

# I AS A TEACHER

Student teacher's journey to professionalism by means of reflection

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Master's thesis of  
Educational Sciences  
Summer 2001  
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## ABSTRACT

PYYKKÖ, P.: I as a teacher. Student-teacher's journey to professionalism by means of reflection. University of Jyväskylä. Department of Teacher Education. 2001. (113 pages.)

This is an autobiographical case-study. The object of this study is the researcher herself and her development to professionalism, how and why she became a class teacher who teaches in the elementary school and whose pupils are 7 - 12 years. This study shows the process and the searching and finding one's own professionalism by means of reflection. It describes the process of development through the teaching practises and studies. It also presents importance, meaning and the effect of one's own personal experiences, emotions, values, the attitudes of lifelong learning and teacher researcher on her way to professionalism.

By combining the theory and personal experiences this study shows the profile, inner world, values and the thoughts of the researcher as a teacher. Data consists mainly of the reports of the teaching practises. Other material that are collected during the studies and which support the analysis are the diaries, videos, photographs, autobiography and written essays.

With the help of reflective thinking, consideration, evaluation and interpretation the researcher found her results. The results show that this whole process broadened her self-concept and improved her ability to reflect and think critically. It made her understand her and others emotions better and how emotions can affect to behaviour and how they considerably can either cease or improve learning. The process gave her readiness for working as a teacher. In addition to it encourages towards lifelong learning, searching for knowledge and developing her skills.

The study shows that the feeling of acceptance by the class teachers and getting positive feedback and positive experiences during the teaching practises are significant. Such as encouragement after making mistakes. Positive experiences of the teaching practises



formed a positive self-conception of the researcher as a teacher. Admitting being incomplete, but a lifelong learner has made her open and willing to take new challenges. Mistakes and problems in life can be considered valuable learning experiences.

Another important result is that instead of getting ready answers what kind of teacher a student teacher should be or how she should teach, she was allowed to find the results herself. That has made her a more creative and independent thinker. In other words she was allowed to become what she wants to be. She also has found her own voice and beliefs about teaching.

Spending one semester in Ireland as an exchange student and growing to professionalism in the international world, having friends abroad, meeting people from different countries and studying abroad has enriched her life and helped her to understand different people and cultures. Furthermore it has broadened her picture of the world.

Furthermore setting personal goals, her own planning of her studies and the possibility choose the specializing subjects kept the researcher motivated. This study confirms that student teacher can learn independently by reflecting his own experiences. Feedback from others is not necessary, but positive feedback encourages.

For the researcher studying to become a teacher was studying about what kind of person and teacher she is and she wants to be. It includes action towards her goals and growth of becoming an active member of this society and school environment.

Keywords: autobiography, emotions, lifelong learning, new professionalism, reflection, teacher development, teaching practises, teacher reseacher

## TIIVISTELMÄ

PYYKKÖ, P.: Minä opettajana. Opettajaksi opiskelevan matka opettajuuteen reflektion keinoin. Jyväskylän yliopisto. Opettajankoulutuslaitos. 2001. (113s.)

Tämä on omaelämäkerrallinen tapaustutkimus. Tutkimuskohteena on tutkija itse ja hänen kasvunsa opettajuuteen, kuinka ja miksi hänestä tuli ala-asteen luokanopettaja, joka opettaa 7 - 12 vuotiaita oppilaita. Tämä tutkimus esittelee oman opettajuuden etsimis- ja löytämisprosessin reflektion keinoin. Se kuvaa kasvuprosessia opettajaharjoittelujen ja opintojen ajalta. Lisäksi se esittää omien henkilökohtaisten kokemusten, tunteiden, arvojen, elinikäisen oppimisen ja tutkiva opettaja -asenteiden tärkeyden, merkityksen ja vaikutuksen hänen matkallaan kohti opettajuutta.

Vertaamalla teoriaa ja henkilökohtaisia kokemuksia tämä tutkimus näyttää tutkijan profiilin, sisäisen maailman, arvot ja ajatukset opettajana. Tutkimusaineisto koostuu pääosin opettajaharjoitteluraporteista. Muuta materiaalia, jota on kerätty opiskelujen aikana ja jotka tukevat analyysia, ovat päiväkirjat, video, valokuvat, omaelämäkerta ja kirjoitetut esseet.

Reflektiivisen ajattelun, harkinnan, arvioinnin ja tulkinnan avulla tutkija löysi tuloksensa. Tulokset osoittavat, että tutkimusprosessi laajensi hänen minäkäsitystään ja paransi kykyä reflektoida ja ajatella kriittisesti. Se sai hänet ymmärtämään hänen omia ja toisten tunteita paremmin ja kuinka tunteet voivat vaikuttaa käyttäytymiseen ja kuinka merkittävästi ne voivat joko estää tai parantaa oppimista. Prosessi antoi hänelle valmiuksia toimia opettajana. Lisäksi se rohkaisee kohti elinikäistä oppimista, tiedon etsintää ja omien kykyjen kehittämistä.

Tämä tutkimus osoittaa, että luokanopettajan hyväksynnällä, myönteisellä palautteella ja myönteisillä kokemuksilla opettajaharjoittelujen aikana on merkitystä, kuten myös rohkaisulla virheitä tehtyä. Opettajaharjoittelujen myönteiset kokemukset muodostivat myönteistä minäkäsitystä hänestä opettajana. Oman keskeneräisyyden myöntäminen ja tunnustautuminen elinikäiseksi oppijaksi ovat tehneet hänestä avoimen ja halukkaan

kohtaamaan uusia haasteita. Virheitä ja ongelmia elämässä voi pitää arvokkaina oppimiskokemuksina.

Tärkeä tutkimustulos on myös, että sen sijaan, että opettajaksi opiskeleva olisi saanut valmiita vastauksia kysymykseen, millainen opettaja hänen tulisi olla, tai miten hänen tulisi opettaa, hän sai löytää vastauksensa itse. Tämä on tehnyt hänestä luovan ja itsenäisen ajattelijan. Hän on myös löytänyt oman äänensä ja uskomuksensa opettamisesta.

Lukukausi vaihto-oppilaana Irlannissa ja kasvaminen opettajuuteen kansainvälistyvässä maailmassa, ulkomaalaiset ystävät ja heidän tapaaminen on rikastuttanut hänen elämäänsä ja auttanut häntä ymmärtämään erilaisia ihmisiä ja kulttuureita. Lisäksi se on laajentanut hänen maailmankuvaansa.

Lisäksi henkilökohtaisten tavoitteiden asettaminen, opintojen oma suunnittelu ja erikoistumisaineiden valinta pitivät tutkijan motivoituneena ja antoi hänelle mahdollisuuden tulla sellaiseksi kuin mitä hän haluaa olla. Tämä tutkimus vahvistaa, että opettajaksi opiskelija voi oppia itsenäisesti refleктоimalla hänen omia kokemuksiaan. Toisilta saatu palaute ei ole välttämätöntä, mutta myönteinen palaute kannustaa.

Tutkijalle opettajaksi opiskeleminen on ollut tutkimista, minkälainen ihminen ja opettaja hän on ja hän haluaa olla. Se sisältää toiminnan kohti hänen tavoitteitaan ja kasvun aktiiviseksi yhteiskunnan ja kouluympäristön jäseneksi.

Avainsanat: elinikäinen oppiminen, omaelämäkerta, opettajaharjoittelut, opettajaksi kasvu, reflektio, tunteet, tutkiva opettaja, uusi professionalismismi

## ACKNOWLEDGEMENTS

Goethe says: "If you treat a person as he is, he will stay as he is. But if you treat a person in the way what he could be, he will become what he could be". I know and have met many really wonderful persons in my life and they have treated, liked and believed in me more than I ever could have imagined. Their faith has helped me to break my barriers, which I have not been able to do alone. As a result I am what I am now. So, that is why it is time to say: THANK YOU!

I did this master's thesis for the Department of Teacher Education in the University of Jyväskylä. Special thanks to Eira Korpinen, my supervisor teacher for all her help and excellent guidance for getting fresh references. Thank you for her faith in me and the honor to work and learn in the Teacher Researcher -net during my studies. I am thankful to Tuula Matikainen for the possibility to work with her and the challenging tasks that she gave to me. Thank you to Glyn Hughes for the good advice to write a chapter why I wrote my master's thesis in English. Thank you to my friend Anu Pesonen for her guidance with English and adding several articles to this study that I had forgotten.

Thank you to my dear family, who accept me in the way I am and who have supported me on my journey: Seppo, Eila, Paula and Tauno. Thank you to my dear grandmothers Saimi and Aino for your kindness. Thank you to my excellent coach Matti. Thank you to all my teachers through my school years. Best wishes to my teachers and my friends to Ireland! Best wishes also to my new Canadian friends and thank you for visiting Finland! Thank you to my best and wonderful friends here and far away: Anu, Susanne, Jenna, Marjaana, Jody, Cathy, Sophie, Stefania, Laura, Chrysa, Britta, Merly, Dawn, Melanie, Ingeborg, Irma, Sinikka, Tiina, Annika, Anu, Johanne, Daniel and Carita. Thank you for being my friends and keeping in touch for years. You are always in my heart. Thank you to my best and wonderful friends Bob, Saana, Jason, Dustin, Nate, Todd, David, Robert, Jyrki, Janne, Kristi and Elisa. You have taught me so much and mean so much to me. I wish I was as good as you all are! -I Thank God for all my friends and my blessings. I am thinking of you all here in Lahti, Finland on a beautiful summer day, July 7<sup>th</sup> 2001. Love,

*Pirjo Pyykkö*  


## 1 THE WILL OF HEART AS A MOVER ON MY JOURNEY TO PROFESSIONALISM

Hello my friend! Nice to meet you. Are you ready for the journey? I want to tell you my story, how and why I became a teacher. You will also see what kind of teacher I am when I teach 7 - 12 years old pupils in the elementary school. When I started my journey in 1996 at the University of Jyväskylä it was a dream come true. My backpack was full of enthusiasm, hope and faith. There was determination and courage, lots of questions and my running shoes. I studied for five years, of which I studied one semester in Ireland as an exchange student. During this journey you will see, how I survived with those provisions.

I have wanted to become a teacher since I started my school at the age of seven. I had such a wonderful teacher, whose values, goodness, kindness and lovely way of behaviour towards all people had such a huge effect on me. I think that they were similar to mine and my values at home, because I liked and admired her. She made me feel safe and accepted and pretty good at school as myself. Furthermore I had a strong inner feeling that I also could teach and help children to learn, and I would be good at that profession.

Goodness in people's heart touches me. I want to be and do good to others and make them and especially my pupils blossom and have a good self-concept and self-confidence. Furthermore I am interested in studying and developing thinking. In my opinion one of the most important skills that pupils should be taught at school are the skills and abilities to think independently. Then I also hope to make them choose and do the right things and good decisions in their lives. In addition to critical thinking I consider understanding and handling emotions as important. Understanding myself through my choices and emotions helps me to understand others better.

During this journey I will look at myself and my experiences from a longer distance. I will let you see, feel and experience my experiences with me. I will think, assess and analyse, how my earlier experiences and teaching practises have affected me. I want to

know, who I am, what kind of person I am, what kinds of things has affected me and why? In addition to you will find out what kinds of qualities are required from Finnish teachers today? These are the main aims of my study. Perttula (1999, 54) says appositely that every teacher's right and duty is to find one's own professionalism. So is mine. During these years my pedagogical thinking has developed, I have learnt a lot about teaching, my professionalism and myself. Progressing as a human and as a teacher and helping others is the will of my heart.

I got the idea for this study at the very beginning of my studies, when Heli Meriläinen gave a presentation for my class. She was a new, fresh class teacher and had just finished her studies. Furthermore she had made an autobiographical study. I admired the way she spoke and gave reasons for her opinions. It seemed to me that she knew, who she was and what she was talking about. I could see that she had a good self-confidence and self-esteem. She has been a real inspirer to me to develop myself and especially to do this autobiographical study.

According to Tiuraniemi (1999, 155) an expert will continuously learn something new on the basis of his experiences. To learn something new every day is one of my aims in my life. As I said, I am curious and eager to learn new things, improve my skills, develop myself as a human being and as a teacher. Tiuraniemi says that this is possible in agreement with the constructive framework. This means that individuals actively construct their knowledge and skills and use their previous experiences and skills as building material for their new knowledge and skills. To better understand the various phenomena it is essential for individuals to guide and regulate their own learning. This study is a learning process for me, during and after which my consciousness of my professionalism develops and clarifies. (Tiuraniemi 1999, 155.)

## 2 PLAN TO SEARCH FOR MY PROFESSIONALISM

### 2.1 Aims of the study

The main aim of my study is to find my own professionalism. My aim is to describe and find out what kinds of experiences and people affect and have affected me and opened my eyes on my journey to my professionalism. My aim is to find answers to the following questions:

- Who am I? What kind of teacher am I and what kind of teacher I want to be? How have I built my practical theory during my journey to professionalism?
- What is my self-picture like? Who and what kinds of values, events, experiences, observations and feelings have affected me? How and why?
- How has reflection helped me in my growth to professionalism?
- How the setting of goals has helped me to face my challenges? What kinds of changes have I faced? What has changed me? How a change happens?

The form of the study problems can either be open or closed (Syrjälä, 1995, 19 - 21). My way of approach is closed. It means that before starting the study the researcher has a problem or problems, to which he starts to look for answers. I considered myself a mystery. I had a personal experience, which motivated me and made me think and examine my own action, its causes and results. It was hearing the presentation of Heli Meriläinen. Since then I have started to inspect my own work critically and started to collect knowledge of my own action and its effect on others. Afterwards I have started to understand myself better and changed my ways of action when needed. My aim is to develop myself by means of reflection by learning to know myself, being open and unprejudiced to all challenges, people, opinions, and different possibilities. Especially I want to increase and improve my knowledge and skills that I will need in my work as a teacher.

All through this study you will hear my voice. You will notice me speaking, when I use "I-speech". According to Perttula by using I-speech it is possible to get in touch with

other people. I am going to speak in the way that is based on my experiences, which means taking the full responsibility of my thoughts and writing. I am not going to use we-speech and speak on behalf of other people, because it is seen as a selfish way of speaking. Most of all teaching is seen being at its best when a teacher speaks I-speech and listens to his pupils, who express themselves with I-speech, too (Perttula 1999, 54 - 60.) Ellis & Bochner (2000, 734 - 735) agree and confirm that if I wrote in third-person, it would mean the use of passive voice, which would be the same as the text would be written from nowhere by nobody. I-speech will allow readers to feel with me, think actively with the story, and consider, how their own lives could be made a story worth telling.

## 2.2 Research method

### 2.2.1 The case of this study

Stake (2000, 435 - 436) states that as a form of research, case study is defined by interest in individual cases, not by the methods of inquiry used. Case study is not a methodological choice, but a choice of what is to be studied. It is both a process of inquiry about the case and the product of the inquiry. The object of the study may be simple or complex. It may be a child, a classroom of children or an incident. Syrjälä (1995, 10) continues the list and mentions that it also may be a crowd, community, institute, occurrence or any wider phenomena. She says that exciting, new and different cases have always interested people.

The case I study is a human being. In other words and to be more specific: me, Pirjo Pyykkö, the researcher of this study. As Stake emphasizes (2000, 436) in any given study, we will concentrate on the one. The object has to be specific. I have concentrated on me and my professional curve of development.

Stake (2000, 437) has identified three types of case study. They are intrinsic case study, instrumental case study and collective case study. My research is an intrinsic case study, because I want to reach a better understanding of this particular case, me. My case is not



a secondary interest and it does not play a supportive role, so it is not an instrumental case study. Collective case study concentrates on several cases, which my study is not either.

Typical for this study is that when I am doing my study, there is an interaction between me as a researcher and me as an object of the research. These roles can not clearly be separated from each others. I am the subject of this study and take part into this study actively, I feel and act. I am not just an object. I tell and take my possible prejudices or the effects of my wishes into account in this study. (Syrjälä 1995, 13 - 15.)

Precondition of the success of this study is trust and honesty. Flexibility means looking for information where I can get it. Furthermore the realization and the aims of this study may change, if the conditions change. My values and the world of values are always connected to my views, which I form and write. Commitment to values is joined to this. That is why I must be conscious of my values and report them in my study. (Syrjälä 1995, 13 - 15.) The qualitative case study focuses on the process (Syrjälä 1995, 13), which this whole study is.

The name case study draws attention to the question of what specifically can be learnt from the single case (Stake 2000, 435 - 436). Doing the study has been a long process, such as my life (26 years), so it is obvious that less will be reported than what I have learnt and experienced. So I need to choose what to tell and concentrate on the necessary in order to understand the case. (Stake 2000, 441.) What a reader learns, depends on him.

### 2.2.2 Autobiographical study

Biographical study is one form of case studies. Other forms of biographical studies are ethnographical study, qualitative evaluation study and action study. The aim of biographical studies is for example to understand one's own action in practise. (Stenhouse 1985, According to Syrjälä 1995, 16 - 17.) As a method a biographical study is multiform and flexible. This makes it possible to study the teacher's occupation and

daily work from different points of views. (Syrjälä, Estola, Mäkelä & Kangas 1998, 139.)

This is an autobiographical study, which may get confused with other biographical methods, so that is why I shortly introduce them and their differences. The point of *biographical* studies is the collection and the use of documents, which describe turning points in one's life. An *autobiography* means that the researcher himself writes memories about his life. On the other hand researchers can work together with their teachers and help them tell their own stories. These are called *life-stories*. When a life-story is added with the interviews of closest people and other documents, then it is called *life-history*. Life-stories do not necessarily describe historical facts, but are the evidence of the teller's inner life. So they describe just his way to act, think and feel their life. The biographical viewpoint includes both the past and expectations for the future, which define the present moment. (Syrjälä 1995, 59; See also Mäkelä & Laine 1998, 138 - 140.)

This study has features of autoethnographical study. *Autoethnography* means self-reflective combination of different voices, genres and styles (spoken language, letters and diaries) to scientific writings (Diamond and Mullen according to Räsänen 2001, 203). An autobiographical genre of writing and research displays multiple layers of consciousness and connecting the personal to the culture. Autoethnographers gaze back and forth, first through an ethnographic wide-angle lens focusing outward on social and cultural aspects of their personal experience. Then they gaze inward and expose a vulnerable self that is moved by and may move through, refract and resist cultural interpretations. The emphasis of autoethnographers varies. It may be on the research process (graphy), on culture (ethnos) and on self (auto) and it is usually written in first-person voice. It starts with paying attention to personal life, physical feelings, thoughts and emotions and their introspection and emotional recall to try to understand experiences that are lived through. Goals are to use my life experiences to generalize to a larger group or culture, enter and document the moment-to-moment, concrete details of life. (Ellis & Bochner 2000, 737 - 740.)

Ellis & Bochner (2000, 738) say that writing an autoethnography is amazingly difficult. Feelings, motives and the contradictions should be introspected sufficiently. Exploration generates a lot of fear and doubts and emotional pain. There is the vulnerability of revealing myself, too, because I cannot take back what I have written and especially because I have no control and I cannot be sure, how readers interpret my experiences. My life will be critiqued as well as my work, which may be humiliating. However, this is also rewarding, because I come to understand myself in deeper ways and with understanding myself comes understanding others. Ellis & Bochner (2000, 738) encourage and say: "autoethnography provides an avenue for doing something meaningful for yourself and the world."

Syrjälä (1995, 60) says that the object of this study, in other words I, can decide what to tell and what not to tell. She also emphasizes that it is essential to remember that biographies are always written or told for readers or listeners and their motives may vary. Anyway the ethical questions of responsibility, liability and rights must be remembered and decided by the researcher.

Biographies are very important for a teacher's professional growth. When biographies were told to the researcher then facing oneself with new eyes, concentrating on oneself, becoming open and confident and added and deepened self-knowledge were considered meaningful. Organization of told experiences, realizing the meaning of values, becoming conscious of important people and understanding the effect of earlier experiences to the present were considered important as well. Confusion was caused when some important experiences or people were forgotten or new, even painful things were brought out. (Mäkelä according to Syrjälä et al 1998, 140 - 143.)

