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Sainio, Miia – Eskelinen, Suvi – Aro, Tuija – Hämeenaho, Pilvi. 2025. Factors promoting and hindering interprofessional collaboration in the context of well-being work in schools. The Finnish Journal of Education 56 (3), 271–287.

Interprofessional collaboration is a key factor in the success of student well-being. This study examines the perspectives of school and welfare service staff from five schools in Central Finland on interprofessional collaboration in well-being work in the spring of 2024. The study aims to identify factors that facilitate or hinder interprofessional collaboration in schools and determine current development areas. The student welfare services transitioned to the well-being services counties at the beginning of 2023, making the research theme topical. The data consisted of open-ended survey responses on multidisciplinary collaboration from various professionals (N=406) working in the participating schools. The study indicated that the staff considered interprofessional collaboration important, but it also revealed siloing and a lack of interaction between the student welfare services and the pedagogical professionals. The study highlights the need to focus on 1) sufficient time and staff resources, 2) well-functioning structures and frameworks supporting collaboration, 3) individual and organizational attitudes, assumptions, beliefs, and interests in collaboration, 4) practical actions, and 5) leadership that promotes collaboration. Effective interprofessional collaboration is not just a matter of resources but requires long-term efforts to implement supportive models for collaboration. Collaboration is built both in everyday interactions and within the formal structures, and it requires shared understanding and commitment, as well as active leadership.

Descriptors: interprofessional collaboration, multiprofessional collaboration, school staff, student welfare services, wellbeing work

Heiskanen, Noora – Viljaranta, Jaana – Moisio, Päivi. Children and young people in regional welfare service plans of welfare service counties. The Finnish Journal of Education 56 (3), 288–307.

The aim of the wellbeing services county reform was to build functional and equal regional practices for student welfare. The regional student welfare plan for the wellbeing services county was created as a key tool for regional planning. The wellbeing services county reform has been accompanied by threatening scenarios such as the child's place in the student welfare services which are being built in a new way at the interface of the two sectors. Our study analyses the wellbeing services counties' first regional student welfare plans (N=16). The analysis examined the way that these plans frame children and young people. We found four interpretative frameworks describing children and young people, according to which the plans 1) described the situations of children and young people as problematic in order to create a convincing picture of the situation in the area, 2) created ideals of a child and young person when envisioning the future of the areas, 3) described children and young people through averages in negotiations about good, sufficient and the most central

aspects of student welfare, and 4) positioned the comprehensiveness of the situations and the needs of children and young people as a matter that challenges the professional fields of cooperation. The analysis of the plans indicated how the development of student welfare based on the child's needs is also framed through financial, organizational, and social constraints. The study illustrates the consequentiality of documents as descriptions of children and young people in extensive social reforms.

Descriptors: child, documentality, frame analysis, inter-professional cooperation, student welfare, regional student welfare plan, wellbeing services county, young person

Tulikoura, Jenni – Äikäs, Aino – Pesonen, Henri – Carpelan, Raisa. Significant interprofessional support and functional collaboration in the student welfare system according to principals. *The Finnish Journal of Education* 56 (3), 308–326.

This study examines principals' views on significant interprofessional support and the constructing of effective collaboration as part of pupil and student welfare. Significant interprofessional support refers to intensive, systematic, and organized collaboration between different sectors to enable pupil support. For the study, principals of educational institutions providing significant interprofessional support were interviewed (N=10). The data was analyzed by means of thematic text analysis. The areas of significant interprofessional support included collaboration, the pupil's individual needs, the support environment and expertise. Effective collaboration consisted of interaction, pupil-orientation, and building common knowledge and structures that enable cooperation. Significant interprofessional support included several areas that focus on the pupil's diverse support needs and how to respond to them. Collaboration played a significant role in providing support. To function, collaboration between the administrative branches requires interactive relationships, a framework for discussion between actors, information sharing and finding common solutions, so that student support can be built by utilizing everyone's expertise. Collaboration that is in the pupil's best interests requires structures and resources, and particularly the competence of the professionals, which should also be ensured in the future. This requires leadership and school-level expertise in the different areas of support, which places the principals of educational institutions in a significant position as enablers of support.

