was characterised by rule-centeredness, abundance of material work, and the overloaded working atmosphere. The staff at the day care centres had difficulty in interpreting the special characteristics of the children's peer culture. The article also discusses the possibilities offered by positive psychology to support the development of children's emotional regulation. Emotional regulation should be taught in the everyday encounters between children and adults in day care centres so that children are guided and supported in identifying, understanding, and verbalising emotions as well as in using emotional models that facilitate well-being.

Descriptors: emotional skills, emotional intelligence, children's culture, children, day care centres, early childhood education, positive psychology

Ronkainen, Noora – Ratinen, Ilkka. 2020. Self-efficacy as a basis for good parenting – Self-efficacy perceptions of the parents of children with special needs in Lapland, Finland. *The Finnish Journal of Education* 51 (5), 551–563.

This article describes parents' perceptions of their own self-efficacy. The research focused on parents of children with special needs living in Lapland, Finland. Moreover, the significance of self-esteem for their parenting and well-being was investigated. The research data were collected through survey among parents (n=61). The data were analysed with qualitative and quantitative methods. The phenomenographic analysis resulted in two categories: (1) Factors supporting parenthood and (2) Factors challenging parenting. The quantitative analysis included descriptive and multivariate methods. As a result of the cluster analysis, three groups of respondents were formed on the basis of the answers: (1) Low efficacy and perception of everyday life as uncontrollable from time to time (n=18); (2) Medium efficacy and perception of everyday life as somewhat manageable (n=26); and (3) Strong efficacy and perception of manageable everyday life (n=17). This article focuses on the aforementioned factors that support parenting and especially on the responses of the respondent group 3. According to the results, the parents who participated in the study had good perceptions of their self-efficacy. Daily successes and challenges have a significant impact on the parents' self-efficacy. Parents were also able to tell what kind of support they would need to enhance their parenting and well-being.

Descriptors: everyday life, phenomenography, children with special needs, well-being, self-esteem, quantitative research, parent self-efficacy, parenting

Lappalainen, Kristiina – Vellonen, Virpi – Linjala, Paula – Blå, Aino-Kaisa – Hotulainen, Risto. 2020. **By identifying strengths towards a dream profession – Educational paths, strengths and support experiences of secondary school students with behavioural or emotional support needs.** *The Finnish Journal of Education* 51 (5), 564–577.

In this article, we analyse the educational paths, strengths, and support experiences of six young adults who had needed support due to behavioural and emotional problems during lower secondary school. The data were collected by questionnaires answered by students, their parents, school support staff and teachers (1995–2013). The qualitative data were analysed by following the principles of narrative analysis. According to the results, for the most students it was hard to find a suitable field of study after the lower secondary school, and the path to their dream profession took years. The most significant factors in the educational paths were, along with support from significant others, the support received from teachers, school welfare staff and assessment practices. In sum, recognising one's strengths may help especially students with special educational needs to find out their educational paths and places in the labour market.

Descriptors: education, equality, behavioural and emotional problems, special educational support, life course

Yrjänheikki, Tiina – Turunen, Tuija. 2020. **Lesson study method in the development of a teacher's professional competence and self-efficacy in mathematics as a school subject.** *The Finnish Journal of Education* 51 (5), 578–591.

This systematic literature review examines the international adaptations of the lesson study (LS) method and their process steps, as well as the features of the method in developing a teacher's professional competence and self-efficacy in the context of mathematics teaching. The concepts of the LS method are translated in this review for the first time from English into the Finnish language. In the first phase of the literature review, information was searched using the Emerald and SpringerLink Journal databases, with the keywords lesson study AND adaptation AND mathematics. The second phase of information retrieval was performed from the Academic Search Elite database using the keywords lesson study AND teacher self-efficacy. Altogether nine articles and parts of compiled editions were selected for the literature review. According to the review, the concepts, duration, and number of process steps of LS adaptations implemented in the context of mathematics as a school subject differ, yet adhering to the same principles and objectives. The cyclic LS method is interactive and reflective, utilising an exploratory approach and operational experiences in the development of professional competence. At its best, a development process implemented using the LS method in the context of mathematics teaching can strengthen a teacher's self-efficacy and produce experiences of empowerment.

Descriptors: systematic literature reviews, lesson study, development of teacher's professional competences, self-efficacy, mathematics

Molin-Karakoc, Linda. 2020. **Empowering immigrant students in Finnish classrooms – Key factors for creating successful learning experiences.** *The Finnish Journal of Education* 51 (5), 592–605.

This article is an integrative literature review that explores key factors for creating successful learning experiences for immigrant students. The research seeks to examine current research knowledge and collect, analyse and synthesise empirical evidence on how immigrant students can gain learning opportunities and thrive in their formal learning environment. The studies for this review were searched from various education databases, and 15 research papers were selected based on pre-established criteria. For analyzing the research papers, both qualitative and quantitative content analysis was used. The findings indicate that existing research on creating learning opportunities for immigrant students is mostly qualitative and based on student or teacher self-reports. The findings also demonstrate that empowering immigrant students in education is a dynamic, socio-cognitive process. In addition to student motivation, metacognition and

independence, teaching strategies, teacher collaboration and reflection as well as quality of interaction, networking and inclusion of students' prior knowledge are significant factors in generating opportunities for this student group. The results of the study should be used to inform teacher education and professional development so that more positive learning experiences for immigrant students can be produced.

Descriptors: immigrant students, learning experiences, learning opportunities, Finnish classrooms, integrative literature review