Syrjälä and Kangas (Syrjälä et al 1998, 143 - 146) present in their study that the approach for making a biographical study is close to humans and practise, it is lively and interesting in a student teachers' opinion, who have made a biographical study. It is a powerful learning process, which develops persistence and methodicalness. It gives a holistic and deep picture of a teacher's work and it gives courage and readiness to act creatively and develop their work of education and teaching. Furthermore one's own

weaknesses and unconscious thoughts become conscious when analyzing the study. Syrjälä et al (1998, 138 - 140) adds that telling one's own life and its meaningful occurrences by writing or orally is therapeutic and makes one's think.

There are plenty of benefits in making an autobiographical study. That is one reason why I ended up choosing this method. In my study my own subjective interpretations of my process which I have experienced in my professional life are central. By going through this I hope to help readers to better understand me, themselves and others.

### 2.2.3 Collection and analysis of data

Meriläinen (1996, 57; 2000, 92) presents methods to examine thinking, develop reflection and collect data, which suit for all student teachers and teachers, who want to develop their work. Writing autobiographical texts, diaries, letters, stories of one's own growth, reports of teaching practise, photography, videos, poems, e-mails, drawings, paintings, aphorisms, observations and interviews are methods that help to develop reflective thinking, increase self-knowledge and clarify self-picture. Eskola & Suoranta (1999, 15) suggest same kinds of methods and Heikkilä's (1999a) study presents a portfolio as a way to collect data.

I started to collect data for my study in 1996, when I started my studies. Collecting has lasted through my studies. The data of my study describes the phases of my growth and meaningful events of my life from my journey to professionalism. My data consists of an autobiographical text, diaries, reports of the teaching practises, photos and video. It is concrete material which I have collected on my journey to professionalism. Naturally I have drawings, paintings, letters and e-mails, articles, exams and essays from my childhood and school years, but since this is not a portfolio or story about my whole life, I am not going to present them here. The reasons why I collected data in different ways are that I want to remember, what and how I have thought in certain phases of my life, how I have learnt, how I have looked like, what I have done and learnt, what are the causes and effects of my actions and why. Briefly I want to get a holistic picture of my growth. Especially with the help of data I want to know, what kinds of attitude,

behaviour, way of living has made my progress and growth in my life as a teacher and as a human possible. Then they show the next challenge for me to learn and develop. (See Appendix 1)

In my study I have used data which describes and gives information on what kind of teacher I have been, I am and want to be. That is why mainly teaching practise reports are used. My experiences in past have made me what I am today and that is why they are important. As unwritten data there is my memory and memories, which support written material. Typical for qualitative data is its expressional richness, its many levels and complexity, because it is as multivariate as life itself (Alasuutari 1999, 84). Since the data has been collected little by little, so has happened with analysis, interpretation and reporting. It is not possible to separate them and find distinct phases, where one starts and the other one ends, because all these phases get mixed with each other during the whole study process. (Eskola & Suoranta 1999, 16.)

Since there is not any specific way to analyze qualitative data, Eskola & Suoranta (1998, 19 - 20) emphasize that the researcher has a freedom, which gives a possibility for flexible planning and realization of the study. Every researcher has to develop his own methods to analyze data. The use of imagination is allowed when trying new methodological decisions or the style of writing. Earlier preconceptions should not limit the analysis, instead extend: a researcher should learn during the whole study process. The way I report is not traditional or academic, because I want my voice to be heard and personality to be seen. I am allowed to use my creativity and report in the way I want to.

Syrjälä (1995, 60) presents that a researcher can examine the way he describes and evaluates his own action in his analysis. Furthermore he makes comments of his narration and writing. She states that each story has a beginning and an end, which everything else tries to explain. That is the way in my study, too. From the text a reader can find central signs (for example values) which analyse the description. It is typical for qualitative studies that the theory arises from the data, so it has features of a grounded theory. Criteria of the scientific data is not in its amount, but in its quality and the way in which it is conceptualized. (Eskola & Suoranta 1999, 18 - 19.)

### 2.3 The choice of language

Eira Korpinen, a professor of University of Jyväskylä suggested and gave me an idea to write parts of my research in English. I liked the idea and finally after consideration I ended up writing it entirely in English. I decided to write this chapter after having a good discussion with Glyn Hughes, who is a lecturer at the University of Jyväskylä. He thought that people might be interested, why I am writing this in English. It is not obvious that a student can do so, so I had to apply for a promission from the dean, Tapio Vaherva from the University of Jyväskylä. (See appendix 6.)

I have several personal reasons for writing my master's thesis in English. First of all I found this a good learning opportunity to utilize and improve my English. Secondly I want to share information about my studies and experiences in a Finnish Teacher Education College to my foreign friends, student teachers and teachers around the world. Thirdly it also shows and directs my interests in working and co-operating with other cultures and foreign friends in this international world in the future.

It is important for the readers to know that I have an English voice and a Finnish voice, an English "I" and Finnish "I". In this research I am speaking English in the level that I can now. This is not academic English or English that native speakers would speak. That is why the use of language and mistakes in style may give a wrong or naive impression of myself or my knowledge. Meriläinen (1996, 77) writes and says that the limits of one's language are the limits of one's world. It is also possible that I am not able to express certain thoughts as well and richly in English as I would do in Finnish. Some effects and the features of the Finnish order of the words can be seen in the text as well, because it is different from the English order of the words. Anyway, it is important for me to break my barriers and try to express myself in English as well as I can. This is a possibility for me to broaden out my language or "world" as Meriläinen says, and a possibility for teacher-researchers from foreign countries to learn a little about the Finnish culture and Finnish Teacher Education College through my experiences. Writing in English kept me motivated to write my master's thesis. This has been a real and wonderful challenge and opportunity.

## 2.4 Phases of the study

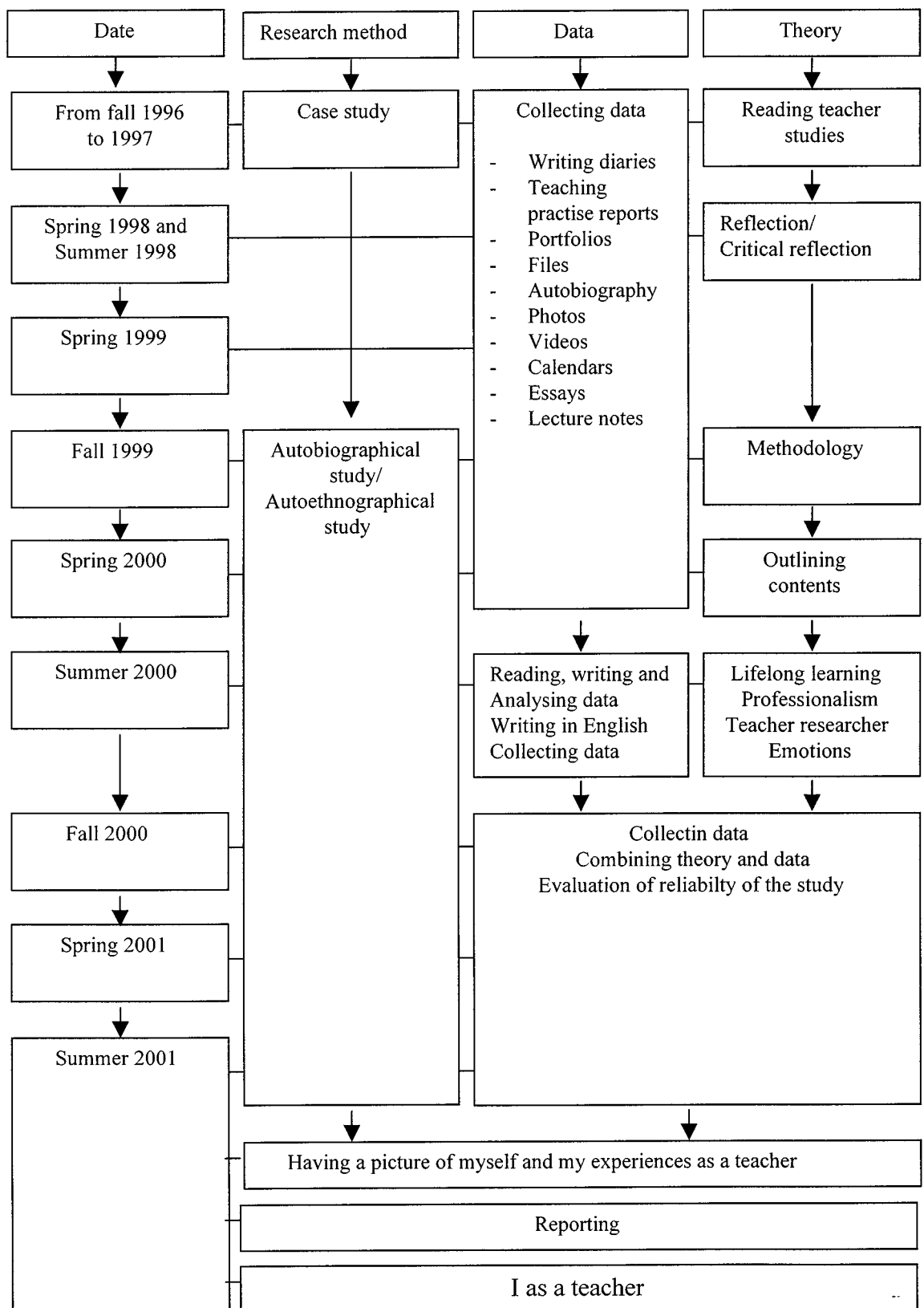


Figure 1. The process and the phases of this study.

### 3 PROVISIONS FOR THE JOURNEY

#### 3.1 Roots of my values

##### 3.1.1 Definition of self-concept

In this chapter I am going to present the starting points of my journey. At first I will shortly tell you about my childhood, youth and hobbies, so you will get a picture of, what kind of person I am and what kinds of background has affected my self-concept. Silkelä (1999, 1) says that some personally significant learning experiences in childhood may have directed the direction of life and influenced certain choices of life.

Korpinen (1998a, 74 - 75) says that self-concept contains everything that I know and believe of myself. It contains "the actual self". My self-concept is formed of my choices and the internalized values, ideals and expectations offered by the immediate environment, which are important to me and which support my personal opinion. "The ideal self" consists of attributes, features and roles that I do not possess at this moment, but which I hope to achieve. My motivation, self-evaluation, self-reflection and comparison form my self, too. Therefore values can be seen as criteria for my choices before, during and after my studies.

Korpinen (1998a,72) says that teacher education in its various forms is the continuous development and construction of the individual's self-concept. Korpinen (1998a, 74 - 75) continues that self-concept develops in social interaction through the feedback received. Feedback increases the amount and precision of an individual's self-knowledge: what I am like, what I can do, etc. Realistic goal-setting, where experiences of success are more probable, is guided by self-knowledge. Success strengthens self-confidence, and therefore it has increased the sense of competence and expectations of success. This means daring to set new goals, to extend the ideal self, to seek new significant experiences and finally append these experiences to one's own self-concept. Individuals self-concept may be a positive, negative or neutral attitude to the self. That is why it is important to know what the environment approves or rejects is similarly



approved or rejected by the individual. A rejecting attitude by the environment will prevent the individual from accepting himself. (Korpinen 1998a, 74 - 75.)

Secondly this chapter also helps you to understand why the provisions, the concepts that I have chosen for this study, are important for me and what they mean in the context of studying to become a teacher. In the light of concepts you will see what is required from the teachers in Finland, and which also helps me to direct my thinking in my work. The reason why I need them on my journey is that without the right attitude, courage, willingness to develop, grow and change, and feel and handle different emotions I would not go on. Setting goals and reflection keep me on the road to professionalism.

### 3.1.2 Safety in my heart

Meriläinen (1996, 66 - 72) states in her autobiographical research that her values have roots. Some of them came from her childhood environment and experiences and have stayed similar for years, but there are values that have changed with the time, living environment and life-experiences. I have also noticed that my roots and values follow me everywhere. The roots of my values are in my family, athletics and in my teachers and what they have taught me.

I was born in Lahti and grew up there. It is a town in southern Finland. My family has lived in a block of flats in a beautiful and peaceful suburban area. It has been a good and safe place for me to grow up. In my family there are my father, mother, sister and brother. I am the oldest of us kids. I have gotten and learnt and chosen my values from my parents. Also my Sunday school teacher has had an important role. I appreciate honesty and I believe in goodness. I have learnt what is right, what is wrong and what I can do and what I cannot. When I was a child and a teen I had limits, where I could play when I went out with my friends. I was kind and I used to do whatever I was told to. I was happy and I felt safe within all those rules.

### 3.1.3 Meaning of sports in my life

I am active and I have always needed something to do - I still do. Maybe that is why my father took me and my sister to athletics practises when I was nine. So started my career as an athlete. I was talented. I was fast and I was a good jumper. So I won many competitions and broke some old records. It was easy for me. It felt good to see my own progress. I loved sports (especially hurdles and long jump). Soon it was the way of living. It was natural for me. I have learnt a lot of myself by doing and practising sports. Sports is an important part of my life. Whenever I am moving or doing sports, I feel that I am alive. I am used to using all my senses and getting different kinds of stimuli by doing sports.

I have noticed that sports have played an important part of my self-image. When you are good at sports or school and learn quickly, it makes you think and believe that you can learn in the same way in other parts of your life. When you have a strong faith or belief, the things to which you can affect, will usually happen in the way you think. I think that it is attitude that counts. If you are positive and open, you can see possibilities to grow and learn everywhere, but if you have prejudices against anything or feel unsure, it is your own way to set fences or walls on your way. Viheväinen-Tervonen (1995, 90 - 98) confirms that a person's thoughts may become a prediction for his actions.

Metsämuuronen (1995) has found out in his study that learning when it is engaged in interests and hobbies, is effective because the learner himself is intended to supply information and skills. In other words the learner is learning on his own initiative. One of his main findings is that commitment is stronger in those interests in which the interest became an important part of personality than in those in which the interests has mainly instrumental meaning. Furthermore commitment increases with talent and age (in those interests in which development occurs with age) and non-beginners' commitment is stronger than beginners'. For me sports is definitely an important part of my personality.

It is not only in interests and hobbies in which we need commitments, but in all that we do. When people have goals it is easier to evaluate daily tasks, if they are getting closer to them or not, what is going well and what could be done better. Vikeväinen-Tervonen (1995, 118) emphasizes that if a person has the commitment to his own goal then the determination increases and the will to do one's best to achieve the goals increases.

I think that I have committed to sports little by little. As soon as I noticed that it is a part of my personality (I need to move) and I can improve my skills by practising (nobody else can do it for me) it has felt good. Sports has been stimulating and challenging and an enjoyable way to develop myself. Furthermore by taking responsibility for my own actions (I know what I can and know, I know what I cannot or do not know, and I know what to do to learn or find out what I need to), it has been wonderful to realise that I can affect my own life in the ways I want to by choosing what I consider good. For example a healthy way of living and taking care of myself are results of my choices and my will. I have never smoked, drank or done anything immoral and I never will.

For me sports and studying has been like a hand and a glove. There is not one without another. They are partners which walk hand in hand. They are friends that help each others, and together they keep me strong. So I really enjoy teaching sports, too. The study of Penttinen (1999) confirms that earlier positive experiences in sports follow through school years. Home, friends, teachers and their attitude towards sports effect on that. Such as good grades at sports, and taking part in the competitions between other schools and being a member of a sports club have had a huge effect, too. In my opinion all these are meaningful and important to me. Every single positive feedback has encouraged me to go on.

#### 3.1.4 I among others

My mother says that since I was a child I often said "*Minä ite*", which means "I, myself", so I did myself whatever I was asked to do. It has described me quite well. I have often wanted to do, at least try everything myself without others help. I have had a strong faith that "I can". I enjoy doing things myself (studies, sports). I have also been

required a lot, so I have learnt to trust in me. But there is a social part of me, which wants and needs to be with my family and friends, which is as important.

The way I act among others varies. It depends on many aspects. Among many unknown people I have been quite shy, but active, curious listener and thinker, who follows what is going on. However, after these years at the University of Jyväskylä I have started to get over my shyness and have gotten more courage to meet new people. Among familiar people where I have felt safe enough I take part into conversations, tell my opinions and ask questions - a lot - especially when the topic is interesting and asking is allowed. In freetime I used to be a leader of the games and sport activities and encourager of others. Besides there has always been the helpful part of me, who wants to co-operate, help and do what I am asked to, because I do not want to hurt, cause troubles or any harm to others. Still there is always a playful, curious and humorous child inside me with many dreams and a mind full of questions, who does not want to grow up. As an ex-athlete, I have learnt to believe in my dreams, possibilities, trying, practising and never giving up. I am always ready to take on new challenges.

### 3.2 Attitude of lifelong learning

In Europe *lifelong learning* is defined as a continuous development of human resources on individual's own conditions and one's own responsibility. (Silvennoinen, H. & Tulkki, P. 1998b, 9). Raivola according to Kivinen (1998, 179) says that some researchers think that the concept of lifelong learning is getting old and the concepts of *perpetual learning* and *eternal learning* are presented as new ones. Kivinen (1998, 175) crystallizes this: the whole life is learning. This does not mean just learning at school. This also means actions and experiences of my life with the help of which I analyze the world that I live in. In this study I am going to use the concept lifelong learning, because it is the most common of the concepts. Personally I prefer eternal learning, because as an optimistic person I believe in eternal life. In this study the concept of lifelong learning can be seen as an attitude and willingness to learn new information and skills on the basis of my experiences, develop and understand myself better through them. In addition to as an appreciation of my past experiences, my situation at present and the possibilities

that I have in the future. It means continuous learning through and after this research process.

Although lifelong learning is usually presented as a goal, it is obvious that people learn all the time in their daily life. The idea is that, for example, I constantly absorb many kinds of knowledge, skills and facilities, some of which, however, are accumulated to me. On the basis of these I think, interpret, set my goals, am orientated, act, adjust, adapt, attack and defend. That is why people do not always appreciate lifelong learning and its context of experiences or mistakes. (Silvennoinen 1998, 61 - 65.)

Learning can happen unconsciously or consciously. *Metalearning* is unnoticeable, not intentional. When pupils study any subject, they also learn about their way and ability to study it. Pupils also find their own place in their order of precedence. These implicit, not spoken experiences are usually parts of self-evident truth, which take a shape in person's mind and shape their own concept of being good, bad or average. This kind of learning happens also in working life, when people learn to notice what kinds of possibilities they have to influence to the conditions of their own life. (Silvennoinen 1998, 62.)

Antikainen (1996, 251 - 252) uses a concept *meaningful learning experiences* of experiences which on the grounds of life-stories have directed a person's life and/or have changed or confirmed his identity. It makes no difference if these experiences are experienced positively or negatively, they can still be formed to very meaningful learning experiences (Silvennoinen 1998, 63; Antikainen 1996, 254). They usually contain a need to learn a new attitude and a way to act to in changes (Silvennoinen 1998, 63).

In the viewpoint of education and the schooling organization people learn spontaneously without explicit set goals or, on the other hand, they try to forward learning by teaching consciously, systematically and in a goal oriented way in special rooms and situations meant for learning. The difference is between the levels of systematical and goal-oriented learning. Silvennoinen writes that, according to Tuomisto (1991), researchers of continuous education and lifelong learning have divided levels of learning into three

types: formal, nonformal and informal learning. Formal learning means full-time learning from preschool to a professional qualification which aims at a certificate of graduation. Nonformal learning contains organized learning outside the school for example hobbies, organisations and courses. Informal learning includes all lifelong processes through which an individual adapts knowledge, skills, opinions, values and attitudes. This means learning from daily experiences within family or neighbours. (Silvennoinen 1998, 65 - 68.)

Kivinen (1998, 184) concludes that lifelong learning is both public and individual positive attitude towards the need of continuous learning. This requires the change of the role of teacher, the use of new pedagogics, creation of positive attitude towards learning, all of which are considered as a condition for success. New learning is conscious reflection, testing and thinking of learnt things. Furthermore Kivinen (1998, 182) adds that curiosity is a good thing. In his opinion a person does not learn through answers, but questions. However, he does not clarify which is better: teacher asking the right questions from pupils or the teacher's aim to get and teach pupils to ask questions. However, he emphasizes that it is very important to look for and understand information. He says: "The more you know the more you have questions".

### 3.3 Courage to think one's own professionalism

What does teacher professionalism mean nowadays? What kinds of jobs can be defined as teaching? The heart of my professionalism can be found and it is inside my personal experiences connected to the theoretical knowledge. So every teacher including me has to find the basic nature of his teaching himself. (Perttula 1999, 12 - 61.) That is why I consider autobiographical studies, reflection and thinking of one's own professionalism very important.

