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The Finnish Journal of Education

Järvensivu, Anu – von Bonsdorff, Monika. 2021. Entrepreneurs' learning during their late career. *The Finnish Journal of Education* 52 (5) 471–483

The article "Entrepreneurs' learning during their late career" looked at entrepreneurs' late career learning by applying the Chaos Theory of Careers and research on work-based learning. The research material consisted of seven written request responses, which were analyzed by abductive content analysis. First, the study identified the main principles of the trajectory of the attractor that leads and delimits the late career work and learning of entrepreneurs: 1) selection, 2) continuing development, 3) crystallization, and 4) the transfer of career heritage. Second, the diverse and overlapping identities connecting entrepreneurs to the social environment, namely entrepreneurial, employee, investor and retiree identities, were identified. These findings highlight the need to break down negative age stereotypes by looking at late career learning as social participation and the non-linear effects on jobs and society. On that basis, the crystallization and passing on of career heritage should be consciously supported through personnel and employment policy.

Descriptors: late career, age stereotypes, entrepreneurs, learning, Chaos Theory of Careers, non-linear effects, career heritage

Huttunen, Rauno – Kakkori Leena – Värri, Veli-Matti. 2021. Eco-catastrophe and the new imperative for education. *The Finnish Journal of Education* 52 (5) 484–496

Education is in a central role when humankind will succeed in surviving with the worsening eco-crisis. The article critically considers the impact of educational starting points such as consumerist socialization, lifelong learning, and psychocapitalism on the current situation as an instantiation of "cave metaphysics". Cave metaphysics instantiate thinking that denies reality outside of a pit or a cave. On another hand, cave metaphysics believes technology as a healing power, and on the other hand, cave metaphysics denies the seriousness of ecological problems by burying its head in the sand. To get out of the cave, we need to be critical of technology without, however, abandoning it. Another prerequisite is to understand the man and the position of man in relation to nature. This requires a new way of thinking, overcoming anthropocentrism, a deep ecology, and a critique of one-sided technological thinking. Maurice Merleau-Ponty's philosophy of flesh opens up our immediate relationship with nature. Arne Naess's deep ecology and Martin Heidegger's critique of technology include an opportunity to think about technology in a sustainable way. For educators and teachers, coming out of the cave requires accepting the ecological imperative as a guideline for education. According to the ecological imperative, not only the good of man but also the good of nature must be taken into account in all actions.

Descriptors: ecological crisis, cave metaphysics, socialization, education, deep ecology, critique of technology, the categorical imperative

Pitkänen, Hannele – Huilla, Heidi – Lappalainen, Sirpa – Juvonen, Sara – Kosunen, Sonja. 2021. Inclusion in Helsingin Sanomat news 2009–2019 – a discursive struggle over ‘one school for all’. *The Finnish Journal of Education* 52 (5) 497–509

This article explores the newspaper discussion on inclusion during the period 2009–2019. Theoretically, we approach the discussion as a discursive struggle over the idea of ‘one school for all’. In our analysis, we explore the conceptualizations of inclusion, positions, the arguments used and the categorizations of children within the discussion. Through these analyses, we answer: 1) How has the idea of ‘one school for all’ conceptually been dealt with in media discussions, and 2) For whom is it possible to become included in this joint school? The data consist of 192 articles published in the Finnish mainstream newspaper Helsingin Sanomat. The study shows that inclusion has been seen mainly as a practical issue rather than as an ethical and philosophical matter, and critical insights are over-represented. The focus of the struggle has been on children with special needs or migrant background, who are construed as homogenous groups and as concerns for inclusive education.

Descriptors: Inclusion, inclusive education, school for all, special education, discursive struggle, media

Pursi, Annukka – Lipponen, Lasse. 2021. Separation situations during earliest transitions to early childhood education – How do adults respond to children’s crying? *The Finnish Journal of Education* 52 (5) 510–525

A large body of literature recognizes earliest transitions to early childhood education as distressing incidents for young children. This paper explores an under researched topic, namely adults’ responses to children’s crying in separation situations. The study challenges a premise of the existing research that posits child’s crying in separation situation as an individual emotion of separation anxiety. The empirical data derives from a public toddler group setting. The video-observations focused on the children’s and adults’ social interaction during separation situations. The findings indicate that adults’ responses to children’s crying included multi layered linguistic and embodied practices. We identified two different practices, (1) diverting child’s attention from the crying, and (2) directing child’s attention to crying, both of which had a calming effect on the child’s emotional distress. The study proposes avenues for further research and pedagogical recommendations for creating empathetic and compassionate practices in separation situations.

Descriptors: Toddlers, Transition, early childhood education, separation, crying

Salin, Kasper – Huhtiniemi, Mikko – Jaakkola, Timo. 2021. Teachers’ perceived skills, competence and challenges towards the Move! system and students’ physical functioning capacity. *The Finnish Journal of Education* 52 (5) 526–538

This study analyzed teachers’ perceived skills, competence and challenges towards the Move! system and students’ physical functioning capacity. The study utilized a framework for occupational socialization. Additionally, study variables were compared among teachers who differed in the amount of physical education teacher education training. From the 359 teachers who completed an online survey, 75 (22.5%) had multidisciplinary school subject studies (MSS studies), 68 (20.4%) basic studies, 42 (12.6%) subject studies and 148 (44.4%) advanced studies in physical education. Results indicated that teachers were well equipped to implement the measurements, whereas the pedagogical utilization of the results was more modest. The results of the one-way analysis of variance showed that teachers with MSS studies perceived having lower skills in implementing the Move! system and supporting students’ functioning capacity. They also experienced more challenges while implementing the measurements than those with the subject and advanced studies in physical education. However, no differences were observed in general pedagogical skills such as motivating students or creating a positive atmosphere. In the future, initial and in-service teacher educators and teaching providers should emphasize the extensive pedagogical utilization of measurement results and the planning of follow-up and support measures.

Descriptors: subject teacher, challenges, physical education, class teacher, competence, physical functioning capacity