

**Institute of Educational Leadership: The Role of Student
Counselling in School Leadership. Case study in Finnish
and Russian schools**

Sima Mironova

Master's Thesis in Education
Spring Term 2016
Department of Education
University of Jyväskylä

ABSTRACT

Mironova, Sima. 2016. The Role of Student Counselling in School Leadership. Case study in Finnish and Russian schools. Master's Thesis in Education. University of Jyväskylä. Institute of Educational Leadership.

The aim of my master's thesis research is to understand student counselling phenomenon and its role in Russian and Finnish school leadership. This research study shows differences of organising student counselling in schools itself and its role in a school leadership. Lifelong learning as a part of student counselling provides deep understanding of a counselling process and its importance of student's development.

Qualitative research method is chosen as a research method and semi-structured interview as a data collection method. There were a need of conducting six interviews in one Finnish school and five interviews in one Russian school. Thematic coding and network analysis were used to answer the four research questions.

The results of case studies show that the student counselling is a part of school leadership in Finnish school, there is no place for it in Russian school leadership. Lifelong learning in Finnish perspective has accent on student's encouragement to be independent thinkers and continuous learners. Russian school takes a passive role in student's readiness for lifelong learning.

The further recommendation for study is to investigate lifelong-learning concept and to conduct research which will show the influence of lifelong-learning policies in educational systems on student's performance at school.

Keywords: Student counselling, Teacher Leadership, Lifelong learning, School Leadership, Distributed Leadership

CONTENTS

1	INTRODUCTION.....	5
2	FINNISH AND RUSSIAN EDUCATIONAL CONTEXTS.....	7
2.1	Finnish educational system	7
2.2	Guidance and counselling in Finnish context.....	9
2.2.1	Student counselling in practice.....	11
2.2.2	Student counsellors	13
2.2.3	Student-Counselling in pupil/student welfare group.....	14
2.3	Russian educational system	16
2.4	Student counselling in Russian school.....	18
2.5	Lifelong learning concepts in Finnish and Russian education.....	21
3	SCHOOL LEADERSHIP.....	23
3.1	Leadership in Finnish context	25
3.2	Teacher Leadership in Finland	25
3.3	Leadership in Russian context	27
3.4	Teacher leadership in Russia.....	30
4	IMPLEMENTATION OF THE STUDY	31
4.1	Research Questions.....	31
4.2	Qualitative research.....	31
4.3	Case study	33
4.4	Data collection methods.....	33
4.5	The Participants and the Research Process	35
4.6	Data Analysis.....	39
5	RESULTS	42
5.1	The student-counselling at school	44

5.1.1	Guidance and counselling in general	45
5.1.2	Guidance and counselling in a classroom.....	46
5.1.3	Student’s counselling objectives	47
5.1.4	Cooperation: counsellors, teachers, parents and students	49
5.1.5	Counselling effect teaching	50
5.1.6	Role of student-counselling in students' welfare	50
5.1.7	Beneficial methods in teachers’ work	51
5.1.8	What to improve in student-counselling in the school	52
5.2	Leadership.....	53
5.2.1	School’s structures where student-counsellors are involved in	54
5.2.2	Student-counselling voice in school.....	55
5.2.3	Student counselling as a part of school leadership.....	56
5.2.4	Own role in school leadership	57
5.2.5	Who else is involved in school leadership	57
5.2.6	Teacher leadership.....	58
5.3	Lifelong-learning.....	59
6	DISCUSSION	62
6.1	Conclusion	62
6.2	Validity, reliability and limitations	63
6.3	Ethical considerations.....	63
6.4	Significance of the study	64
6.5	Recommendations.....	65
	REFERENCES.....	66
	APPENDICES.....	75

1 INTRODUCTION

I am interested in studying student counselling phenomenon since I have been a high-school teacher in Russia, Saint-Petersburg and an international trainer in Romania. I observed that students graduating from a high-school had hesitations with choosing either academic field of higher education or with vocational education. As a result, they hastily made a decision and entered a university or took a job that afterwards they dropped. I connect the reasons of undetermined future and fear of making decisions with a lack of a school support in providing orientation and help with identifying students' personal interests. Help and orientation using various methods will prevent dropouts, increase confidence of decision making and develop skills that are needed in 21 century. As known, Finland shows high-student performance in international assessments and its education system is ranked first place globally in the year 2012 (The Finnish Pisa, 2015). Russian school due to educational reforms after collapse of Soviet Union can take a lesson from a Finnish school case.

Leadership nowadays is a common responsibility at school. School leadership includes active participation and involvement of a principal and teachers. Moreover, recently student counsellors became a vital part of school leadership. It is important firstly to investigate national educational backgrounds and find the first mentioning of student counsellor in it. The research shows differences of organizing student counselling in schools itself and its role in a school leadership. Lifelong learning as a part of student counselling provides deep understanding of a counselling process and its importance of student's development.

The aim of my research is to understand student counselling phenomenon and its role in Russian and Finnish school leadership. The four research questions are: How is student counselling organized in Russian and Finnish educational systems? What is the role of student counselling in school leadership? What is the role of principal, teacher and student counsellor in School

Leadership? Where is the place for lifelong learning in the Russian and Finnish educational systems?