*Professionalism* according to Patrikainen (1999, 15) means a teacher's pedagogic thinking and action and reflective connection between them. *New professionalism* includes the contents and dimensions of pedagogical thinking and action. Their key elements according to Niemi & Kohonen (1995, 5) include professional commitment to

enhance growth and learning, professional autonomy, dynamic learning concept and collaboration and interaction with various stakeholders. This new concept of teacher professionalism describes the emerging professional identity of teachers in the modern world.

Hence the roles of the teachers and learners have changed. A central element is the concept of active learning. In classroom learning it is characterized as the use of concrete materials and direct experiences, investigative or problem-oriented techniques, collaborative small group work, learner ownership of his or her learning and focus on the personal relevance of the learning process and tasks. (Niemi & Kohonen 1995, 5.)

According to Perttula (1999, 35) interaction is the heart of professionalism. The conception of human nature reveals the teacher. It is like a skin that can be seen through all clothes. No-one can hide it. It can be seen in all teaching and interaction situations where people meet and work together. Patrikainen (1999, 33) confirms that it happens with the help of language including expressions and gestures. Perttula (1999, 38 - 40) continues that an extremely important part of professionalism is that a teacher knows his conception of human nature and combines its theory to practise and vice versa. Patrikainen (1999, 6) agrees and emphasizes that there is not theory without practise, and theory can help a teacher to understand his practical decisions.

Patrikainen has studied the contents and the nature of a teacher's pedagogic thinking. Contents of pedagogic thinking means thoughts and views that the teacher expresses about his professionalism. (Patrikainen 1999, 17.) This means especially what are the pupils for the teachers as human beings (conception of human nature), and what kind of knowledge (conception of knowledge) and learning is meaningful for them and what kinds of intentions are linked to their teaching (conception of learning). (Patrikainen 1997; 1999.)

### 3.3.1 Positive and dynamic professionalism

As the result of the study of Patrikainen (1997, 1999) there are four kinds of abstract teacher professionalisms: (1) performer of teaching, (2) transfer of knowledge and the controller of learning, (3) guide of learning and growing and (4) instructor of growth and learning process. In teacher's thinking and action can be seen features of all or some of these abstract professionalisms, because pedagogic thinking is dynamic (Patrikainen 1999, 117.)

Perttula has come to the same conclusion; the conception of human nature can never be true or untrue, right or wrong, because its nature is speculative, unsure. It is the result of everyone's own thinking and it may change through the times. This makes a teacher stand uncertainty in his work. Fortunately uncertainty can be turned to strength: the knowledge of many conceptions and the ability to choose one that feels good and is close to his personality describes an adults' mature way of thinking. (Perttula 1999, 38 - 40.) According to Patrikainen (1999, 136 - 137) teachers are in different stages in their own professional development. The common trend seems to be that teachers develop their professionalism from a technocratic-objectivistic-behavioristic view to a humanistic-cognitivist-constructivist view.

### 3.3.2 Possibility to develop one's own professionalism

Am I (1) a performer of teaching, (2) the transfer of the knowledge and the controller of learning, (3) a guide of learning and growing or (4) an instructor of growth and the learning process? Those are the stages of professionalism, which a person is supposed to/or may go through in that order (Patrikainen 1999, 138.) My aim is to become and be an instructor of growth and learning process towards which teachers should develop their professionalism according to Patrikainen (1999, 151 - 152).

In the "instructor of growth and learning process" -professionalism the conception of human nature is human. There is a close, positive, empathical and ethical relation to pupils. It also emphasizes understanding and accepting pupils in their social context.



Pupils are treated fairly and decisions are made democratically. It includes high working morals, which can be seen as a respect for one's own work and as a will to develop one's own work. Criticalness towards one's own work and developing the school is also a part of this professionalism. These teachers have an ability to get along with different people: pupils, colleagues and parents. Teachers are researchers and developers of their own work. Learning is seen as a process and teacher is the instructor and supporter of learning process. Process is active, holistic and critical. Learning is based on internal motivation and commitment that happens in an activated and interaction emphasized learning environment, which is teacher's achievement. (Patrikainen 1999, 131 - 137.)

According to Perttula (1999, 43) there are two special features in experiencing the world consisting of meanings. The first is that the world is always real for a person and the second is that in principle it is unattainable for other people. Both Perttula (1999, 46 - 48) and Suurla (1995, 22 - 23) emphasize the importance of being open in interaction situations. Perttula calls interaction, in which people feel that they are understood by each other, dialogue. He continues that a dialogue is possible, when a teacher's true aim is to understand a person and his way of experiencing himself and his world. It requires being genuine, watchful and focused on the situation. Being focused on the situation opens possibilities for a teacher, whereas trying too hard to reach the pupils builds bridges between oneself and pupils. To be actively passive is Perttula's advice for teachers.

Teaching that is based on dialogue and understanding is partly hard because it is natural for people to perceive things through one's own daily preconceptions. If all teacher's personal relationships and reciprocity were based on dialogue, it would be too hard for a teacher. Therefore the selfish way of living may increase the teacher's happiness in other situations on weekdays. To listen and to be open is harder than an effort to try to control different situations and people. One reason for a teachers' exhaustion is that there is a conflict between the practise where teacher works and the teacher's own concept of human nature (Perttula 1999, 49 - 51).

### 3.4 Faith in today's teacher

A modern teacher is both an educator and a teacher and he is considered to be a supporter and helper of learning (Aho 1998, 22). A teacher is an instructor of the learning process (Myller & Patrikainen 1998, 184; Patrikainen 1999, 131 - 137). Aho (1998, 22) sees setting goals as a primary task of a teacher, because teaching is intentional and goal-directed action. A teacher should set both common learning targets together with his pupils and personal targets that are connected to his own personal growth and development. If teacher and pupils do not have goals or targets, they can never know, if they have reached them or not, how they succeeded or failed.

Aho (1998, 23) lists characters and skills that a teacher has to master and continuously develop to succeed in his work. At first a teacher needs information about his students and their levels of development and information, progressing, characteristics, and experiences so that he can plan and create a positive learning environment, where the learning opportunities are the best possible. Then the teacher also needs to master knowledge and be capable to teach different subjects, which has to be changed into the right levels of challenges for his pupils.

In the elementary schools in Finland one teacher usually teaches the same class two or four years. One teacher teaches grades 1 and 2 (Pupils are 7 - 8 years) and another teacher continues with that class the next four years (Then pupils are 9 - 12 years). The subjects that a teacher teaches in the elementary school are sports, mathematics, Finnish (reading, writing and literature), music, arts, textile handicrafts or woodcrafts, sciences (biology and geography) and religion. The first foreign language comes in the third grade and pupils can choose it. Usually there are different teachers for foreign languages. History comes in the fifth grade. A teacher who has specialized in sports for example may teach sports to some other classes also and the other teacher may teach more music. This is a matter of agreement. This requires open, brave and unprejudiced attitude, planning, working and the use and assessment of different methods and ways of action.

Other basic elements of a teacher's professional skills are knowing the general features of growth and development, learning theories, interaction in school community, interpretation of social phenomena, knowing the laws that regulate schools action and the conscious development of a teacher's professionalism (Kasvatustieteiden tiedekunnan opas 1999 - 2001). Niemi (1996, 33) adds the ability to handle value questions, because the teacher's profession is an ethical profession with a high responsibility. As one essential goal, Aho (1998, 26) points out the ability to work out and solve possible problems in the ever-changing culture and community.

Miller (1988, 133) emphasizes that the holistic curriculum has its roots in the consciousness of authentic and caring teachers. When we see connectedness to others then inevitably, we care for them as well. Most of all teachers should care about the pupils' being. He points out that when we realize that the final contribution that our pupils make to this planet will be from the deepest part of their being and not from the skills we teach them. By working on ourselves as teachers to become more conscious and caring, we can try to foster the spiritual growth of the pupils. A holistically authentic teacher realizes that there is a link between one's consciousness or inner life and other beings. Miller adds that a person who cannot listen to his inner life, cannot communicate with others. That is why a fundamental awakening to our inner life is important. Miller gives an advice that teachers should not be rigid role models, but instead engage in self-examination with regard to their own values and behaviour. (Miller 1988, 133 - 139.)

#### 3.4.1 Teacher as a researcher

Descriptions of a teacher's work require the attitude of lifelong learning and continuous will to develop one's own work. It is helping pupils to grow and develop and supporting their self-esteem. This means curiosity, desire and thirst of knowledge, asking questions and looking for answers and developing new ways to act and develop professionalism. That is why becoming a teacher-researcher is the goal of the Teacher Education College. Other goals have been: the development of the Teacher Education College to answer to the challenges of school set by the school system and society. Then continuous development of teaching and curriculum, and the cooperation between all teacher-

researchers around Finland and offering the possibilities for the student-teachers to do their teaching practises in different schools. One goal is to increase the respect of the teacher's work in the society and improve teachers' possibilities to affect and develop their work. Such as publishing the Journal of Teacher Researcher and making the Teacher as researcher -movement a significant movement to Finland. (Korpinen 1999, 139 - 140, Tutkiva opettaja -hankkeen tavoitteet 2000, 1.) The teacher as researcher -movement supports teachers to reach their goals by giving possibilities to all active teachers.

The teacher as researcher -movement started its action in England in the end of the 1960's. It is an international educational trend, which is strongly represented especially in England, Australia and the States. In the beginning of 1994, professor Eira Korpinen from the University of Jyväskylä started to build the Teacher Researcher network in Finland. She asked teachers around Finland to join this active network. Now there are over 130 members in the net. Teacher-researchers are ordinary teachers: pre-school, primary, secondary, vocational, university teachers, student teachers and teacher educators. Research is done to cover the gap between theory and practise. This way teachers are able to build their own practical theory and its various dimensions: ethical, esthetic and intellectual action and interaction between individual and environment. (Korpinen 1998b, 26; Korpinen 2000, 5 - 6, Tutkiva opettaja -verkoston toiminta 2000, 1.)

The main emphasis of the studies in the Teacher Researchers -net is on developing curriculum. Some important and current themes of development are for example evaluation, autobiographical studies, pre-school teaching, internationality, village schools, sciences and maths. As well as the project "Mathematics by Hungarian in preschool education and elementary instruction" is one of the emphasized areas of the Teacher Researcher net in Finland. Experts consider Hungary as a "treasury" of teaching mathematics in Europe, so it was an honour to have the course "Mathematics by Hungarian" in Jyväskylä in August 2000 by a Hungarian lecturer Márta Oravecz. (Tutkiva opettaja -verkoston painoalueet 2000, 1 - 4.)

The net also takes part in another international project called Advancing Inclusionary Practice, where there is co-operation between Canada, Ireland, Spain and Finland. Its aim is to exchange expertise in alternative models of inclusion. The program will allow the participants to review existing inclusionary practices and models of program delivery. It also will heighten the awareness of the need for full inclusion and will demonstrate that by including students with disabilities in our schools and in our communities, we all benefit. (About us 2001, 1 - 2.)

I have had an honour to work in the net and see its function, meet active teachers, and learn so much from them. Besides in the spring 2001 when the project Advancing Inclusionary Practice started, I met the Canadian guests of the University. What really has touched me when I was working in the net was the possibility to meet new people and teachers and see their readiness and willingness for changes and personal development. By developing ourselves the whole school system and society can be changed little by little.

#### 3.4.2 Readiness for the changes

Today's world is ever-changing and more and more is required from individuals. How to enjoy our lives, educating and teaching and avoid stress and pressure of society? How all this is possible in this kind of world? I think that the key element is finding ways to understand changes and their causes and effects in different situations. How to turn the pains of growth into joy?

Becoming a change agent teacher and a teacher researcher are the targets of Teacher Education. *Change agent teacher* means a teacher who is functioning within change or enchanging change. Such teachers have a realistic view of themselves and have a high self-esteem. They live "here and now", are self-directive and they act creatively and autonomously in their work. Furthermore they tolerate ambiguity or confusion, are capable of persevering work and they take risks. They also are open, think reflectively and critically and make spontaneous decisions. (Heikkilä, J. & Aho, S. 1999, 1 - 7.)

Koistinen (1993, 150 - 152) presents reasons and factors that makes teachers think their thoughts, work and ways of action and then change them. The need for the change may start with the teacher's inner complex feelings, which are for example getting fed up with routines, uncertainty, feelings of being unskilled or admiration of enthusiastic fellow workers. This means consciously searching for ways, how he can improve his results. A person's unconscious envy of teachers who make efforts towards changes and continuous development can be seen as envy, underestimation, contempt or will to destroy all new and different.

Secondly the need for change may start with a change which a teacher cannot control. Such things may be an accident, injury, becoming ill, moving to another environment or school where earlier ways of working or acting do not work and are not suitable for the new environment and situation. These changes make teachers change older ways and ways of thinking so that they survive in a new environment or situation. Any of these may start a reflection process. (Koistinen 1993, 150 - 151.)

All these pressures come from a teacher's daily life and personal experiences. A need for change can be caused by changes in the society for example evaluation of teacher's work, ever-changing concepts of learning and knowledge and international development. To be able to answer to these challenges of teacher's professional development, we need teachers who actively think, search and develop working community. (Kohonen 1993, 66 - 67.)

Why is it difficult to accept challenges? Why are not all teachers ready for them? Usually changes are considered threatening and scary and that is why they are opposed. Inside each person is an eternal conflict, where opposite forces have a continuous struggle. The reason for the conflict is that a person has a natural tendency to keep situations unchanging, familiar and change while he has a natural striving and aim to grow and develop. Inner obstacles are usually connected to a person and his thinking, which usually are stronger than external obstacles. (Ojanen 1985, 164 - 165.) External obstacles are for example time, place, situation or other people (Koistinen 1993, 150)."

Opposing a change usually takes more time than learning new skills or a new way of behaviour. How is it possible to speed up learning and remove obstacles that a person sets for his own learning and development? A precondition for changes is the teacher's own will and consent to develop, grow and become conscious of the obstacles of changes, even if it may hurt. This demands an open and brave attitude towards continuous examination of one's own action and taking responsibility of it. It does not mean blaming others. It means standing and living in uncertainty. (Ojanen 1985, 165.) Koistinen (1993, 151) presents the power of favourableness as a result of most problematic situations. Common for all these reasons is an occurrence or an experience which makes a person think.

### 3.5 Ability to think critically

#### 3.5.1 Reflection

The best tool for me to develop myself and my professionalism has been self-reflection. It can also be interpreted as self-assessment. Becoming conscious of myself is a precondition for my growth and development. If I want to learn to understand others, I have to learn to understand myself at first. (Ojanen 1985, 159.) Riitahuhta (1999, 3) confirms by saying that there are not any other ways for me to progress except by understanding myself.

The origin of the concept of *reflection* comes from Latin and it means a mirror, window or transparent prism. By means of them I have looked at my own actions from a longer distance by drawing away from my everyday routine and looking for new points of view and patterns of thought for my own action. This way reflection is described as a tool, but it has also been described as a way of acting in a well-considered way according to one's own beliefs that are in one's active awareness which is not lead by belief in authority or routines. (Ojanen 1996, 51 - 53.)

Colloquially reflection is referred to an image that is reflected from the mirror. This means that I reflect myself and my actions to my earlier experiences. An action

described requires active reasoning, assessment and becoming conscious of the causes and effects of my own beliefs, ways of action and thinking in relation to the past, present and future. In other words, reflection is deep inspection of my own action. (Ojanen 1993b, 125 - 127.) This is called *self-reflection* when my own experiences are an object of inspection. As an object there can be my personal thoughts, feelings, images and activities. (Tiuraniemi 1999, 156.)

I compare reflection to a rainbow. Everyone reflects one's own experiences, way of action, thoughts in one's own way in certain moment. Each moment has its own interpretation and meaning, which the colours of rainbow describe. The reasons in past may vary or be unknown as well as the future. They both are behind the clouds. But the valuable treasure that is hidden behind the clouds or in the ground (understanding the past, oneself and reaching for goals in the future) waits for the researcher to discover.

Rasku-Puttonen (1998, 61 - 62) says that a group is a tool for increasing one's own self-knowledge and reflection. A group is like a mirror, to which an individual can reflect himself. Acting as a member of a group is a journey to oneself. For me this means that I usually look for a group which look like me and whose values are similar to mine. It means that I can see myself in those certain people and friends and that is one reason why I like them. Then on the other hand I do not feel comfortable in those groups, whose values are totally different from mine. Another point may be that I do not like or would not like those same certain features in me, which I can see in others. This way a group is a mirror which reflects myself.

Reflection has several definitions, which emphasize valuable features of theoretical background and the context, which is being examined. In spite of several definitions reflection is joined to teaching and class room practice. (Ojanen 1993b, 126.) Reflection is seen as a central part of any learning and it has become a vogue word in teacher education in the 1980's and 1990's. As grounds for its success is seen the supposition of continuous human development and learning, which is processing by its nature and a basic element in a teacher's professional growth. Reflective practise means the strategy



of professional development process, in other words a teacher's ability to change himself or his behaviour to improve the quality of his performance. (Ojanen 1996, 51 - 56.)

The first definition for reflection is given by John Dewey and his theories in 1933. He is an American educationalist and philosopher. He considers thinking the main source of knowledge, because an action based on reflection is intellectualization of one's own experiences. It contains confusion, doubting, examining experiences and taking the responsibility of the effects of one's own action. It is not blind and unconscious action, but conscious. (Ojanen 1996, 54 - 55.)

### 3.5.2 Giving reasons

Mezirow (1996b, 23) uses the expression *critical reflection*, when a person questions the validity of his own expectations. Critical reflection is typical for adult learning and it is especially popular in teacher education. Making changes creates the most meaningful possibilities for adults' learning, creativity, self-realization and social actions. Uncritically received and earlier learnt and adapted ways of perceiving, thinking, remembering, solving of problems and feeling are objects of changes. When people become conscious of the sources and origins of these ways and their consequences and when they are critically analyzed, they can be changed consciously. (Mezirow 1996b, 30.)

Mezirow's theory of adults' learning directs reflection backwards, which means thinking past experiences, even he sees reflection as a part of making decisions in action and as critics after a process. However, critical reflection cannot change to an essential part of immediate action process, because it requires a certain stop, in which a person can reassess his own action and change it if needed. Critical reflection concerns why-questions, which are the causes and the effects of action. It does not concern how-questions, which means the way of action. (Mezirow 1996b, 30.) When I am able to give reasons for my thoughts and action, I think critically. (Mezirow 1996a, 9). Critical reflection is suitable for teachers when they think and develop their practical theory in practise.

### 3.5.3 Reflection as a process

Reflection is often seen as a process. Mezirow (1996b, 17) defines *reflective learning* as a process. Kohonen (1989, 39) defines process as holistic learning and Kolb (1984, 25 - 38) defines learning as a continuous lifelong process. Processing is joined to continuous lifelong learning in which, when interpreting one's own experiences and thoughts again and again, people always find different interpretations and new results. It is said that reflection and critical reflection start the reflection process and understanding the concepts is the precondition for learning.

Holistic growth handles the learner's whole being and person. At the same time it is meaningful, experimental and is based on personal experiences. (Kohonen 1993, 67 - 68.) That makes personal experiences an essential part of holistic learning. An experience becomes a part of learning when the phenomena is thought, understood and conceptualized with the help of a proper theory or a descriptive model, which is actively applied in practise. Theories and concepts analyze intuitive experience and that is why Kohonen sees reflection as a bridge between practise and theory (Kohonen 1989, 39 - 42.)

The reflection process starts with an honest and self-critical reasoning of an experience. Action, emotions and thoughts joined to the experience are objects of reflection. The first phase of reflection is to get back to the situation and think over, what happened. The second phase includes logical and systematic analysis of feelings: what and how did I feel? Kohonen emphasizes that reasoning of one's own attitudes, prejudices, deep-rooted or unconscious fears belongs to the honest self-criticism. That makes removing possible feelings of anger, depression or arrogance which may disturb reflection. (Kohonen 1989, 43.) This is important, because emotions may accelerate, slow down or prevent the reflection process (Meriläinen 1996, 17). Valuing the experience again is the third phase of reflection. Then new experience is joined to earlier experiences and at the same time is reasoned, what I tried to avoid and why. New viewpoints can be found as a result, when a person's own self-assertion and the conscious control of himself and his own

professionalism increase. This is the phase when you move from everyday thinking to deep professional thinking. (Kohonen 1989, 43 - 44.)