Descriptors: interprofessional collaboration, leading, principals, pupil and student welfare, significant interprofessional support

Kuusisto, Elina – Koskela, Teija – Viljanen, Merja – Järvelä, Virpi. Making the invisible visible – lower secondary school teachers' needs as class tutors in student welfare support. *The Finnish Journal of Education* 56 (3), 327–345.

The study examines the needs of lower secondary school teachers (N=487) who serve as class tutors supporting student welfare. Research on class tutors (also known as homeroom teachers, form tutors) is scarce, and their work is not covered by legislation or the basic education curriculum. However, class tutors play an important role in supporting the growth of lower secondary school students. The teachers' replies on their support needs were analyzed using inductive content analysis. The main categories identified were providing student-specific support, performing meta-work, building a collaborative class and school culture, and developing class tutoring. The help that the respondents needed the most was in providing individual support to address challenges in school engagement. Metawork is used in the study to refer to the essential, supportive work that takes place in the background but is crucial for supporting the student, such as interacting with the guardians, coordinating the student welfare support networks, and managing the student records. The results of the study indicated that class tutoring requires basic structures: time, pay, materials, and clear task definitions. The results can be used in teacher education programs for subject

teachers to ensure that class tutoring is implemented professionally. Smooth and seamless cooperation in student welfare multiprofessional teams requires that all parties involved understand the role of class tutors in supporting young people in their educational journeys.

Descriptors: class tutor, form tutor, homeroom teacher, multiagency, multiprofessional collaboration, student welfare support, subject teacher

N.B. Summarizing assisted by DeepL and Copilot.

Karakainen, Suvi-Sadetta – Kyösti, Anni – Helenius, Jenni. Youth loneliness – do student welfare services help? A qualitative analysis of Nuortennetti peer discussions from the perspective of value creation. *The Finnish Journal of Education* 56 (3), 346–361.

This study aims to examine the value creation of student welfare services in relation to the challenges of loneliness experienced by young people. Student welfare services are analyzed within the context of public value creation through the lens of young people's experiences of trust. The research data consisted of discussions from the Nuortennetti online forum (maintained by the Mannerheim League for Child Welfare) between the years 2010–2023. The dataset included 213 anonymous discussion threads about loneliness in which a student welfare service or professional was mentioned. The data was thematized using inductive thematic analysis and analyzed through content analysis. According to the study, those young people who shared their experiences on the discussion forum generally did not feel that they received the help that they hoped for from the student welfare services regarding their loneliness related challenges. A key barrier to value creation in these services was the distrust that these young people felt towards the services and professionals. The student welfare services thus failed to create the expected value for the users in addressing loneliness. The results can be used when considering how to reach these young people and in developing the accessibility of services. By better understanding the needs of young people, it is possible to develop student welfare services that genuinely provide value to their users.

Descriptors: loneliness, professionals, student welfare services, trust, value creation, youth experiences

Holmström, Anni – Tuominen, Heta – Laasanen, Miia – Veermans, Marjaana. Students' school engagement and burnout profiles: Differences in self-efficacy for self-regulated learning and interprofessional well-being support. *The Finnish Journal of Education* 56 (3), 362–379.

This study examines students' profiles of school engagement and burnout (exhaustion, cynicism, and inadequacy) and profile differences in self-efficacy for self-regulated learning and interprofessional well-being support provided by the school (experiences of received support and the accessibility of student welfare services). 984 students from grades 5–9 participated in the study by answering an electronic questionnaire. Using latent profile analysis, four profile groups were identified: the engaged (high engagement and low burnout; 35 %), the engaged-exhausted (high engagement and exhaustion; 28 %), the cynical (relatively low engagement and moderate burnout; 21 %), and the burned-out (low engagement and highest burnout; 16 %). All groups differed in terms of self-efficacy and their experiences of well-being support. The experience of the received support was the most positive for the engaged, followed by the engaged-exhausted and the cynical, while the burned-out had the weakest experience of support. The engaged students found the student welfare services the most accessible. To support the students' well-being, the schools should pay attention to strengthening the students' self-regulation skills, implementing the well-being support, and making the student welfare services accessible.

Descriptors: comprehensive school, person-oriented approach, school burnout, school engagement, self-efficacy, student welfare services, well-being support