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Välivaara, Hanna – Paakkari, Leena – Aro, Tuija – Torppa, Minna. 2018. School well-being described by pupils. *The Finnish Journal of Education* 49 (1), 6–19.

This study examines children's perceptions of their well-being at school. The data was collected in three schools in Central Finland by interviewing altogether 63 pupils. Before the interview, the pupils did a drawing task that prompted them to consider what constitutes well-being at school. The data was analysed using qualitative content analysis, and four broad themes reflecting the pupils' definition of school well-being were identified: 1) a school's structural conditions, 2) preconditions for autonomy and self-expression, 3) preconditions for joint activities, and 4) conditions for learning. The main findings of this study were that pupils see their own well-being as a multidimensional phenomenon and are able to describe it broadly and in meaningful ways. The perspectives of pupils can and should be used as a basis for concrete actions to promote well-being in schools.

Descriptors: school well-being, pupil, involvement, school

Salminen, Jaanet – Annevirta, Tiina. 2018. Primary school teacher students' experiences of their curriculum know-how. *The Finnish Journal of Education* 49 (1), 20–32.

In Finland, primary school teacher education aims to provide a basis for the development of teachers' expertise. The core of this expertise includes high-level curriculum know-how, particularly when the curriculum is considered to constitute a framework for teachers' pedagogical thinking and activities, as well as for their schools' development. This paper examines how primary school teacher students (N = 24), engaged in their Master-level studies, experience their curriculum know-how. Curriculum know-how is examined from the perspectives of theoretical, practical and self-regulative knowledge, since the basis of personal professional expertise is seen as an integration of these components. During data collection, the teacher students were first asked to draw concept maps about the topic before participating in their individual interviews. The transcribed interview data were then analysed using theory-bound content analysis. In general, the results showed that the student teachers exhibited significant differences in their curriculum know-how. At best, the experience they had gained during their teacher education as regards conscious reflection and self-regulation of their own actions in line with the curriculum helped them to build a competent understanding of the curriculum as the basis of teaching and education. However, teacher education was not able to produce equally strong curriculum know-how for all the future teachers, that is, to build high-level personal comprehension and insight regarding curricular purposes and intentions.

Descriptors: curriculum, know-how, teacher education, primary school teacher students

Mankki, Ville – Mäkinen, Marita – Riihinen, Pekka. 2018. Student selection criteria for primary teacher education – controversy over a suitable applicant. *The Finnish Journal of Education* 49 (1), 33–46.

This study deals with the selection criteria for primary school teacher education programmes and focuses particularly on teacher educators' conceptions of suitable applicants in view of the

teacher studies and teacher's profession. The developmental phenomenography applied in this study offered an appropriate methodology to map the rather complex selection criteria and point out relevant developmental needs of the aptitude tests for teacher education programmes. Eight teacher educators with long experience as reviewers in student selection participated in the semi-structured thematic interviews. Three description categories, which represented the selection criteria, emerged from the analysis: teacher's professional demands, educability, and motivation. The results revealed differences between the teacher educators as regards their conceptions about the qualities and preparedness of suitable applicants. The findings suggest that the ideal target profile they had in mind was actually based on subjective and varied criteria, rather than arising from objective research-based selection criteria. This makes it difficult to develop the aptitude tests towards more systematic expert activity to ensure equal treatment for applicants. The results of this explorative study can be utilised in developing the student selection system for teacher education programmes.

Descriptors: primary school teacher education, student selection, aptitude test, selection criteria, developmental phenomenography

Tapper, Janne – Ratinen, Ilkka. 2018. Systemic learning cycle as a model of the conception of knowledge in integrative education. *The Finnish Journal of Education* 49 (1), 47–61.

Integrative education challenges learning materials to conceptualise multidisciplinary phenomena, increasing environmental change, interdependence of the phenomena studied, and the diversity of pedagogic interaction. The knowledge conception and scientific principles of systems thinking are seen as appropriate to increase understanding on the above phenomena examined in integrative education. Yet, no theory of learning has developed a satisfactory solution as to how the complex contents of systems thinking and the laws that explain them could be described in learning materials. In this article, we will elaborate systems thinking theory from the perspective of learning materials in terms of their form and task instructions. We employ the systemic learning cycle as an exemplary formal method for simpler description of systemic phenomena.

Descriptors: systems thinking, integrative education, learning materials, conception of knowledge, knowledge building

Heinonen, Taina – Järvinen, Tero. 2018. Bullying and school-based support in mental health problems: Narratives of young mental health rehabilitants. *The Finnish Journal of Education* 49 (1), 62–74.

The article deals with the school experiences of young rehabilitants with a background of mental health problems. The data consist of eleven biographical interviews with young adults aged 18-25, who had received physical, psychological or social rehabilitation for their mental health problems. The data were analysed by means of qualitative content analysis. When analysing the data, special attention was paid to experiences related to the formal and informal aspects or layers of school life. With regard to the formal dimension of school, the narratives emphasised the institution's incapability to support young people with mental health problems. Being a victim of bullying was, in turn, emphasised in the experiences related to the informal school context. In the narratives, bullying and depression were strongly connected to each other. It seems that bullying plays a significant role not only in the development of negative school experiences but also in the emergence of mental health problems in school years.

Descriptors: bullying, depression, mental health problems, mental health rehabilitants