Situations of problem-solving are usually linked to the reflection process. Then the problems of one's own professionalism, finding their reasons, identifying and choosing the solutions, are reflected. Its preconditions are activity, creative action, systematic and goal-directed acquisition of knowledge. A person does not only react to the happenings, but he is seen as an active critical analyzer of the situations, whose aim is to affect the situations in his own working environment. (Sarala 1993, 32 - 33.)

The way I have reflected and analysed my learning in this study and during the teaching practises is described next. It is a combination of the theories described above. This model of mine also adopts Kolb's (1984, 42) model of experiential learning process, the phases of which are concrete experience (practise), reflective observation (reflection), abstract conceptualization (theory) and active experimentation (action). At first I have set goals. Then there is a consideration of what provisions I have for my next journey. It includes questions like what do I already know? What kinds of values do I have? What have I learnt so far? Then there is an action towards the goal. It means getting experiences, having emotions, having new thoughts and ideas. As a result there may become success and reaching the goal or obstacles. When facing obstacles it means reflection and thinking over; what happened and why. It also means analysing feelings, what did I feel. This is valueing the experience and thinking what to do next. Then it means making a new plan and finally comes the new changed action. Then comes winning obstacles and reaching the goals. When the goals have been reached a person needs to keep reflecting and thinking; what happened and why. It means understanding the experience. After that it is time to set new goals. (See figure 2.)

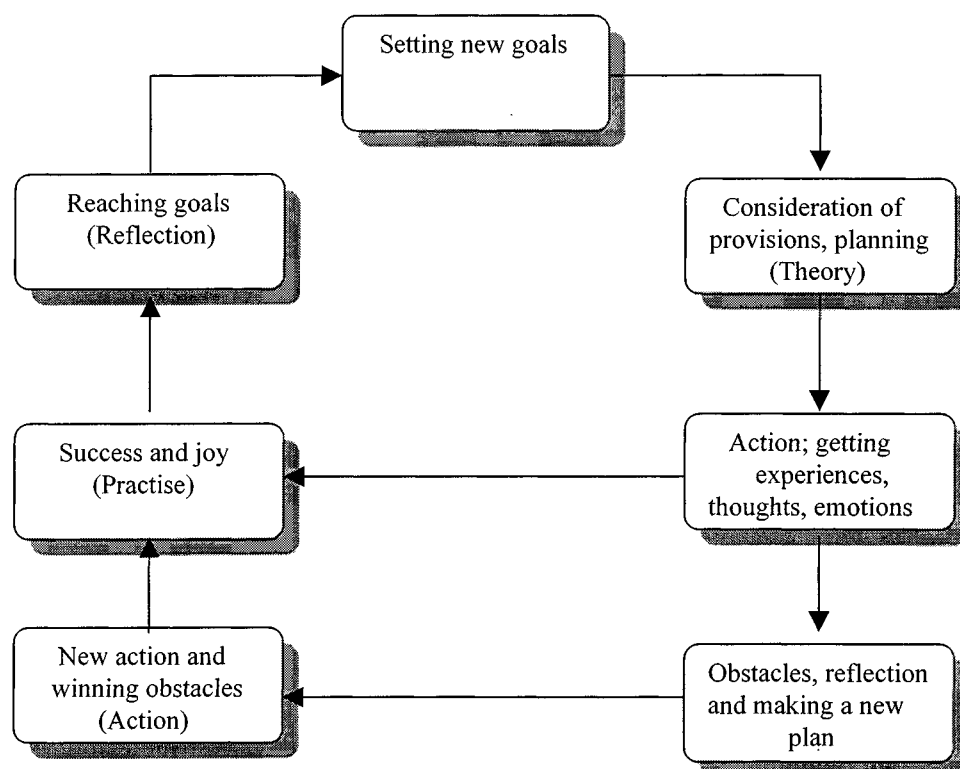


Figure 2. My reflection process, which contains thinking backwards and forwards in all phases.

### 3.5.4 Reflexivity as deepener of reflection process

Matthew & Jessel (1998, 1 - 3) have defined and studied the differences between reflective and reflexive practise in initial teacher education. They found that engaging students in reflexivity can have benefits in terms of classroom effectiveness and reflective writing can play an enhancing role in this process. They also found that many students were judged to have exhibited reflexivity in their teaching and in their written work.

Reflexion differs from reflection in terms of its focus on self. It is seen as self-awareness, in other words it does not only mean relating to past experiences, but also means ability to understand certain aspects and make connections with assumptions and their relationships in the classroom action. Holly (1993, 58) according to Matthew and Jessel (1998, 2 - 3) says that the more teachers are able to understand the patterns of emotions

that structure their patterns of behaviour in the classroom, the more this self-understanding can enable them to become better teachers. So the more they are able to develop through critical analysis, toleration of ambiguity and self-control, the less they will be caught in espousal of norms and stereotypical actions.

### 3.6 Promission to feel emotions

Without emotions there is not life, culture or anything human (Pietiäinen 1999, 26). The word *emotion* comes from Latin verb *motere*, which means to move. With an e-prefix it means moving away, which tells that the tendency towards action is an essential part of all emotions. (Goleman, 1997, 23.) Goleman (1997, 341) defines *emotions* as all kinds of phenomenal emotions to which thoughts, psychological and biological conditions and incitements to action are linked. There are hundreds of emotions and their mixtures, modifications, mutations and subspecies. All of them do not even have a name. Researchers still argue, if there are basic emotions or not.

Pietiäinen (1999, 29) defines emotions as inner experiences of human beings, which are holistic experiences and are based on the body's memory of emotions. Those emotions people agree to face, experience and recognize. Real emotion always has an object, which makes emotions intentional. If a person does not recognize an emotion, then it is not intentional, which means that a person is not willing to face it or has denied it. The reactions caused by real emotions are the signs of a healthy life and person.

Pietiäinen (1999, 25 - 30) says that emotions are very deep inside each person. He (1999, 11 - 12) specifies that senses live in our head, but emotions in the whole body. Emotions are stronger, less learnt, richer and closer to the heart of life (its being, meaning and value) than thoughts and intelligence. Genotype, childhood and traumata are linked to emotions, which may make them strange and scary. The point in Pietiäinen's book is that all emotions are positive, when faced honestly and handled wisely.

### 3.6.1 There is a need for emotional education

I realized the meaning of emotions during this study when I analyzed my experiences. They are as important as thinking and reasoning. They both cooperate. Talking and discussion of emotions is what I have been missing. That is why I have started to wonder if emotions should be taught and discussed at school. It is known that all pupils are not feeling good at school nowadays. This problem is current and teachers can see it in some pupils' disturbing behaviour during the classes or passive attitude towards life and learning in general. Pupils may have problems at home or they may be teased at school and that is why they do not feel good either physically or mentally.

Pietiäinen (1999, 22) writes that the reason for the emotional sickness of present day's people is their incapability for handling emotions. He thinks that emotions are underestimated, considered primitive and even more subordinate than senses or spirit. However, sense has started to control emotions and as a result people escape their emotions, when real facing of emotions is not possible anymore. Pietiäinen (1999, 12) has developed a modern and psychological reflexology to help people to understand and process their emotions and to understand and find the denied emotions that are hidden behind a certain kind of behaviour. (See Appendix 2)

I have noticed that emotions are not usually taught, spoken or handled at schools at all. At least not during my school years and not even during my studies at the department of teacher education. I wonder why? Could this speaking and handling of emotions during the classes be a key to improve pupils' well-being, learning and understanding of each others? Also a key to teachers' well-being? Learning to understand emotions and behaviour behind them help us to understand each others better.

I have been wondering these questions since my 2<sup>nd</sup> teaching practise, when I noticed the class teacher's gift of speaking, recognizing and handling a huge scale of emotions while teaching in the classroom. I was impressed by her and her professionalism. It gave me a thought to consider my relation towards various emotions and how the knowledge of emotions could be used at school to support the pupils development and growth.

This need of emotional education has been found in certain school districts in the United States, where they have instituted programs that aim to nourish students' souls as well as their minds. For example the Social Development Program in New Haven, Connecticut, includes emotion learning exercises in the curriculum of an ordinary school day. Patrice Edwards, the teacher at Beecher Elementary says that they are teaching kids values that are universal. They teach pupils to give compliments to each other, behave and play fair, for example. She continues: "Being kind to a person – that is something all people need to do". It is known that kindness is an ancient virtue, but the idea of formally teaching it is brand-new. Professor Roger Weissberg of the University of Illinois in Chicago says that students in the best programs have shown not just "more positive attitudes about ways to get along with people", but also improvements in critical thinking skills. (Ratnesar & Mitchell 1997, 1 - 2.)

As a teacher I find it very important that during my classes all kinds of emotions are accepted and handled. This has not happened when I have been at school and I have considered it as a need. As a teacher I want to learn to teach and handle emotions as well as possible. I will let my pupils to be themselves and express their feelings. When we face our emotions truly, we face ourselves. And then we notice the similarity in other people. This way we can also understand other people's feelings better. This is called empathy and it is the starting point of benevolence. (Pietiäinen 1999, 64 - 65.)

### 3.6.2 Obstacles on teachers' way of education

Pietiäinen (1999, 82 - 138) presents, what would happen if I did not let my pupils express the basic feelings, which in his opinion are fear, anger, guilty and shame: Denying fear makes pupils behave either cautious or daring. Denying anger makes pupils kind or resentful. Denying guilty makes them blame others or themselves. Then denying shame makes them act either angelically good or shameless. Since those emotions are often considered negative emotions and they are often smothered, they cause oppression, depression, stress, panic and sudden tantrums (Pietiäinen 1999, 11 - 12). Denying emotions is what I call "obstacles on a teachers' way of education". The

denier can be either the teacher or his pupils. If I did not realize this as a teacher, I would not understand why some pupils are or become addicted to certain kind of behaviour or why they are not feeling good, for example.

In case a person is not able to forgive or handle emotions, he acts either by running away or sticking into something. There are inner and outer flights. Inner flights can be made for example to alcohol, drugs, diseases or religious ecstasy. A fugitive searches forever and is a stranger. He will never find, because he does not dare to stop and face himself. Outer flights mean sticking for example into authority, fame, money or performances, which saves him from taking one's own responsibility. (Pietiäinen 1999, 150 - 154.) If emotions are not faced, finally the body and the whole person gets sick or he discharges the situation to his environment either as storms of emotions or explosions of emotions. (Pietikäinen 1999, 197 - 211.)

What to do to avoid problems and win obstacles? The answer is simple: to face and feel all kinds of emotions. I have noticed that when I meet pupils and pay attention to their feelings at first, then they get the feeling of acceptance and after that are ready to listen, learn and get more information. Pietiäinen (1999, 144 - 147) says that after facing fear, anger, guilt and shame people are able to face and feel the most real and deep emotions, which are forgiveness, love and truth. (In that order). All these emotions are based on consciousness. Without humbling people are not able to forgive and feel real deep love and truth. Forgiveness is the deep desire of the conscious to get free from fear, anger, guilt and shame and the desire to learn to know oneself. It is being honest for one's emotions and with forgiveness it gives the peace and a new opportunity. When a person is able to feel love and accepts this emotion, he is able to be honest. Love reveals the truth. (Pietiäinen 1999, 178.) (See Appendix 2)

### 3.6.3 Truth a key to happiness

According to Pietiäinen (1999, 175 - 179) truth is the deepest real emotion and when facing it a person is able to face oneself, one's childhood and genotype completely honestly. Truth heals and gives the inner peace, which ends the person's anxiety and



oppression. As a result of this the person finds one's unparalleled inner courage and confidence in life. Truth itself is a conscience, which means the ability to know good and bad. Facing truth makes the person feel real happiness and if/when honesty ends, ends love.

If a person cannot face the truth, then he faces the lie. This means that then the person either lives in a lie or he declares "those only truths" that he has heard from for example the Pope, emperor, party, religious community or media, which are declared as the only truths without criticism or choices. This kind of truth is passively received and accepted. Knowing those "truths" does not require facing real emotions (Pietiäinen 1999, 184.)

It seems to me that small children who have had loving parents and have felt love and acceptance live in truth. It is said that you hear the truth from kids' mouth. They are open, happy and enjoy their life. So are most pupils when they start school and are eager to learn. However, something happens during their later school years, because they lose their motivation and faith in themselves. I think that we can avoid the problems by handling emotions and experiences in truth, loving our pupils as they are and understanding their strengths and weaknesses and encouraging them to develop their talents.

I find emotions extremely important and I want student teachers and teachers pay more attention to them in every day life at schools, in all interaction situations and in assessment. This helps the pupils to grow emotionally and get emotional support, if they do not get it at home. Truth heals and gives the inner peace for people by stopping uneasiness and anxiety. As a result of this a person finds his unparalleled inner courage and confidence in life. (Pietiäinen 1999, 175 - 179.)

During my studies and this research process I have faced different emotions, even the ones that I have often denied like anger and fear. When facing, noticing, accepting and writing about them and letting them go I have felt good. I have found courage to listen to myself and my emotions, speak about how I really feel and enjoy my life. Understanding better these emotions is so important to me, because I have found happiness after

examining, going through and accepting my own emotions. In the next chapter you can read why I needed to do that. In addition to I know how bad it feels when anyone hurts you consciously or unconsciously and/or ignores you and/or your emotions. I am not going to tell any spesific situations, because of the ethic of this study. But when I know that ignoring hurts and affects to me, I know how greatly it can affect to children, who are not able to handle their emotions. I am willing to learn more about emotions and handling them wisely.

Törmä (1998, 28) says that the heart of her education and teaching philosophy is the interaction between the teacher and pupils. It contains, how a teacher meets different pupils, understands them and their backgrounds, assesses them and gives feedback. I think that emotions have a huge meaning, too, because they exist in all interaction situations. Remembering these is important, because self-concept takes shape in social interaction through the feedback received (Korpinen 1998a, 74).

#### 3.6.4 Emotions leading my way

During my studies at the Universtity there has been many very strong changes going on inside of me. Especially now when I am writing this, I can say that even though my roots are the same, my values have changed. I have changed and my heart has changed. When going through the sorrows, disappointments and depression of operations and injuries and not being able to do and practise sports for long periods I kind of lost myself. (I had operations in April 1996 and in January 1997, my ligaments ruptured in September 1998 and one muscle from my shoulder ruptured in October 1998. Then one bone got broken in November 2000). After each injury I found myself again. I consider these very meaningful turning points in my life. There has been many cycles of losing my hope and then after recovery finding it again and being able to practise for a while until some unexpected injury happened again. After processing them and living through those experiences I can consider them some of the best things that has happened in my life.

However, recovering from the last injury was exceptional, because I got such a perfect mental support from my new friends, which had not happened before. I was happy even

though I was tired. Their presence and effect on me took me to another level to understand myself and life. How can I ever thank them enough? This just shows how much friendship and friends can do when they truly want to help and are there for me at the right time. I hope that I can help anyone anytime if anyone needs me.

Paananen compares her growth to her professionalism to a teacher's roller coaster of growth. There are following cycles: an excitement of new possibilities, decline, disappointment (a concept of oneself in a crisis), a decision to change the direction and finally finding positive attitude, which starts the new excitement of possibilities (Paananen 2001, 15.) Especially my operations and injuries have affected to my professionalism, which has made me think myself as a teacher again and again and made me look for other interests and challenges in my life. The search of myself have inspired myself for example, to realize my dreams like: I have learnt to play the piano, I have gotten courage to travel to Ireland and study there as an exchange student and I have learnt to dance. Then I have found inner peace and ability to be thankful and grateful for what I have. Especially writing a diary and correspondence with my penfriends through many years has been one of the greatest joys in my life. Sharing the life experiences and comparing different cultures and ways of living have been extremely meaningful and have helped me to understand myself better.

Suurla (1995, 14), Riitahuhta (1999, 11) and Meriläinen (1996, 66 - 72) have found out that values need to change so that a person's identity can change and develop. Every change starts from a person. People use to think that everything in this world changes but values. However, values are a starting point for changes. Values as concepts are constant, but values according to which people act change. Values can be seen in a person's attitude and his actions. The attitude reveals the real values and they have an effect on the quality of the experiences while experiences affect to the quality of a person's life. (Suurla 1995, 12 - 49.)

There are a negative, positive and open attitude. An open attitude is the most eligible, but everyone has to work for it. Positive curiosity, mind of a researcher and passion for learning makes a person open and able to change. A negative attitude closes and limits

learning such as may happen with the positive attitude. If a person thinks that everything is fine and positive, it easily gives a naive and injudicious impression of him. By becoming conscious of his values, person gets to know himself and at the same time he is able to define to which direction he wants to develop. (Suurla 1995, 12 - 49.)

It is typical in our society and in all western countries that people do not easily notice succeeding and positive moments in every day life, because all attention is paid to negative things like mistakes and problems. However, all smaller or bigger failures or mistakes can be seen as well as a prise and an opportunity to new and better things. All crisis and failures can make a person's growth possible. A failure is an opinion, it is not a final result. Everything changes, nothing is stable. The obstacles for learning are usually based on the negative attitude, emotions or beliefs, which seldom has anything to do with a person's talent. This is a huge challenge for the teachers to teach and educate their pupils towards positive thinking and self-image by giving positive, encouraging and constrictive feedback. (Vikeväinen -Tervonen 1995, 90 - 98.)

Being successful in one's own life means that a person has achieved his own goals and is satisfied with them. In other words, in general he has a control of his life. That kind of person is self-directed (Heikkilä 1999b, 93; Lampikoski 1995, 52.) That is why I think that it is extremely important that pupils learn and are able to set their own goals and finally assess their learning process. Lampikoski (1995, 62) says that a successful person can take the responsibility of himself and understands that everything depends on himself. Hence we can see that the power of thoughts is enormous.

The experiences that I am going to tell you about my teaching practises in the following chapters have had a huge emotional meaning to me. Examining and writing about emotional meanings of personally significant learning experiences is difficult, because people do not usually express their emotions only in words, but they are transmitted by other signs like the way of speaking and gestures (Silkelä 1999, 71). My experiences were mainly positive and they gave me more points of views of teacher's work such as my failures and unpleasant feelings.

## 4 ENJOYING MY JOURNEY

In this chapter I am going to present and examine my significant learning experiences that I experienced during the teaching practises. It means how I, in addition to this study, have formed and adopted a holistic picture of a teacher's work. (See appendix 4.) A significant learning experience has many different semantic relations. *An experience* is getting information about reality and giving meanings to them so that something essential is added to earlier knowledge and as a result a person's personality changes. (Silkelä 1999, 5.) *Meanings* are experiences, observations, emotions and thoughts that form our lives and their significance can be seen from the autobiographical context where they belong. (Silkelä 1999, 13). Silkelä (1999, 15) says that we can never fully understand the meaning of another person's meaning of experiences, because an experience is a secret, for the final opening of which we do not have tools. He (1999, 16) continues that students are, more or less, deficiently conscious of the meanings of their personally significant learning experiences. That is why they have to reflect to get the meanings of their experiences conscious.

I have a tendency towards perfectionism. I want to do required and for me important things as well as I can. However, I know that I am not perfect as a human or as a teacher, even though I want to be. If I considered myself complete, it would mean that my growth would stop (See Halmio 1997), which I do not want. Riitahuhta (1999, 3) found out in her research that identity is never complete and past is always involved to it. That is why it is so great to realize and know that whole life is learning and there are always new opportunities and possibilities for improvement. Especially teaching practises and my injuries have made me realize my weaknesses as a human and a teacher and that there is a continuous need to grow. (See appendix 4.)

### 4.1 Ideal place and possibilities to enjoy my journey

Teacher education is a socialization process and a holistic learning event, the aim of which is to promote the development of the student's self and self-concept. During the education the student teacher adopts the role expectations of a teacher's role.

Professional lifelong socialization into teaching and self-development needs support, encouragement, time and teaching effort. (Kasvatustieteiden tiedekunnan opinto-opas 1999 - 2001, 113; Korpinen 1998a, 70.) Taajamo (1999, 83) states that the socialization is not a unique occurrence anymore, but it continues during the whole life. During my studies the co-operation with other students was emphasized. We had many courses of which we did not get any grades. That is because the emphasis was on co-operation instead of competing of getting good grades. (See Kasvatustieteiden tiedekunnan opinto-opas 1999 - 2001). To pass a course we had to be present at the classes and do the required tasks which varied for example from writing reports, essays, observations and pair works to group works. To pass the class we were required to get "good knowledge" (at least a C) which keeps the standard of the University of Jyväskylä high, even though the grades were not officially given.

