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Sorkkila, Matilda – Alasuutari, Maarit – Pakarinen, Eija – Lammi-Taskula, Johanna – Kiuru, Noona – Aunola, Kaisa. 2023. Parental burnout and distance education arrangements during the 2020 COVID-19 lockdown. *The Finnish Journal of Education* 54 (2), 101–117.

The COVID-19 pandemic with its lockdown and children's distance education was challenging for many families in Finland. This study examines whether the time parents spent on their children's distance education and their feelings of responsibility for it are associated with parental burnout. Furthermore, we investigate how parents experienced distance education. 634 parents (89 % mothers) with at least one school-aged child answered a questionnaire including both quantitative and qualitative questions. The data were analyzed with covariance and linear regression analyses as well as thematic analysis. The results indicated that the parents who spent more time on their children's distance education and felt responsible for it experienced more burnout than the parents who regarded distance education as the duty of their children's teacher. For the parents, distance education was time-consuming and caused problems for everyday coping, and it also decreased their children's wellbeing. The results of this study will help develop distance education to meet better the needs of various types of families and support family wellbeing in future crises.

Descriptors: burnout, COVID-19, distance education, family, parents, wellbeing

Heikkilä, Mirva – Mankki, Ville. 2023. Primary teachers' agency during the COVID-19 pandemic: Mercifulness, essentialness, and uncertainty. *The Finnish Journal of Education* 54 (2), 118–129.

This article examines primary teachers' agency, i.e. the possibilities for having an influence on one's work, during the COVID-19 pandemic which caused an unprecedented challenge to teachers. The data consisted of interviews of 20 Finnish primary teachers, and they were held in the spring of 2021. The data-driven analysis was carried out with the narrative practice methodology that focuses on societal conventions reflected in individual narratives. Three themes were found in the teachers' agency: 1) mercifulness 2) essentialness, and 3) uncertainty. The findings illustrate how agency is polyphonic as teachers draw on both enabling and restricting structures when shaping their agency. The findings also underline the construction of teachers' professional well-being and development as a societal phenomenon. The findings can be utilized in dealing with the consequences of the pandemic, in developing educational decision-making that takes pedagogy into account, and in pre- and in-service teacher education.

Descriptors: agency, COVID-19, narrative practice, primary teachers

Alajoki, Jaana – Mäkinen, Marita. 2023. Renewing the subject teacher's work in inclusive lower secondary school – the perspective of self-organization. *The Finnish Journal of Education* 54 (2), 130–144.

This study explores inclusion as a systemic change in grades 7–9 of lower secondary education. The focus is on the school moving towards inclusion as a self-organizing system: how subject teachers describe inclusion in their school and what kind of changes it requires. The study was carried out as a school ethnography in two lower secondary schools of 400 students in Finland. A total of 38 teachers participated in the study. The data consisted of teacher interviews and ethnographic researcher diaries, and it was analyzed with both data and theory driven content analysis. The results show three key dimensions of self-organization towards inclusion: confusion and uncertainty, sharing good practices and inclusion as a choice with new practices. The results suggest that it is necessary for the schools to engage in the processes of self-organization that support the renewal of the subject teacher's work. Changes are also needed in the regulatory framework of teacher qualifications and pedagogical studies.

Descriptors: change, ethnography, inclusion, lower secondary school, self-organization, subject teachers, system

Koirikivi, Pia – Benjamin, Saija – Kuusisto, Arniika. 2023. Towards an ecologically and socially sustainable future? Upper-secondary level students' views on the needs for developing school education. *The Finnish Journal of Education* 54 (2), 145–159.

The building of a sustainable future through education can only be successful, if the values and aims related to it are meaningful to the youth. Still, the youth perspective is seldom taken into account in the development of schooling and education. In this study, we analyze the interview data gathered from Finnish students in upper secondary education in 2020 (N=45, ages 16–19) focusing on their perspectives on the needs of school development. While ecological sustainability was scarcely mentioned, issues concerning social sustainability and justice were mentioned by most of the interviewees as important topics to be covered in and through education. In general, the students' views highlight a tension: education should on one hand maintain the societal status quo and build a sustainable future on the other. The findings support the need to change educational ideals and practices so that they support social and ecological sustainability.

Descriptors: ecosocial sustainability, education, future, schooling, youth

Miettinen, Reijo. 2023. J.V. Snellman's concept of Bildung, our time and educational science. *The Finnish Journal of Education* 54 (2), 160–174.

J.V. Snellman's concept of Bildung is timely and relevant today for several reasons. Its starting point is a diagnosis of our time. According to Snellman, the first obligation of the civilized persons is to understand the requirements of their time and to contribute to the solution of the great challenges of humanity. He underlined that the work for a national Bildung must always be a contribution to the development of universal human culture and to peaceful relationships between nations. Snellman defined learning and knowing as critical adoption and further development of the best achievements of the cultural tradition in order to solve the problems of today and face the challenges of the future. The learning process is completed in the formation of a personal conviction that directs one's social actions. According to Snellman, Bildung, work and economy are reciprocally interconnected. Material wealth must, however, serve the work for Bildung. The Bildung university needs to open out to society instead of staying in eminent isolation. Bildung is the foundation of society's equality and liberties as well as an appropriate framework for lifelong learning.

Descriptors: Bildung, conviction, cultural tradition, diagnosis of our time, J. V. Snellman, peace, universal culture