Korpinen (1998a, 70) says that deep and true learning can take place best when student teachers are given the opportunity to construct knowledge for themselves, on their own terms, so that they can act to change their world. I think and have noticed that the teacher education college takes the student's needs and situations into account. For example, each student can decide the length of his studies and what they want to study as their minor subjects. There is also a possibility to study abroad or work for a while and then come back and study. Some boys may go to the army for a year and some girls may be on a maternity leave for a year and then come back to the University. Then again students can choose the theme for their research.

Bernier & McClelland (1989, 29) say that some assume that the school is a mirror of society. The social and cultural context where teaching takes place should not be ignored, because they hold such a powerful influence over the work of teachers (Tickle 1987, 54). Tickle (1987, 82) says that it is necessary to understand the practise of teaching and the process of schooling at three levels. The first context is immediate classroom context. It may contain the problems and situations of individual student teachers, teachers and teacher educators, which derive from immediate classroom experiences. This happens when a student teacher is learning teaching at his early stages of professional development. Then the wider social, institutional and political contexts

contain practical knowledge and skills, analysis of teaching, and the generation of understanding through the development of theories about concrete practises. Finally Tinkle states that the cultural contexts are also important subjects of inquiry, particularly for achieving the understanding of schooling as a mechanism of a social and cultural reproduction and the development of constructive critical appraisals of schooling. Being aware of the events at each level and the relationships between them enables change through a dialogue and empowers practise.

My development to professionalism follows these three levels defined by Tickle (1987, 82). At first during my teaching practises I concentrated on what is happening in the classroom, then I understood its meaning in society and now I have started to realise and think my teaching and learning from the wider cultural viewpoint. This has become possible when meeting people from different countries. For example, the autobiography of Eira Korpinen (1999, 135 - 147) shows how her earlier experiences and the contexts where she grew up, studied and worked affected to her career to become a teacher-researcher. My contexts also give me possibilities to create myself what I want to be.

## 4.2 Tasting teaching

I had my first teaching practise 1a during the first semester at the University in October 1996 and it lasted three weeks. Pupils were in the first grade, which means that they were six or seven years old and had started school that fall. A couple of times before the teaching practise started I had met my class teacher and we talked about the subjects that I would teach. I also got the books that I and my pupils would need. Supervision was good and instructions were given clearly. As my class teacher said to the student teachers before the practise: we were going to "*taste teaching*".

### 4.2.1 Appetite grows with what it feeds on

I had a good class teacher during my first teaching practise. Observing her, her good example and her way to have classes made me curious to learn more about teaching and

being a good teacher. Good examples and idols make me look for the secret of their success. I want to be good and do good for other people like the ones whom I admire.

*During the first week I sat in the class with other student-teachers and watched, observed and listened to the classes, pupils and their behaviour and their attitude towards other pupils. I also got to know the rules and the principles according to which pupils were going to act and behave in the school and in their own classroom. The class teacher was wonderful and I could sense the positive and safe atmosphere in the class that she had created. In my opinion it seemed that pupils enjoyed being at school. In addition to this I taught some classes and I observed other student-teachers' classes. (Teaching practise report 1a, A1.)*

When I read my notes and my diary from that time I can see that I have paid lots of attention to observing. I had written down ideas and what kinds of tasks pupils were given, the phases of giving instructions and pictures that were drawn on the blackboard. Ways to control and get the silence into the class room were also meaningful to me. I also had written some comments of the pupils and the teacher, how pupils could read and my own realizations or conclusions as well. Some of those information I learnt and some of them confirmed my earlier conceptions and knowledge. All these are very concrete. Here are some examples:

- *Pupils had learnt that during the classes they sit on their own seats and when they want to say something they lift their hand and answer after given a promission".*
- *Teachers teach calmly and speak calmly and friendly. When you don't raise your voice, pupils don't raise their voice either. Take it easy, be yourself, when you teach. Do one thing at a time logically. There is always time and a possibility to repeat the instructions.*
- *"Now I count: one - two - three!" (Before saying three it should be and usually is quiet in the class).*



- *This memory exercise was a good beginning for this class. It was something "different", unusual, therefore the focus of pupils' concentration was on the task.*
- *Weaker pupils are also praised so that they don't start to disturb. You can say something positive about everyone.*
- *"Let's draw the leaves of the fall. Put a leaf under a paper and color with the wax colours. You can see the veins of the leaves clearly."*
- *"Let's look at the picture. What is the time of the day? How did you come to that conclusion?"*
- *The class started with a group hug.*
- *He read well, she read well putting her soul into the text, she read well, but quietly, she read slowly by syllables etc.*
- *"I am sorry to say: no homework today!" Pupils were extremely happy. (Teaching practise file, B1.)*

#### 4.2.2 For the first time as a teacher

*The third week was most exciting and most expected! Then we could teach. I did my planning with the class teacher. We discussed what I would teach, how many pages I would go through from the book and what kinds of homework I would give. With the help of these instructions I could do the planning and decide how I teach and guide my pupils and how I motivate them. (A1.)*

Now I could identify myself a teacher, because I was studying to become a teacher, even though I had worked as a school assistant for a year and as a class assistant for one semester before my studies at the University. I found teaching extremely challenging. I had to think and plan what would make pupils active and think. Even though textbooks and work books were used they were not always strictly followed. I wondered, how to use a pupil-centered active learning method and how to combine it to a problem-based learning method? (See Kimonen & Nevalainen 1996.) I faced these questions every time I started to plan my classes. I still do not know the correct answer, but I know that there

are plenty of good ways and methods. Finding them means trying and using imagination and creativity.

*My first class was a math class. My aim was to teach number six, which naturally was familiar to all pupils. The class started with an action. I asked six pupils to come in front of the class and then I asked others to count what these pupils had six together? Pupils found out that together they had six heads, six hearts, six noses, etc. Then I asked them to go back to their seats and I asked three pupils to come in front of the class and I asked the same question. Pupils found out that together they had six hands, six eyes, six thumbs etc. (B1 10.10.1996.)*

*My first class went well. I wasn't very nervous, because I had planned my class so well. In the beginning of the class there was some hubbub in the classroom and pupils didn't calm down even though I said "please calm down" and "take your seats". When I said that before I count to five, all pens and books should be in the desk and everyone should be in one's own seat. It worked and it was quiet in the class."*  
(B1 10.10.1996.)

It seemed to me that there needed to be something "magical" that brought some excitement into the classroom, which made pupils pay more attention to whatever was coming or going to happen. Pure "please calm down" and "take your seats", probably were all too typical and boring to some pupils or they just wanted to get my attention in some way.

My reflection process started, when I started asking meaningful questions to find out answers to my questions. How can I remember and manage so many aspects of a teacher's work at the same time? Lesson plans help a lot, but anytime anything unexpected may happen and I may need to change my plans. How my way of behaviour and action affects pupils? How do I remember additional tasks for faster pupils? What kind of teacher am I and want to be?

Reflection is deep independent thinking and critical analysis of one's own action. Reflective action is dialectic, which means simultaneously looking inside at one's own thoughts and thinking processes and outside at an active situation. It is looking back to experiences and actions in the past, then comparison to present and finally choosing new non-routine ways of action in the future. (Ojanen 1993b, 125 - 128.)

This way I analysed myself as a teacher in the teaching practise report:

*"When the class started and I was in front of the class I felt comfortable and safe. I felt very cosy! I tried to be calm and I explained my thoughts clearly and understandably in the normal spoken language. Even though I am not a worrier, I was a little bit nervous in advance. When I was able to prepare for my classes in peace and after I had seen other student-teachers' classes, the tension broke down."*(A1.)

*"The day when I had five classes will be immemorial. As an experience it was extremely rewarding. I spent the whole day in the classroom and I was there for the pupils and I helped them when needed. I listened to the pupils and wanted each of them to know that they are important and that I accept them the way they are. I gave positive feedback in words, smiling and nodding. I looked pupils into their eyes. As a teacher I want to be an adult friend, whom they can trust and to whom the pupils can talk freely. I always try to treat every pupil as an individual and I try to make fair decisions. At the end of the day I felt tired."*(A1.)

I also had pointed out the next challenge for me to learn and pay attention to:

*"During the last class I found myself incapable to control one pupil, when he was talking all the time. I need more models to solve and control conflict situations in the best possible way. I felt incapable in the situation. I told him friendly to calm down, but it didn't work. Next time in the*

*similar situation I could for example have a little relevant conversation in the hall in the middle of the class.” (A1.)*

My reflection process continued when I started to doubt my skills in a small conflict situation, which was described above. I wanted to find answers and new ways of action. A teacher's personal belief system is based on the teacher's values, which can be either conscious or unconscious. Kansanen (1996, 46) states that if a teacher cannot find alternative ways of action in the decision making situations, then action is unconscious. Here my action was unconscious, but now I have several alternative ways of action for similar situations.

This first teaching practise was a very good experience for me. It confirmed my decision and will to become a teacher. It was very nice to get positive feedback from the class teacher after the classes and hear that she thinks that fit for elementary instruction by my style and by my nature. I had always been interested in that and then I was even more interested!

*”I know that I still have a lot to learn and develop - A LOT! I also know for sure that I am in the right profession. It's wonderful when I have a chance to realise my dream, in other words to study to become a class teacher.” (A1.)*

I found planning, realization and assessment of the classes good practise for the future.

*”I enjoyed most the interaction with the pupils and having classes. During the classes I got many small experiences of success of my own action and on behalf of the pupils. I was satisfied for example, when I managed to calm down the class after the breaks, when the pupils listened to me, when they took part in conversations and expressed their thoughts, when they started to do their tasks with enthusiasm and when they tried and succeeded.” (A1.)*

The aims of this practise were to become familiar to a teacher's work, school, class, pupils and class teacher and act in the dialogical guidance relationship with the class teacher. I think that I reached the aims. (Kasvatustieteiden tiedekunnan opas 1999 - 2002, 135.)

#### 4.3 Getting more self-confidence

I had my teaching practise 1b in the spring 1997. It lasted one week and a half and I was in the same class as during the teaching practise 1a. The aim of this practise was to get experiences of a teacher's work and to guide the class in the real environment while the dialogical guidance relationship with the class teacher gets deeper (Kasvatustieteiden tiedekunnan opas 1999 - 2002, 135)

When I read my report of this practise I can see that it is totally different from the first one. It is thick, because I have written down and described all the classes with several details that I had from the beginning till the end of the class. The reason for this is that we were given a stencil full of questions by our didactic, which encouraged us to think ourselves as teachers. (See Appendix 3). I did my reasoning thoroughly. I can read my own thoughts, my thinking, my feelings that I had during each moment of my each class that were important to me. By reading my report I can live those moments again. In this teaching practise I taught crafts, maths, Finnish and religion and then I also taught sciences and drawing together with other student-teachers.

##### 4.3.1 Extract from my teaching practise report

*Crafts (B-group) 8 - 8.45*

*The theme of the class was to make Easter eggs of paper. Each paper egg was meant to break into two parts and when you opened the egg you could see a chick inside.*

*I started the class briskly with stimulating morning exercise after wishing good morning to everybody. I didn't even notice to introduce myself, because the class and the pupils felt so familiar to me. Later I wondered if they remembered my name or not. Obviously some of them had forgotten it, because they came to ask my name after I had had a few classes. I couldn't believe that I had the earlier teaching practise as long as over four months ago! When I got in front of the class I felt like I had always been there.*

*The morning exercise seemed to be pleasant for everyone, because the pupils took part in it with enthusiasm and I think that they picked up after being allowed to roll their arms. Motivation towards the coming class went well when I added the sentences "This much I like to be in school!" and "This much fun is going to be during this class!", when the pupils arms were at their widest. Therefore the pupils smiled and seemed to be in a good mood during the whole exercise, so was I.*

*In my opinion leading towards the theme of the class progressed well in the form of a guessing game. Guessing and logical thinking with the help of hints was challenging for the pupils, because everyone could guess the theme of the class in one's mind. I gave more details little by little and finally everybody knew the answer: an Easter egg.*

*When I was giving instructions for the work I tried a guessing or reasoning technique, which worked in the following way: At first I showed to pupils my own model of the Easter egg, which made them wait impatiently for the moment when they could start to do it. They could draw conclusions, how the task would progress, where we would start, what then, what next and what finally. At first I showed a white sheet of paper and asked what should we do first and gradually we came to the last phase of the task. By leading them logically they found out, how the task will be done. I spurred and encouraged them to think instead of giving them ready instructions phase by phase. The task could also have been made teacher-orientedly, so*

*that everybody would have progressed in the same speed according to teacher's directions. Afterwards I wondered which tactics would have been the best. I think that my choice was good and it worked on that day. My aim was to develop their initiative and memory.*

*In my opinion the class went well: there was complete peace for everyone to work. The pupils did their tasks with concentration and the longer their work progressed the more they started to admire and get excited of their creations. There were moments when everybody was still as a mouse and only occasionally a couple of pupils expressed their thoughts. It seemed to me that they enjoyed fulfilling themselves. A couple of pupils came to ask for a piece of advice or they just wanted to show their creations after completing some phase. I praised them and asked them to move to the next phase. There also were two pupils who often went to look at my model.*

*The moments, when it was totally quiet (and when I had nothing to do) felt exciting, maybe a bit strange for me, because in every school where I have been as a student they (teachers) urge to be active, always to do something. I had a conflict with that thought and learnt a way to act in that situation. I guess that I felt a bit guilty even though I did nothing wrong. I think that my task as a teacher was to be quiet and let them work. I don't need to talk incessantly or get involved with the pupils tasks especially when everything is going great. Pupils also need silence and moments to think in peace. When they had something to ask, I was available.*

*When the pupils started to decorate and draw ornament figures on their Easter eggs, I wondered, if everyone had to draw figures with wax colours like I had planned or if I gave them a chance to choose other colours. For example, one boy asked if he could use drawing pens. I was flexible and let him do the colouring in the way that pleased him most.*

*The whole class took more time than I had planned, so part of the pupils finished their Easter eggs during the break. At the beginning of the next class all pupils from group B looked and admired their creations that I had put on the window so that everyone could see them. Surely everyone had an experience of success and the feeling - "I can!". (Teaching practise report 1b, A2.)*

As you can see there is room for imagination when you read my text, but it is obvious to figure out what happened during the class. The atmosphere and my and the pupils' feelings were good. It is just those sudden and unpredictable situations that make me think again what happened and why.

*Later in the afternoon I had the same class for the group A. In principle it went according to the original plan except I left out the morning exercise (because it was not morning anymore) and the guessing game, because I wanted the pupils to finish their Easter eggs during the class. So we went directly to the subject. That situation felt a bit stiff, when I had to exclude parts of my plan, but that happens and you have to change your own plans according to the situations. (A2.)*

*In this group A the pupils did their Easter eggs faster and it seemed to me that these pupils enjoyed doing them even more than pupils in the group B. "Mary" was one of the fastest and "Charlie" one of the slowliest, because it always took so much time for him to plan and do the tasks with care (Names changed). This class was also calm and during those moments I watched the pupils' activities. At the end of the class the pupils were more lively when they were finishing their tasks. As a teacher I have to remember that I don't let my pupils climb on the window sills, because if they fall they may hurt. A couple of pupils "climbed" for example, Mary when she was putting her creation to the top part of the window. I did not notice/realise to say anything. I am sure I have a lot to learn what comes to seeing "dangerous" places and situations and making decisions what is*



*allowed to do and what is not. At that moment I thought pupils to be active, when they wanted to help and put their creations themselves on the window. On the other hand the situation got too far, when the Easter eggs were put too high. Luckily injuries did not happen. I felt good after these classes. (A2.)*

After my class the point of security came up in the conversation with the class teacher. Since, I would have climbed on the window sill and probably enjoyed it when I was a kid without any fears, it did not come to my mind to forbid it from those few pupils. I had a trust towards the pupils' skills to keep their balance. I know that it is the teacher's responsibility to ensure and further the pupils safety in all possible ways. In the future I will not let anything like that happen and I am sharper in similar situations.

#### 4.3.2 Succeeding and failing

During the following class the pupils could see that I also am a human being and make mistakes. This occasion very probably brought me closer to pupils.

*Tasks, which I planned for the pupils, were close to their life and were easily connected to their own experiences. One day I had a Finnish class. The theme was news. I started the class by telling a piece of news. Later on the pupils told what current news they had heard or remembered from television. I also asked "From where else we can hear or read news other than from the newspaper. Oops!" During the class I had a slip of the tongue when I gave the answer in my question. My intention was to say "television" and I was looking for the word newspaper, which I started to say aloud by mistake. This was so amusing in the pupils opinion that they all lifted up their hands and were willing to say the right answer. We discussed sources of information: television, newspapers and radio. At the end of the class the pupils were news reporters and wrote their own news and drew pictures of them as pretended photos. The whole atmosphere was*

*hilarious. I could remember the pupils smiling and happy faces, which told me that they liked the class like I did. (A2.)*

Even though, I had many good experiences there was one of which I wrote with many exclamation marks: *"This class was a perfect catastrophe for me!!!! The lousiest class I have ever had!!!!"*. It was a religion class in which I was teaching and telling about Jesus' life during Easter. The class went pretty much according to my plans except, I forgot to tell some details at the very beginning of the class. As a result of that there was a real thunder storm of emotions inside of me. The emotional thunder storm was something that others could not see, but I could feel it. During, the class I would have wanted to sink into the ground, become invisible or just disappear. However, I tried to control and bare the situation or actually my own inner uncomfortable feeling, because running away is not a solution.

Korpinen (1994b, 13 - 19) writes that there is a community of fate between pupils and teachers. Pupils reflect their teachers feelings, thoughts and expectations good, bad, happy, sad and confusing ones. I as a student reflect my teachers' feelings, so it was obvious that my pupils reflected mine.

*"When I tried to collect my thoughts having the emotional thunder storm inside of me I felt that I couldn't say anything sensible. Then those pupils who lifted up their hands wanting to share their experiences felt like saving angels". In my opinion I failed binding the important things and expressing logically. "I wished the class was over soon and I kept on glancing on my watch". Even though at the end of the class pupils could draw a picture of the Lord's Supper. When I observed the pupils I could see that they reflected my feelings. Some of them were out and confused like I was. (A2.)*

After going through this experience I found what I wanted to develop:

*"I absolutely would like to develop my skills to control myself in similar and different situations and be conscious of my emotions and reasons of what I did and why". In the middle of the class it felt difficult to change my actions, when the very beginning didn't go in the way I wanted to. I was conscious of that, but for some reason I came to deadlock, became anxious and so I practically had to read what I had planned to tell almost directly from my notes and textbook. "I can't say why I didn't allow myself a break to collect my thoughts, but went on all the time. My mind is full of questions and my mind is looking for the answers. In the future I will let myself to collect my thoughts if I feel or need to." (A2.)*

Guess what? For my surprise I got positive feedback of my class of which I cannot remember a thing(!), because my attention was in my uncomfortable feeling. When I thought that I knew the subject, had prepared well for the class and then it did not go as well as planned, so it felt kind of embarrassing or humiliating. I found that experiences that do not kill they make you stronger.

Unpleasant experiences make me humble and think about my action more critically and deeper, because the feeling is so unpleasant that it almost kills. I want to find new ways to handle different situations better and avoid similar uncomfortable feelings. Ojanen (1993b, 126 - 127) says that typical for deep thinking is humbling, seeing problems and taking risks. It includes taking responsibility of developing one's own work, its planning and evaluation and bearing uncertainty. This all means processing thoughts of long duration. A successful reflection increases deeper understanding, which develops larger self-consciousness and creates possibilities and situations for successful growth and development. I am grateful that I have gotten to such an unpleasant situation, because it has made me think critically and broadened my self-consciousness. In addition to co-operation and group activities with other student-teachers.

### 4.3.3 Consciousness became broader

The experiences described above broadened my consciousness. I found for example, preparation for the classes during the breaks and the use of different teaching equipment useful. Learning to know the pupils helped in different interaction situations. It also helped setting aims and making lesson plans and reminded me of extra tasks for faster pupils. Every day during each class I noticed and learnt new things of my own and others teaching and action. Also the pupils taught me a lot. Everyone of us effects on other persons and their behaviour one way or another. According to Eija Jaakkola-Partanen's aphorism "Every person is our teacher and every difficulty is a new possibility on the way of a person's growth". I believe in that, but I would add that even every moment is a new possibility! (A2.)

I really enjoyed this teaching practise and *"I would have wanted to continue it all spring"*(A2). The class teacher's encouragement confirmed my self-confidence: I felt good and accepted as myself. It is not a wonder, because the biggest part of my classes and experiences are so good and positive. My thinking and attitude are positive, too, which can be seen from my comments:

- *"This Finnish class was one of the best classes that I have ever had! It went excellently in every way."*
- *"This situation felt ideal".*
- *"I also enjoyed the class from the bottom of my heart, because teaching, educating and being with children is exactly what I want to do!"*
- *"I think my class went well".*
- *"I could see joy on pupils' face and it made me happy".*
- *"Once again my classes went well".(A2.)*

In this teaching practise started my thinking "I as a teacher": What kind of teacher am I? What is good teaching like? What kind of teacher is a good teacher? I consider this teaching practise as a starting point of conscious thinking and conscious growth to

professionalism. *"I am looking for the models and I wonder what kinds of ways of action and teaching styles feels best and most appropriate for me. I often wondered if this was the way I would teach or if I was teaching according to some model that I had learnt from my teachers."* I emphasized *"One of my aims is to find my own style, myself as a teacher!"* (A2.)

#### 4.4 Understanding the importance of planning

I had my second teaching practise in February 1998 and it lasted three weeks. This time my pupils were on the fifth grade, aged 10 - 11 years. This time the subjects that student teachers were going to teach were cast lots and the luck with lotteries gave me an honour to teach history during the whole teaching practise. My attitude towards this practise was good and I expected a lot, because it is exactly the same work that I am going to do in the future. My first teaching practises gave me more than I could expect so I started my practise in the moods of curiosity, eager and the love of adventure. I was ready to do lots of work during the practise to develop myself from various points, because I know that my learning depends on me. (Teaching practise report 2, A3.)

The aim of this practise was to start the planning process of teaching and to understand its nature. The purpose of the practise was to deepen empirical knowledge and find connections to theoretical knowledge. In this practise we were lead towards building and becoming conscious of our own practical theory. Reflection was stressed on a goal-directed planning and the realization of teaching and learning. (Kasvatustieteiden tiedekunnan opas 1999 - 2002.)

*I noticed that setting the goals and making plans clarified my thinking and helped me to shape my period of the Middle Ages in Finland. Afterwards it was easier to apply, specify and include them in my lesson plans. My period plans included cognitive, affective and social aims and the preliminary plans of the working methods and teaching material that I was going to use. At the beginning of the teaching practise I made quite specific lesson plans, but they changed many times when I got new ideas during the*

*practise. Usually my plans got their final form the night before my class or during the weekends when I used lots of time planning. Good plans gave the feeling of safety and security for the next day's class. (A3.)*

During my teaching practise I collected information on my planning and teaching history to my portfolio. The following sections are in my file:

1. Information that I got before the practise.
2. Questionnaires (made by earlier student-teachers).
  - A) What themes the pupils are interested in learning during the period of the Middle Ages? (Crusades, monasteries, convents, churches, school, trading, castles or something else).
  - B) How they would like to work during the period? (Alone, in pairs, in groups, listen what teacher tells or something else).
  - C) What methods they would be interested in? (Making drama, dancing medieval dances, singing medieval songs, playing medieval instruments, organizing medieval fest, doing scale model of a medieval castle or something else).
3. Correspondence on my classes with the class teacher. (My and her letters).
4. Pupils' mind maps of the Middle Ages before and after the project.
5. Information on exams. (How to prepare and read for an exam and an exam paper).
6. Pupils' assessments of the whole project. (Assessment of my classes and the tasks that I asked pupils to do and their self-assessment papers).
7. Information on the Middle Ages (my plans, notes for the classes, instructions for pupils' tasks).
8. Teaching practise diary.

A portfolio is a way for a teacher to go towards one's own teacher profile (Heikkilä 1999a, 3). Heikkilä found his teacher profile as a result of his portfolio work which consisted of reflective consideration, evaluation and interpretation of the research material. He found the basis his teacher profile from his childhood school experiences. Studying portfolios can be used as a reflection method and the support of self-

assessment. Then a teacher (or a pupil) has collected a sample file of his own school works examining which is easy to follow the progress, consider success and lacks. As a result it is possible to set new aims and find necessary self-criticism. (See Koppinen, Koppinen & Pollari 1999, 92 - 93.)

My portfolio gives me more information about the whole teaching practise than my report. It reminds me of the phases and the feelings of the project from the very beginning to the end. Now it is easy to apply it to other projects, because it is a good basic skeleton and from there I can get help and ideas for the future. For me the teaching practise and planning was hard work and it took time. In the short period of time I had to study the Middle Ages which is a wide subject itself, then define what specifically to teach, then make plans and preparations for the classes and finally have them.

My conception of teaching has features of the constructivistic conception of teaching. I tried to plan different kinds of classes and use different methods, because I believe that everyone has and constructs one's own conceptions of knowledge. For example, during one class pupils worked in pairs and examined the picture of a textbook that presented schooling in the Middle Ages of which they made observations and conclusions in comparison to present-day. Pupils understand new information better when they can connect it to their own world of experiences and their own concepts of knowledge. Comparing and finding connections and reasons to past is a good way. Followed by this we had a demonstration of a school day in the Middle Ages. Most pupils remembered this in their assessment papers probably because it gave them a possibility to feel and experience a medieval school day in practise. Other ways to use and arise emotions like writing, drawing, painting, singing, thinking, discussions and listening. So there is something for different kinds of learners!

*Concrete examples that pupils can see, touch, hear or smell are much better than just words that a teacher says. That is always a good goal to remember and realize. When we had a class about monasteries and convents we watched a video in addition to the pictures of the textbook to see what kinds of costumes the nuns had and what was the convent like. I*

*also had a candle of beewax with me, because in some monastries the monks did beekeeping and made candles of beeswax. Some pupils were really interested in the candle and its smell. (A3.)*

*We also had a small project which was writing a story of the life of town residents and/or trading in the Middle Ages. The story was supposed to be based on facts that were in textbooks and riched and coloured with the use of imagination. Combining fact and fiction made it interesting and pleasant for pupils. I had made a list of some essential features which had to be in the story. A few pupils who had difficulties in writing found the task a bit difficult, but still I think that it was good practise for everyone. (A3.)*

I also had a teacher-centred class when I told the pupils about the life of people in the countryside and training knights and tournaments during the Middle Ages in Europe. I wanted to do this and practise my own telling, because I had the one bad experience in teaching practise 1b. This time I told instead of reading directly from my papers. I was so surprised how much attention the pupils paid to listening; it was really quiet in the class. I guess that the subject was interesting and the way I presented it was good and suitable for the class. (A3.)

*"My own "roles" or should I say my tasks varied depending on the class, task, time, pupil or pupil's need. One moment I was a deliverer of knowledge, another moment a guide or an instructor, who motivated and helped, then an understanding listener/friend to whom anything could be told confidentially and sometimes I was as a friend with a good sense of humour. In spite of these different and occasional "roles" I tried to be myself, Pirjo, and act in my own way." (A3.)*

Understanding the meanings of aims, planning and the use of different methods became clear to me and they developed me as a teacher. I reached the goals that were set for this practise. Correspondence and written feedback from the class teacher was a new and



good way to analyse my classes. I included these beautiful thoughts to my teaching practise report, because I found them true: "Life has a funny way of giving just those things that you expect. If you believe that you will succeed it is very obvious that so will happen. (Positiivarit+Plussa 2/1998.)" Here is another one: "Desire is a treasure map. Knowledge is a treasure chest. Wisdom is the treasure itself. However, without action they all stay buried." (Positiivarit+Plussa 1/1998.) (A3.)

I really love these thoughts. They inspire and encourage to go on. I have had wonderful teachers who have helped me to reach my goals in my studies and sometimes even more. I have been lucky to be able to feel that wonderful feeling. That is why I definitely want to treat my pupils in the same way. I agree with R. W. Emerson: "The most beautiful thing in friendship is not a reached hand, friendly smile or warm touch. The most beautiful thing is the elevating feeling that there is someone who believes in me and inspires me with a confidence." (A3.)

## 5 FINDING MY PROFESSIONALISM

### 5.1 Starting my specializing subjects

Penttinen (1999, 35) has found out in his study that a person's own favourite subjects at school are usually the ones that a teacher likes to teach best of all, because they have a huge personal meaning. This also includes the subjects which are seen very important in general. I understand them to be reading, writing and mathematics. On the other hand, teaching of those subjects which were experienced difficult at school students were afraid to teach or they were felt unpleasant. For me the sports and the elementary teaching are the most meaningful and that is why I wanted to specialize in them. All other subjects are good, but these two are my favourite. The main reasons are: the inner feeling that they are "my thing", I would be good at those and especially I love them. According to Meriläinen (1996, 25 - 26) the choices of specializing subjects are a kind of mirror of the future telling the person to what kind of work he would like to get or what a person considers professionally important for himself.

My minor studies, sports and elementary teaching started in the fall 1998. I enjoyed them a lot and I studied hard, although there were other worries in my mind, too. Two injuries happened to me. In October my ligaments ruptured in my right foot and a month later a muscle in my shoulder ruptured as well. *"Once again I am walking with sticks. This is the third time within three years. This is hard and I should be given (or get) credits of this!!!"* (C8 8.10.1998.) During the whole fall I have been writing in my diary about our sport classes and how I enjoyed being there even though my moving was very limited. I enjoyed the atmosphere and all that I could do. I suppose that that was a way to keep me whole, because once again I felt that an important part of me was taken away. To my diary I often wrote about my walking and travelling with my sticks and how much I had to think, which bus to take and how to organize my schedule so that I was everywhere in time. I did not want to miss any classes. All daily activities required extra energy and creativity.

I also valued the care of unknown people who during the bus trips asked what had happened to me and wished that my leg would get well soon. They gave me hope and made me feel better. Only months later in the end of November there are comments in my diary, which reveals that emotionally the period was hard and tiring. I had slept (average) 12 hours at nights. *"I was tired. My motivation was missing, but now, today I am feeling better again after a long time. However, I feel that I am in some kind of a trap. I don't know where."* (C8 25.11.1998.) Also my landlady had noticed that I was not the same glad me as I used to be. Once again, unconsciously, I had started to build a wall around me to protect myself.

I still had not lost my faith. In January I was going to travel to Ireland and study a whole semester in Limerick. *"I think that in Ireland I have a chance to make my dreams true: sing, hopefully dance, do sports and hopefully take part in some competitions! I feel or imagine that real me comes out there again."* (C8 26.11.1998.) It seems like I needed a new life. I continued *"Maybe it is always easier to go to a new place or an environment where people don't have any preconceptions of you. Why am I feeling that it is difficult for some people to change their conceptions of others. I hope that I don't have the same problem."* - Changing oneself is not easy - you need courage. I just wanted to change and be happy again.

## 5.2 Studying in Ireland

Studying abroad is a personal choice and possibility to affect one's own studies and preconditions to control one's own life (Taajamo 1999, 83). Being as an exchange student on the green island, Ireland has been one of the best and happiest periods in my life so far (Spring semester 1999). I wanted to develop myself, study sports, learn to know the Irish culture and improve my English. I reached my goals. A totally new country, extremely friendly and open people and good teachers made my stay perfect. I studied volleyball, basketball, field hockey, soccer, gaelic football, badminton, athletics, canoeing, orienteering, dancing, Irish music, Irish folklore and English. It was wonderful to be able to choose the subjects that I wanted to study. I was able to enjoy sports even though my leg still was weak after the injury.

Taajamo (1999, 5 - 6) has made a study the purpose of which was to construct a picture of studying abroad from the starting point of the students' own experiences. The results show that the students' preconceptions about their exchange year and their eventual study experiences at the exchange university were largely shared. The students felt that they had gained what they expected from their studies, which were theoretical contents and a new perspective on studies at the home university. My experiences support these results. I also consider my position in a new light and recognize that I have developed as a person just like the students of the target group of the study. During the studies in Ireland there were discussions about individual aspects linked with studying, accommodation, sociability and development of my language skills, but now I consider my exchange semester from a holistic perspective. (Taajamo 1999, 5 - 6.)

Taajamo (1999, 51) has noticed that a person's personality and the way of thinking he/she has adapted is connected to seeking one's way to study abroad. I noticed that I was loyal to my style: I always did my best and I enjoyed doing all that I was required. Besides as a curious person I wanted to learn new skills and get new experiences. For example, I learnt to play a tin whistle, I sang in French, even though I had not studied French before, I swam with a dolphin, tried step dancing and travelled. I was open, I felt happy and got new friends. I took part in courses of Para counselling, interviewing skills and presentation skills organised by the Student Development Unit. (C10.)

According to Taajamo's (1999, 6) study the students sought to initiate cultural interaction either through studying, culture or hobbies. In my case it happened mainly through studying and hobbies. Five types of cultural interaction that were yielded from the study material were the determined (self-confident) type, observer, studies-oriented type, self-improver and sports-oriented type. The types characterize through which the students build their relation to a strange culture. I consider myself both a self-improver, because I seek human capital with the help of new experiences and a sports-oriented type for doing sports is a way for social interaction and getting contacts to other people and a possibility to get new friends (Taajamo, 1999, 55).

I did not have any difficulties fitting in and studying in a new country. I adopt to new circumstances or weather easily and I got used to the way people spoke English quite soon. I have nothing to complain. Living and studying in Ireland felt like I had always been there. Some funny occasions happened to me. Since I have red hair some people thought that I was Irish. For example, when I was on holidays in Killarney some Chinese or Japanese came to me supposing I was Irish and asked where the Tourist Office was. -I had no idea. (C10 5.6.1999.)

Studying abroad gives self-assurance and self-confidence to one's own doing. That is because you notice that "people are similar elsewhere". (Taajamo 1999, 46.) I also became more independent and gained more power to make my own decisions and choices when I accepted the risk involved in studying abroad. It turned out to be an opportunity to augment my own resources. (Taajamo 1999, 5 - 6.) Studying abroad became a process of finding and becoming conscious of myself and my life. It encouraged me to ask questions, reflect, look for different choices and broaden viewpoints. (Taajamo 1999, 82.) Ireland will always have a special place in my heart. Luckily the pictures and the memories help me feel the spirit of happiness and freedom in my heart that I felt there.

### 5.3 Testing my professionalism in a village school

When I came back to Finland I had an opportunity to test my professionalism in a village school for a month before fall semester 1999 started at the University. There I worked as a substitute teacher. A teaching practise in the field was supposed to be done in a village school where one teacher teaches two or even more classes at the same time. I had nine pupils two of which were in the first grade and seven in the second grade. I also taught music, textile handiwork and English for 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> graders.

*Since I earlier hadn't worked as a substitute teacher or in a village school I was not sure what it was going to be like. I thought village schools to be small with a few teachers and a small amount of pupils. I also thought them to be situated in the centre of a village or a bit further surrounded by*

*nature; trees, bushes, fields or forests. I expected the atmosphere to be a peaceful, quiet, safe and homelike learning centre where teachers have more time to take notice of his pupils as individuals. I expected parents to be active in school activities. My preconceptions were good and I believed it to open me a new view of a teacher's work. I considered this experience to be a test for me; what I already can, what are my strengths and weaknesses and how I can make good use of my knowledge that I have gotten from the Teacher Education College. (Teaching practise report (Field), A4.)*

This teaching practise was a lot different from the earlier practises, because this time I had a teacher's full responsibility. I got to see the whole picture of a teacher's work. Stepping into a teacher's role was a bit exciting even though in earlier practises I had managed to be myself. I am used to respect and listen to authorities, because I think highly of the experienced and professional teachers. According to their advice I had done my planning so far. This situation was new, for this time I was the authority and I had to decide how I plan my classes. So I was a bit nervous, too. I got good and positive feelings when I was treated as a colleague and I and my knowledge and skills were trusted. (A4.) (Compare Iso-Tryckäri 2000, 114.)

Iso-Tryckäri (2000, 114) has made an autobiographical study of her teaching practises in three different village schools. She has found them more challenging than the ordinary teaching practises. In her opinion they gave her a greater possibility to implement her own ideas and creativity and break her barriers as a teacher than the ordinary teaching practises. At the same time she was given a great responsibility about her own studies, teaching and co-operation in a village community. What she (2000, 120) felt and found most important was the practice. In a real school environment she really learnt what a teacher's work is in reality. Her study and thoughts support my teaching experiences in a village school; it requires autodidact and active character.

*During my teaching practise I had the inner confidence that I can and get on well in a teacher's work. I took challenges to teach music and English*

*which I had not done before and my classes went well. Practising, playing the piano and piano lessons at the Teacher Education College paid off. Furthermore I had the first touch to meeting parents and the co-operation between a school and home. (A4.)*

*I had two specific goals for this practise and I reached them both: First to find my own means, methods and strategies of teaching and how to start school attendance with first and second graders and how to control the class. Then how to learn to plan, organize and realize teaching in one class so that in turns I teach 1<sup>st</sup> and 2<sup>nd</sup> graders. It means teaching and giving and organizing tasks so that when the other grade is working independently then I am teaching and guiding with the other grade. (A4.)*

### 5.3.1 I am for the pupils' best

In the different situations different means, methods and strategies came naturally or as a result of experiments. A piece of advice that I was told by a colleague worked out well in the beginning. He said that at first he prefers that a teacher sets clear limits and rules. However, soon I noticed that it was difficult for the pupils to remember and adapt the rules what I had said. So we decided to draw up a contrast of the rules for the class. Everybody was allowed to say one's own opinions and everybody was listened to. Pupils knew how to behave in school and they could give reasons for their thoughts for example, why it is important to speak one at a time instead of everyone speaking at the same time. I found out that those young pupils were smart. There were not reasons to underestimate them. I could find out that they know a lot when I stopped to listen to them. Later on they remembered the rules and reminded each others of them. (A4.) Once I met my second cousin, a very good friend of mine wearing a t-shirt with a text "listen to me". It made me think and naturally to listen to her more carefully. What would schools be like if pupils wore such t-shirts? Or teachers?

Another concrete piece of advice that I got was linked to reliability of teacher's words. If teacher promises or sets any conditions for the action, he has to keep the promises. The

pupils have a good memory and a teacher's reliability and credibility suffers if he does not keep his promises. I kept my words accurately. For example, at the end of one week we changed the sitting order like I promised at the very beginning of the week. (A4.)

What I also found out was that the pupils needed certain routines in their daily life. Routines made them feel safe within a class where learning happened and different experiments were being made and one's own limits were being broken. With the help of routines it was easier to control and manage the class which in my opinion is connected with an education and good manners. For example, coming to the class immediately after the breaks and being in time, starting classes with silence, one person speaking at a time and listening to others, saying a lunch prayer and washing our hands before going to a dining room and saying goodbye after school days by shaking hands. In my opinion these are one of the most important ways of behaviour that should be taught and demanded at the very beginning of school year. That is because it gives a teacher a possibility to concentrate on teaching instead of controlling the class. Order is a natural thing and in addition to happiness and peace stays in the classroom creating a positive atmosphere. (A4.)

### 5.3.2 Realistic goals for pupils

During the practise I noticed that as a teacher I am demanding. I do not accept that the school tasks are done carelessly or "something like that". I taught to write letters and numbers carefully, and totally carelessly written letters or numbers were done again or improved with the help of the instructions. I want my pupils to believe in themselves and their possibilities to do everything as well as they can imagine. I know that I need to be realistic what I demand so that pupils will not get frustrated, or get the feeling of inadequacy or stop believing in their abilities. The main goal is having a good and positive self-concept and attitude towards oneself, other people and life.

*When I was in the 1<sup>st</sup> grade I remember practising and writing letters again and again at home as long as they looked good. In the beginning it felt a bit frustrating and I wondered if my letters were never good enough.*



*I also can remember when I was learning to write a letter I. Since I didn't manage to do them straight enough so after many trials and efforts I took my ruler. After that my letters looked straight and perfect! I have my ABC-book and the memories bring a smile on my face. However, writing became pleasant and I was bought exercise books for my writing. (My autobiography, G1.)*

My aim is that pupils learn to see the meaning of the work that is well done, after which I give immediate feedback of their diligence, patient and motivated work - not only results. After asking my pupils to improve letters or colouring some pictures a little bit carefully, pupils also seemed happier and more satisfied. It is good to teach patience and persevering, which are important mental skills.

One of the most rewarding moments for me was to hear a second grade girl's opinion after handicraft class: *"I have never done anything this beautiful!"* (A4). She was so happy and pleased with what she had done. Each pupil drew oneself (a schoolboy or a schoolgirl) on a paper model of and made clothes for oneself of fabric. Other moments of success were also easy to "organize" for pupils. They enjoyed having responsible tasks like opening or closing the windows, cleaning the blackboard and distributing math papers for example. They enjoyed helping, which I appreciated. Together we planned a list of monitors and discussed of their daily and weekly tasks. Everyone was allowed to a monitor with one's pair a week at a time. When I was in the elementary school we had the same custom each year. Since it worked well, I consider it a good way of education and giving responsibility for pupils.

### 5.3.3 Practise teaches

This time I did the assessment of my teaching myself. I think that at the beginning of a school year it is good to organize an evening for parents. I noticed that parents are extremely interested in how their children are doing at school and they are willing to cooperate in many possible ways. Then I can introduce myself for them and tell them about the general goals and the ways of assessment. The way I was in contact with parents was

the same as was when I was a pupil. The connections happened through a small note book that pupils always carried in their backpacks. Every day I checked the notebooks if there were any messages and replied when there was. This was a very good method for short messages and notes, but writing long ones took so much time so in the future the solution for this are the evenings and meetings for the parents and the phone calls.

When I made a schedule it looked traditional and there were places for each subject. I found it to be a safe way to start my teaching, because there were so many other new elements that I had to concentrate and pay a lot of attention to. Too many changes and new systems would have confused me totally. I need to develop my skills towards holistic teaching and teaching different themes and putting them into the schedule instead of subjects. Even though it is possible within normal subjects. One of our theme was "time and space", which we handled during our math and science classes. (A4.)

I realized the following facts when I taught music. I got excellent experiences of teaching music and English for older pupils, which I had not done ever before! During each music class there were 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> graders so it was obvious that their skills and knowledge were heterogenous. During the first class I got to know pupils and I found out what instruments, if any, they had played before. It helped me to plan my classes. Singing, playing rhythm instruments, teaching notes and rhythms went well. But I should have progressed much slower and with even more easier songs or melodies than I did when I taught to play a recorder with pupils who had not played it before or only a little. When I learnt to play a recorder in the elementary school we also progressed slowly - why did not I remember that? It is a wonderful fact that pupils in different situations guide me and they let me know if they are ready to learn more or if they need to practise same songs again. I just need to listen to them. Learning and practising takes time. In this case I had to slow down. Pupils with average knowledge and talented ones succeeded fine. Flexibility helped in this situation. There is always time and not a need to hurry. (A4.)

After this practise I felt good. It was hard in a positive way and as a result I was very productive. I had been brave taking new challenges, I was creative when I planned my

classes. It was wonderful to notice and get new ideas! There were not any limits! There was not any pressure coming outside of me. Every day taught! I guess that my real "school" starts when I start my work as a teacher. Teaching practises have taught me most, because they are connected with real life and real pupils. I ended my report:

*"I am still looking for the answer to the question, what kind of teacher I am, even though I could determine some specific characters. I guess that the answer clears up when I go out to work. The longer I worked as a substitute teacher, the better I could be myself. Even my joyfulness and the good sense of humour dared to come out little by little. Probably I was a bit too serious." (A4.) "In my opinion I am suitable teaching 1<sup>st</sup> and 2<sup>nd</sup> graders. I feel it to be "my thing". I have gotten good instructions for it, such as teaching sports and other subjects. Of course teaching grades 3 - 6 was as pleasant. I like teaching and maybe after a year or two I have a class and a job of my own." (A4.)*

My teaching practise in the rural school made me realize my values and action in practise. I kind of found my way of teaching. I was a friendly teacher, even though demanding, I preferred talking, experiments and the pupil-centred active learning methods. I understood myself and I felt comfortable making decisions.

#### 5.4 Trying someone else's shoes

I had my teaching practise 3 in November/December 1999. This time my pupils were on the 2<sup>nd</sup> grade and were 8 - 9 years old. I taught them sciences and arts. Since I had had a wonderful teaching practise earlier in the fall I set my goals on the basis of that moment's needs and my earlier experiences. This teaching practise was a small disappointment for me even though I learnt a lot and enjoyed teaching and being with pupils.

Kiviniemi (1997) has examined adult students' views of a teaching practise and its supervision and the different interpretative frames that are associated with teaching practise from the perspective of the student teachers. He found out that students'

experiences of the teaching practise were mostly positive, which had given them self-confidence for a teacher's work. It also has developed their identity as a teacher. Some students had some reservations about the supervision of teaching practise, when they did not have enough autonomy in the practise situation. Those practise situations were not experienced so meaningful as the others. However, I found this teaching practise extremely meaningful for me and my growth to professionalism even though I felt that I did not have much autonomy like in the vilage school. This practise was not time to show what I already can and know, but I was helped to internalize a disposition for life long learning and questioning. (Compare Stanulis 1994, 4).

Because the class teacher had ideas, how I could keep my classes and from her unspoken language I did not present many thought through ideas of mine. From her unspoken language I understood that she wanted me to use her ideas and do in her way. I gave in to those ideas, because I found them good. But there were moments when it would have been sensible to use my own plans, so the classes had looked like they were mine and I had had the inner feeling of secure. Since I highly respect for authorities and their words I got a confusing and unpleasant feeling when I could not hold my own, but I did what I was wished to do. My problem was that I did not adapt the class teacher's ideas and the way of thinking deeply. That is why when I was having classes I tried to remember how to progress during the class, what kinds of questions to ask etc. I was all too much tied to what I needed to do instead of being equal to the occation and being present and living each moment with pupils. I just paid too much attention to thinking what I was supposed to do. It felt like being in somebody else's shoes. It was not me in front of the class. (A5.) I want to be me and not a copy of anyone else!

*The situation was a huge possibility for me to learn. I got to try something new, to jump to unknown, to other person's way of thinking, which especially afterwards feels as an interesting adventure. The feelings of insecurity and trying new turned into a wealth. It is unbelievable! Now the thoughts and ideas feel simple, obvious. During this practise I gave myself a promision to be incomplete in other words human. I have never been perfect and I make mistakes like others, but still I can every day try to do*

*as well as I can. In my opinion I felt many feelings of uncertainty and a failure, because things did not go in the way I wanted them to go and because in some situations I tried to act, how the class teacher would have acted. I will not do the same mistake again. (A5.)*

My actual main goal for this practise was simple:

*I wanted to get through this teaching practise without stressing, calmly and with good night's sleeps. The reason for this was that I have a tendency to do most school tasks "too well" or perfectly, which has meant studying for hours and even nights, because my standard has been high in most homework that I do. (Teaching practise report 3, A5.)*

An interesting fact is that the teaching practise itself on the other hand felt easy. Defining of the subject I was going to teach helped me as well as thoughts, ideas and wishes of the class teacher. I had a feeling that everything was set in front of me. There were not signs of stress and on the other hand this easiness felt strange. Is this called a teaching practise? Am I doing enough? Am I going through this practise too easily? I felt unsure in this new situation and there were times when I had a bad confidence because of this. I was open and gladly used the ideas that were given to me and I also took notice of teacher's wishes and needs. I think that my attitude also had effect on this feeling of easiness. Of course I had to do my specific plans. (A5.)

However, emotionally this practise was educational. Facing, experiencing, admitting and handling different feelings emphasized in this teaching practise. Speaking and expressing about disappointments, uncertainty and being tired has been very difficult for me. I tend to think positively and see most things in the positive light and find goodness from many things. I have not left room for those "negative" feelings, because my mind when finding those immediately starts to look their good points. I have been very successful in that. I found out that all feelings are real and right and it is right to feel them. This practise gave me courage to feel and discuss different feelings. Different

feelings do not make people any better or worse, but how people act, behave and speak as a result of their emotions.

Here is the other goal of mine, which was emphasized in this teaching practise and learning it I enjoyed a lot:

*Another goal of mine was to improve my skills to assess pupils and their progress verbally and to get confidence and courage to write school reports for pupils and give feedback for parents of the success of their children. I found that assessment (and its dynamics) requires lots of long periods of observing, making notes and knowing of pupils so that there are concrete examples to write down to school reports of pupils strengths and their challenges in a positive way (what they need to develop) assessment does not only mean the results of different tasks. (A5.)*

### 5.5 Completing my professionalism

I had my teaching practise 4 in the spring 2000. My pupils were on the 4<sup>th</sup> grade. I knew them, because I taught the same class during my first teaching practises 1a and 1b. The goals of this practise were that a student carries out and completes the professionalism that he has reached in his studies by then (Kasvatustieteiden tiedekunnan opinto-opas 1999 - 2001, 149).

In this practise I taught sports, which I loved a lot. Furthermore I taught Finnish poems. I thought that earlier learnt aspects of teaching were under control and they formed a basic skeleton for all that I had learnt. In this teaching practise report I mainly wrote about the details which deepened or confirmed my earlier knowledge and conceptions. Here are a few examples.

- *When I was teaching sports I noticed the importance of model learning.*

- *I noticed that in this teaching practise I didn't pay so much attention to myself, my teaching and survival anymore. I have developed. I focused on pupils.*
- *I can say that my conceptions on pupils have changed and are more realistic now. The more I spent time with pupils the better I know them. All pupils grow, change and develop and it is wonderful to see their progress.*
- *I noticed that my interaction skills had developed, too. I discussed more with pupils in learning situations and when taking part in activities - not only when it was my turn to teach and have classes. I am not so shy anymore.*
- *If there is anything that bothers pupils after a break, then it has to be discussed and gone through otherwise it bothers the class. Pupils feelings are important to follow. I noticed that their reactions give instructions to a teacher, when it's time to change the original plan.*  
(Teaching practise report 4, A6.)

I also paid attention to and developed evaluation methods of my own work. I was taken pictures when I was teaching, I took pictures of what was being done, furthermore two of my classes were taped on a video so I could see and analyse myself and my teaching situation. I filmed pupils in their action, too. As an "old" method I kept on writing a diary and I also think that I will use the idea of the class teacher to write a diary of the class. They all give valuable information.

Correspondence with the class teacher was very useful again like in the teaching practise 2. She wrote down her observations of my classes, then I wrote down my own thoughts, after which I was allowed to read her notes and reply to them, and after that we discussed. So there was enough time for me to think and analyse my own classes and my own thoughts that I had during the class. What really helped me to think were the questions that were asked from me, instead of giving final answers. (Compare Stanulis 1994, 5 - 6.) I also enjoyed following other student-teachers' classes. Following classes gave an opportunity to reflect my own action and think if I acted in the same way and

what I would do differently. Then it was possible to follow and concentrate on the situation instead of thinking my own action.

*I do not see different teaching methods black and white anymore. I have not seen them, but at the very beginning of our studies in the Department of Teacher Education I thought and I considered constructivism and pupil-centred learning methods the only right ones towards which to develop my professionalism. Now I can say and admit that behaviorism also has good points even though I prefer constructivism. There may be some situations when it is good for a teacher to explain without having bad conscience about it. I feel confident and I am ready to work as a teacher. (A6.)*

## 5.6 Creativity as a resource

I started to study arts as one of my minor subjects in the fall 2000. I wanted to learn to teach arts and I wanted to find my own creativity through painting and drawing as well. In addition to this I have noticed the need and the importance of creative thinking. I see education of arts extremely important, because it differs from many other subjects by its nature. In arts we are allowed to experiment, be creative and use our imagination.

De Bono (1999, 277) states that our existing thinking software is based on 'what is', which means searching the truth, analysing what is right and what is wrong. This has meant that insufficient attention is paid to the 'what-can-be' side of thinking. It is concerned with design rather than analysis; and with value rather than truth. He says that we can analyse the past, but we have to design the future. That is why I think that it is good to know past and learn from it, but even more important it is to look forward and look for different possibilities. It is good to ask: What I can do next? What can I learn next? What kind of person I can be? How can I change myself? How things could be? This is not only in arts, but in all subjects. Especially I have liked the course "Mathematics by Hungarian", which shows that creative thinking can be found in maths, too. (See Tutkiva opettaja -verkoston painoalueet 2000, 2.)



I have really enjoyed studying and doing arts. I have found the pleasure of doing clay sculptures, doing graphics and drawing and going to museums. The arts enriches mind and life in general. I think creativity it is a matter of attitude: do you want to do like it is always done or do you want to try something new? 'What-can-be' thinking opens up possibilities (de Bono 1999, 35) in thinking and different situations and is very useful for teachers. It has given me strength to break my barriers and to look and go forward just like in sports.

Diamond and Mullen, according to Räsänen (2001, 203), are active research teachers in a society and their main aim is to intergrate arts to studying education. They approach arts from the viewpoint of making researches. Arts is seeing again and creating surprising relations of meanings, even though parts of it are always unexplained. Effect of postmodern artistic action is how it arouses emotions and experiences and not how it describes them. Diamond and Mullen think that researcher education should be seen as arts education, because researchers need skills, imagination, sensitivity and intuition. The researchers, who make studies and explain their experiences through narration, are called artists. The basic elements of narration are self-reflection and intertextuality. Always when there is a deep personal relationship in experiences and researching them it is a question of the first pulses towards arts. That is why teacher researchers can be seen as artists. (Diamond and Mullen, according to Räsänen 2001, 203 - 204.) Paananen's study (2001) is special for she has made an autobiographical study by studying her development to professionalism through her paintings.

I also find similarities in a teacher's and an artist's work. The teacher's work is developing and creating new interesting tasks and experiments within different school subjects for pupils through the years. It is a real challenge to develop the teacher's work and be a creative thinker and teacher. But on the other hand, creativity also is resources with the help of which a teacher can find new aspects and inspire himself and others. For me it is not always easy to be creative, but I am learning. When I had a short presentation of my journey to professionalism to the wonderful Canadian guests of the University of Jyväskylä I wanted to do it in a different way than normally. It was breaking my barriers. I drew a kind of route or a map to illustrate my journey and

describe my reflection process. There was a starting point of my journey, success and obstacles on my way, winning the obstacles and finally reaching my goal, which in other words is becoming a teacher. (See appendix 7). The model of mine can be applied when analysing and reflecting different journeys and it is suitable for all ages. (See appendix 8.) In my opinion Teacher Education College could emphasize arts education and encourage towards creative thinking more in the future.

## 6 PROFESSIONALISM AS A WAY OF LIVING

### 6.1 On the road of lifelong learning

I think that I am not a teacher only in the classroom, because I think that being a teacher is a way of living. At least I assess many things each day and pick up the most important and meaningful thoughts and experiences, which develop me to understand myself and others better and which help me to grow towards my ideal of a good person and a teacher. This study has been putting together pieces of my professionalism, experiences and the curves of development that I have learnt and that have affected me in my life and during the Teacher Education College. Earlier experiences have a huge meaning for what kind of person and teacher I am, not only the years that I have studied at the University of Jyväskylä.

Even though I have studied five years now, I think that I am at the beginning of my journey to my professionalism. I still have so much to learn. This study has showed only few experiences that I have had and how I think when I fail or success. This describes my feelings and attitude towards teaching and life in general. I have learnt to know myself better. My calling is to teach and help pupils to learn, handle emotions in different situations and have a good self-concept and self-confidence.

What has made me feel that I am "ready" to take the challenges of teaching? I think that it is trust. Kohonen (1989, 45 - 46) says that students' responsibility, initiative and independence can be added by diminishing the control of teachers and their direct guiding and decision making on behalf of students. This is a question of trust, in which teachers role diminishes while he trusts more to his students. Trust is a precondition for growth and it makes the diminishing of control possible. I have noticed and I know that this brings out the potential that exists within students.

This study is a result of diminishing control of teachers. This has been a long and hard process to go through. I have been responsible of my work, I have done this study independently and made my own decisions. I have not been given ready answers. At first

I felt a bit unsure to do this, but as soon as I noticed that this study is dependent on me and my decisions, not others, I found the courage to do this on my own relying my own activity and decision making. It was the proposal of Eira Korpinen that made me consider and finally do this research in English. It has been really challenging and pleasant. I am happy that I could do this.

Reflective teacher acts actively and trusts one's own expertise and does not act passively according to authority. Reflection itself is not a goal, but its mental growth, increase of one's own consciousness and learning so that new things get a personal meaning. Without reflection does not happen changes or learning. (Ojanen 1993b, 128.) According to Ojanen (1993b, 135) reflectivity is a quality, which distinguish novice from professional, and that is why it is a central aspect of professional development. (Ojanen 1996, 51 - 52).

I think that my growth has been possible, because I have been honest to myself, my experiences and my feelings. I am active and willing to learn more about teaching and to develop myself. In many situations a voice inside of me has told me that I can do it. Never giving up has been one of the most important principles of my life. I think that negative thoughts and attitude are limits which creates barriers on people's way. I have made mistakes and probably do them in the future even though I do not want to. During this study it has not been easy to admit that I am vulnerable and unaccomplished and to see my weaknesses that I have unconsciously or consciously forgotten or denied. Anyway facing them has helped me to remove the obstacles of my own learning when becoming conscious of them. It is good to know that none of us is perfect, but it is possible to do grow towards one's own ideals and learn of one's own mistakes. Of course it is possible that in this study I may have forgotten some details, but I feel and I know that I have remembered the most important ones.

As a method autobiographical study is challenging and requires courage and honesty. It requires respect for myself and others and it cannot hurt anyone. Some people may consider my very positive attitude towards life, teaching and my studies as a factor that may diminish the reliability of this study. Since I have gotten positive attitude as a gift

and it is part of my personality and it is true, I cannot change the way I feel about these things. In case my attitude was negative, I should think twice and be worried if being a teacher is the right profession for me. Since it is not, I feel and know for sure that I am meant to be a teacher. (Compare Iso-Tryckäri 2000, 115; Riitahuhta 1999, 129.) I know for sure that I am on the right road of eternal learning and I am proud of it!

Lectures of Juhani Töytäri, the businessman who speaks on behalf of positive thinking and attitude, have supported me. "To change the attitude lasts only a snap of one's fingers", "If someone has decided to spoil one's own day, let him do it. But don't let him spoil your day", "A negative person communicates that he is having problems with oneself", "We can be seen what we think" so "Go on, don't give up". (C7 24.3.1998.)

## 6.2 Challenges for the future

In my opinion the most important and meaningful situations for the teachers to affect their pupils growth happens every day at school in the interaction situations. Teacher is a key person to help their pupils to feel good about themselves and especially to make them feel accepted. Key words are teacher's attitude, trust and love. Heta-Maria Miller (Suhola 1999, 9) has noticed that there are not differences in the deepest being, self-worth between people in different countries. She says that it is love that builds healthy self-worth everywhere in the world. That is why teachers should accept pupils unconditionally, listen and encourage pupils to handle and go through their real feelings. If a teacher neglects pupils' feelings there will be conflicts, which lowers their self-worth.

Capability for handling and understanding emotions is today's most important challenge such as critical reflection, which provide universal advantages, improve learning and critical thinking skills (See Ebbs 1997, 1 - 7, Ratnesar & Mitchell, 1997, 1 - 2). We need to be curious and brave when we ask why and look for reasons for our own behaviour. It seems to be time to speak about unspoken, but extremely important emotions. How could we develop emotional education and attitude education and emphasize them in schools and in Teacher Educational Collage? It is studied (Dobbins 1996, 1 - 12) that

developing a 'reflective practicum' presents many challenges for teacher educators, including the inevitable shift in power and control which will occur if the changes are embraced. When a teacher has a courage to show his feelings and creates a positive and safe atmosphere and positive learning experiences for the pupils letting them express their feelings, pupils' emotional life develop. Developed emotional life is stressed in the plan of developing education and research in Finland for years 1999 - 2004. (STT 30.12.1999, 10).

Teachers' faith in me and my own ambition have made me to do my best in most school tasks that I have done. By doing my best I mean that I have done what is required and a little bit extra. As Korpinen (1994b, 13 - 19) writes there is a connection between teachers and their pupils' self-concept. This means that I have often considered my teachers' positive self-conception as a part of mine. When teachers' self-conception has been positive and healthy so has mine. This can also be seen so that I have appreciated same values, ideals, goals and expectations as my teachers. I also have had same expectations of myself as my teachers have had of me. When they have thought and believed that I will learn and understand and success in exams, I have done so. I have had good teachers. But there has been situations, when some teachers have given some homework for us to do and they have not considered them very important - then I have not either. This is a fact that I want all teachers to remember in addition to considering every task and every pupil important.

All that I studied at the University became more meaningful when I had the possibility to use my knowledge and skills in practise. (See appendix 5) I have not written about those several courses, what I learnt during them and their meaning to me, because I defined teaching practises as the main objects of the study. Otherwise this study has been too wide. Writing teaching practise reports has helped me most to think more deeply and widely about my own growth and progress to professionalism. It has confirmed my own conception that my own schooling influences my teaching. I have become more aware of myself and what kind of teacher I want to be.

The study of Matthew and Jessel (1998, 7) confirms and emphasizes my results and the meaning of writing to help to think more deeply and widely, because writing provides time to analyse causes and effects. Even though reflecting experiences of teaching practises is hard work, it is really pleasant and giving. Dobbins (1996, 3 - 4) found out in her study that when student teachers reflected their practicum experiences they had an enhanced learning experience. The practicum was even more tiring and emotionally demanding as usual, there was a significant influence on the school-based supervisory personnel and there was a significant influence on the children. But as a result of reflection process they felt that they were better teachers, which was confirmed by the school-based teacher educators. Reflection brings confidence for teachers to teaching situations and besides they know why they do what they do. It is possible for everyone to become more aware of themselves and one's own beliefs. The study of Sumsion & Fleet (1996, 7) shows that it is possible to be reflective without being academically able. Rodriguez & Sjostrom (1998, 10) compress that critically reflective teaching and learning encourage and scaffold lifelong learning, to which teacher educators must be committed to.

For possible further studies I am interested in how other students in different countries have constructed their professionalism. What kinds of journeys they have had? Are there similarities or differences? How others face changes and what kinds of values they have? How much the experiences differ from if a student has been working as a substitute teacher for years before starting his studies in the Department of Teacher Education? I would like to study how much sharing experiences and emotions could make a teacher's work more efficient. Furthermore I am interested in how much we could increase good values, tolerance and respect for different people and cultures by means of international co-operation starting already when pupils are in the elementary school. I assume that sharing experiences is an excellent way to motivate pupils to learn for example languages, history, geography and biology. Furthermore I am interested in studying how I will work as a novice teacher? How much the studies in the Department of Teacher Education have helped? What do I learn more as a teacher?

At the beginning of my studies I occasionally hoped to get more practical and concrete advice on teaching, which in other words would have meant ready answers and examples that I could have used during teaching practises. For example, what would I do and how would I act as a teacher, how would I control the class, handle difficult situations and meet parents. But now when I had to find most answers and solutions myself I can say that this was a good and better way. Because this way I was allowed to find myself and what kind of teacher I want to be and then I was allowed to develop my creativity and thinking. I do not want to be a copy of any of my teachers and I think that they do not want us to be carbon copies of them. However, I think that I still would not be a copy if I had gotten more specific advice, because we all are different and our personality makes us and our teaching different even though we are teaching the same subjects. I have noticed that many teachers give answers by asking and making me think and answer to my own question. They are using the same method as Ms. Lee. (Stanulis 1994, 4 - 5.) This has helped me to become an independent thinker and helped me to find my own voice and beliefs about teaching. Halmio (1997, 54) says that if professionalism is only based on the ready given information, then there is a stranger in the problem situations to look for those given models of solution.

What advice I could give to other student teachers on their way to professionalism? I have considered the best advice to be open for all challenges and life experiences and to look for good things in your life. It is obvious that in this day's society people live within several changes. That is why Kantola's view on understanding the growth process from within is what I agree. "I open myself, I let something go through me, and I submit to go it through". Then the wall of perfection breaks down and a whole and good person turns to a growing person who is open to oneself and around oneself and lets others knowledge and skills become beside one's own. (Halmio 1997, 77.) I think that becoming a teacher is like being a matryoshka doll, who little by little, level by level finds his true self by reflecting and with the help of friends.



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\*Translation is made by the researcher

## **APPENDIX 1 Classifying the data**

### **A. Teaching practise reports**

1. Teaching practise report 1
2. Teaching practise report 1B
3. Teaching practise report 2
4. Teaching practise report (Field)
5. Teaching practise report 3
6. Teaching practise report 4

### **B. Portfolios/Files**

1. Teaching practise 1a
2. Teaching practise 1b
3. Teaching practise 2
4. Teaching practise 3
5. Teaching practise (Field)
6. Teaching practise 4
7. Sports 1 (Finland)
8. Sports 2 (Ireland)
9. Arts
10. Elementary teaching

### **C. Diaries**

1. Diary (9.6.-23.6.1990)
2. Diary (21.7.-15.8.1990)
3. Diary (2.12.1990 - 11.4.1992)
4. Diary (7.6.1994 - 6.5.1996)
5. Diary (5.-12.5.1995)
6. Diary (2.-11.6.1996)
7. Diary (24.12.1997 - 19.9.1998)
8. Diary (8.10.1998 - 22.1.1999)
9. Diary (1.1. - 26.2.1999)

10. Diary (10.2. - 12.8.1999)
11. Diary (29.9.1999 - 7.3.2000)
12. Diary (2.1. - 18.12.2000)
13. Diary (1.1. - 16.6.2000)
14. Diary (24.2.2001 =>)

#### **D. Photos**

1. Childhood, youth - time before University
2. Pirjo teaching sports (Teaching practise 4)
3. As an exchange student in Ireland (a,b,c)
4. A class trip with art class to St. Petersburg

#### **E. Videos**

1. Gymnastics performances in Finland (Autumn 1998)
2. Dance performances in Ireland (Spring 1999)
3. Pirjo teaching Finnish (Spring 2000)
4. Art exhibition of art studies (Autumn 2000)

#### **F. Calendars**

- Calendar (30.10.1995 - 24.2.1996)
- Calendar (5.9.1996 - 13.1.1997)
- Calendar (5.8.1996 - 14.1.1997)
- Calendar (14.1.1997 - 4.1.1998)
- Calendar (1.1.1998 - 3.1.1999)
- Calendar (7.9.1999 - 26.5.2000)
- Calendar (1.9.1998 - 26.8.1999)
- Calendar (31.9.2000 - 5.1.2001)
- Calendar (18.12.2000 =>)

#### **G. Other sources**

1. My own autobiography
2. Supervision of growth and learning, Lecture diary 7.-29.10.1997

## APPENDIX 2

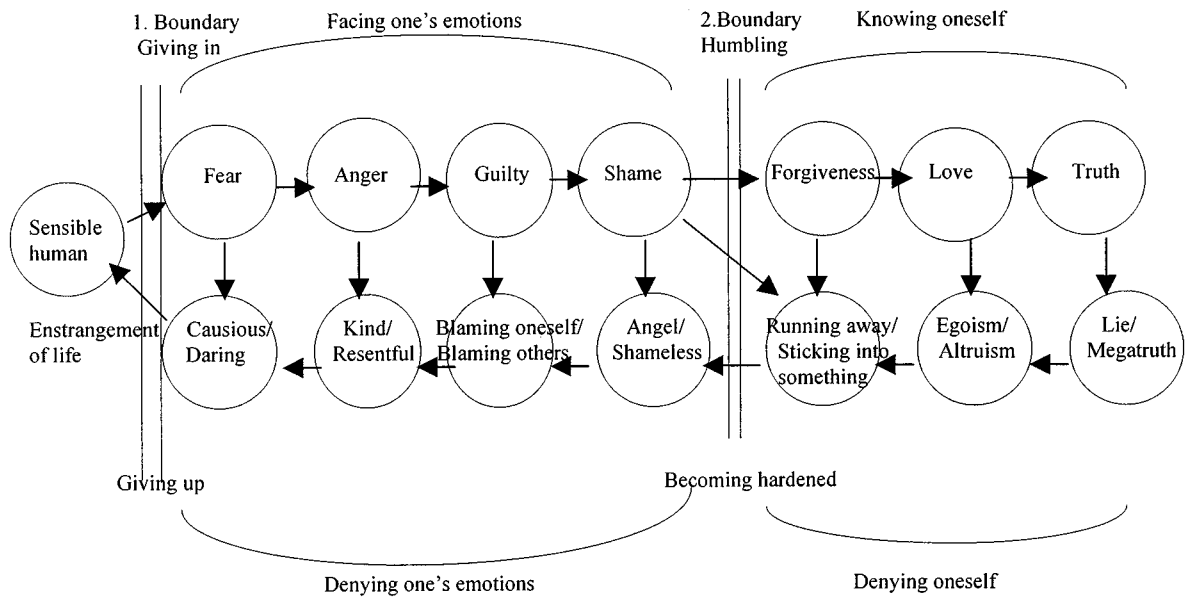


Figure 2. Dynamics of emotions according to Pietiäinen (1999, 254).

### APPENDIX 3

Here are the questions that we were asked to think before and after our teaching practises 1a and 1b by Marja-Leena Husso.

1. a) What kind of teaching is good?
  - b) What kind of learning is meaningful?
  - c) What concept of knowledge do you prefer? (name it and describe it)
  2. a) What goals are important for you during the teaching practise?
  - b) In which area you especially would like to develop in this teaching practise?  
(for example planning, assessment)
  - c) What are your strengths that you would like to utilize?
- 
1. What did you do well?
  2. What did you appreciate in your teaching?
  3. Goals, aims and interests as a teacher
  4. Strategies and processes in learning and teaching during the teaching practise 1b?
  5. What did you learn about teaching during the teaching practise 1b?
- 
- A) What were your goals that you set for this teaching practise and how did you reach them?
  - B) What was the best experience during teaching practise?
  - C) What was the most unpleasant experience during teaching practise?
  - D) What did you learn about:
    - The subjects that you taught?
    - The behaviour of the children?
    - The teamwork of your group?
    - Your own skills?
  - E) What would you do differently?
  - F) Who new people did you meet? (new teachers, parents of the pupils)
  - G) Compare the teaching practises a and b. What have you learnt, how have you developed, where did you develop most and what do you still need to learn?



## APPENDIX 5

In the Department of Teacher Education in Jyväskylä there has been made a powerful reform and development work during the last years. A central goal has been teacher's extensive. It is organizing common studies for different teacher groups. In the department you can get the qualifications of a class teacher, a subject teacher and a supervisor teacher. The qualification requirement for a class teacher is a Master's degree (160 credits) and it can be taken in five years. (See Kasvatustieteiden tiedekunnan opinto-opas 1999 - 2001, 23)

### MY TRANSCRIPT

1 credit = 40 hours

Course	Credits
<b>GENERAL STUDIES</b>	
Orientation to University Studies	1.00
Mother Tongue Communication	3.00
Information Technology for Teachers I	1.00
Information Technology for Teachers II	1.00
<b>LANGUAGE STUDIES</b>	
Text workshop (English)	2.00
Communication skills (English)	2.00
Command of Swedish as the Second Language (Official Examination)	1.00
<b>FACULTY OF EDUCATION</b>	
Studies in Educational Administration	1.00
<b>MOTHER TONGUE</b>	
Introduction to Finnish	3.00
Learning to read and write	1.00
<b>PRIMARY EDUCATION</b>	
Mother Tongue	2.00
Environmental Teaching	0.50
Art	0.50

Music	0.50
Physical Education	0.50
Crafts and Design: Crafts and Textile Work	0.50
Mathematics	1.00
Integrated Teaching	1.50
Introduction to Development Psychology	2.00
Evaluation of Learning Preparedness	2.00
Development of Learning Preparedness	2.00
Integrated Initial Teaching	2.00
Encountering Parents	1.00
<b>BIOLOGY</b>	
Plant Collection	1.50
<b>HISTORY</b>	
Introduction to History and Social Studies	2.00
<b>INTEGRATING BASIC STUDIES</b>	
Supporting Child's Aesthetic Growth	1.00
<b>CIVICS</b>	
Introduction to Civics	2.00
<b>EDUCATION</b>	
Infant Pedagogy	2.00
School Education	2.00
Growth and Development	2.00
International Education	1.00
Individuals and Groups	2.00
School as a Working Environment	1.00
Book Examination	1.00
Myself as a teacher	2.00
Introduction to Teachership/Pedagogical Studies	2.00
Teaching practise 1	0.00
Interaction in a Teacher's Work	2.00
Supervision of Growth and Learning	3.00
Teachers as Social Experts	1.00



School as a Working Environment 2	1.00
Humanity as a Research Subject	1.00
Introduction to Educational Methodology	2.00
Research Writing Course	3.00
Problems of Learning	1.00
Teaching Practise 2	2.00
Teaching Practise 3	3.00
Learning in School Environment 3	2.00
Growth and Development 2	2.00
Professional Ethics of teachers	2.00
Practise in a Combined Class	4.00
Special Areas of Education/Teachers as Researchers	2.00
General Methodology	3.00
Project Studies 1	4.00
Project Studies 2	4.00
Teaching Practise 4	4.00
Special methodology	1.00
Master's thesis and maturity examination	12.00

#### **EDUCATION (TEACHER EDUCATION DEPARTMENT)**

Elective Studies/School Camp	1.00
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#### **ART**

Introduction to Art	3.00
Visual Expression 1	4.00
Visual Expression 2	3.00
Visual Expression 3	3.00
Art History	2.00
Didactics	2.00
Theory of Visual Expression	1.00

#### **PHYSICAL EDUCATION**

Introduction to Physical Education	3.00
General Physical Education	0.50
Optional Courses/Badminton	1.00

Motor Learning and Didactics of Physical Education	1.75
Athletics	0.75
Orienteering, Hiking and Outdoor Activities	1.00
Skating and Ice Games	1.00
Moving to Music	1.50
Water Sports	1.00
Winter Sports	1.00
Ball Games	2.50
Individual and Social Significance of Physical Education	1.75
Exercise for Special Groups	0.50
<b>MATHEMATICS</b>	
Introduction to Mathematics	2.00
Mathematics by Hungarian	1.00
Mathematics by Hungarian	3.00
<b>MUSIC</b>	
Introduction to Music	3.00
<b>CRAFTS AND DESIGN: TECHNICAL SKILLS AND TECHNOLOGY</b>	
Introduction to Textile Handicrafts and Technology	3.00
Remedial Course in Textile Handicraft/Technology	1.00
<b>RELIGION</b>	
Introduction to Religious Education	2.00
<b>NATURE AND THE ENVIRONMENT</b>	
Nature and the Environment	4.00
<b>STATISTICS</b>	
Basic Course in Statics	3.00

## APPENDIX 6

Jyväskylä 5.2.2001

Dekaani Tapio Vaherva  
Jyväskylän yliopisto  
Opettajankoulutuslaitos

Asia: Hakemus pro gradu -tutkielman kirjoittamisesta englannin kielellä

Kunnioittavasti anon lupaa kirjoittaa kasvatustieteen pro gradu -tutkielmani englannin kielellä. Teen omaelämäkerrallisen tutkimuksen kasvustani opettajuuteen. Englannin kieli soveltuu ja tukee hyvin aihettani. Samoin kirjoittaminen englannin kielellä mahdollistaa kielitaitoni hyödyntämisen, jota kehitin ollessani vaihto-oppilaana Irlannissa kevätlukukaudella 1999. Olen opintojeni loppuvaiheessa ja tutkimukseni on tulossa esitarkastusvaiheeseen. Maturiteetti kirjoittaisin suomeksi.

Kunnioittaen,

*Pirjo Pyykkö*  
Pirjo Pyykkö

Pirjo Helena Pyykkö  
Taitoniekantie 9 A 402  
40740 Jyväskylä

DEKAANIN PÄÄTÖS:

Hyväksytään anomus pro gradu -tutkielman kirjoittamisesta englannin kielellä ja maturiteetti suomen kielellä.

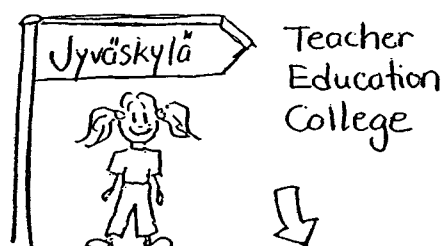
8.2.2001

Dekaani

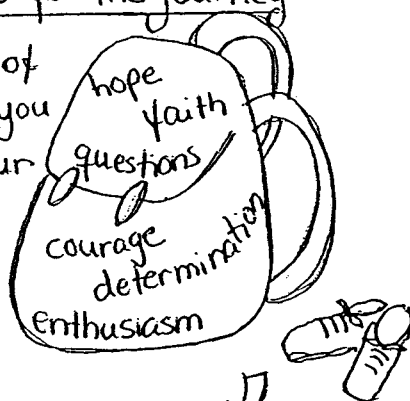
*Tapio Vaherva*  
Tapio Vaherva  
*Riitta Kesonen*  
Riitta Kesonen

Opintoas.päällikkö Riitta Kesonen

## APPENDIX 7

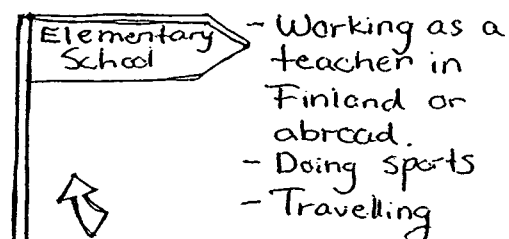
Pirjo's journey to professionalism1. Destination/Goal/Dream2. Provisions for the journey

What kinds of values did you have in your backpack when you came to Finland?

3. Blackboard

What do you want to tell to your friends/family/pupils about your trip to Finland so far? What have you learnt?

Acceptance, Love  
Respect for all people  
Cooperation  
Positive feedback  
Responsibility  
Flexibility  
Everyone is important.

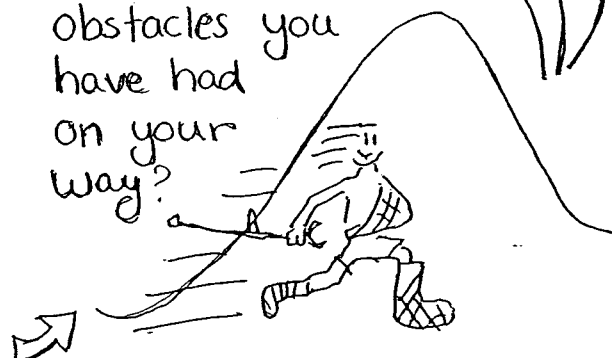
7. New destination6. Reaching the goal5. Happiness

What did you do to win the obstacles?

Piano  
Ballroom dances  
Ireland Arts

4. Obstacles

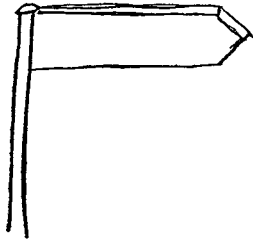
What kinds of obstacles you have had on your way?



## APPENDIX 8

\_\_\_\_\_ 's journey to \_\_\_\_\_

1. Destination/Goal/Dream



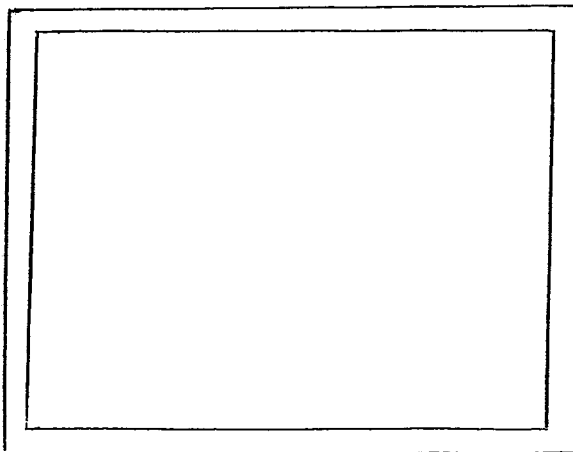
2. Provisions for the journey

What kinds of values did you have in your backpack when you came to \_\_\_\_\_ ?

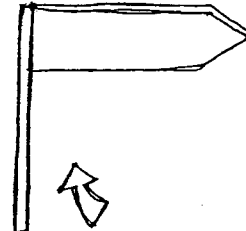


3. Blackboard

What do you want to tell to your friends/family/pupils about your trip to \_\_\_\_\_ so far? What have you learnt?



7. New destination



6. Reaching the goal



5. Happiness

What did you do to win the obstacles?



4. Obstacles

What kinds of obstacles you have had on your way?