The qualitative research method is chosen as a research method for my thesis. The nature of the questions I wanted to ask determined my choice of using qualitative research in the study. As the data collection method in my study I used semi-structured interviews. Semi-structured interviews gives freedom for researcher and power to lead the interviewee into receiving answers that are corresponded to research questions and freedom to ask clarifications and specifications during interviews so that rich data could be obtained. For analysing data I used thematic coding and network analysis.

The thesis is organized in such way that after introduction chapter there are content related chapters. Then I elaborate on the research methods and the data collection methods and on the data analysis under the chapter Implementation of the study. In the chapter Results I present the findings of my study. In the chapter Discussion I talk about validity, reliability, limitations, ethical considerations and significance of the study. I also give in the last chapter further recommendation for studies.

2 FINNISH AND RUSSIAN EDUCATIONAL CONTEXTS

2.1 Finnish educational system

Finland is a Nordic welfare state providing free education for all citizens on equal opportunities, regardless of age, domicile, financial situation, sex or mother tongue (Metsola, 2010, p.6). Education is considered to be one of the fundamental rights of all citizens.

The Ministry of Education and Culture is responsible for education in Finland (European commission, 2015). The Finnish National Board of Education works with the Ministry to compile the national core curriculum, which describes learning objectives, contents of instruction in the different subjects and standards for student assessment.

The Finnish education system is a mixture of state and municipal governance (The Finnish Pisa, 2015). Local autonomy in education is quite extensive in Finland. Local administration (generally municipalities) provides most of pre-primary, primary and upper secondary education in Finland and commonly gives individual schools a large autonomy in designing their own curricula and education (European commission, 2015).

Compulsory education begins at the age of 7 and lasts for 9 years. It is provided in a single structure system called basic education ('peruskoulu'). Pre-primary education is arranged for one year before basic education and is mandatory from 2015 (Ministry of Education and Culture, 2015). For all steps of Finnish Education see Figure 1.

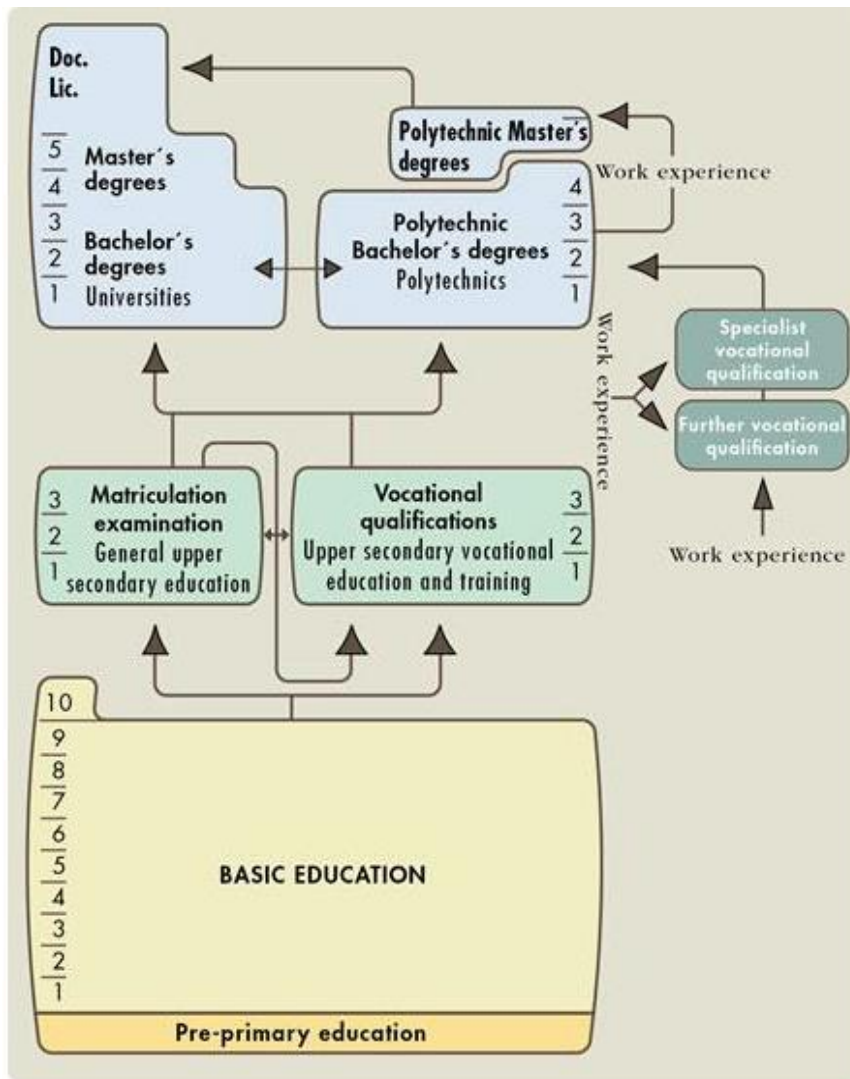


FIGURE 1. Finnish Educational System (Ministry of Education and Culture, 2015).

In Finland public authorities are obligated to provide everyone an equal opportunity to receive other education, apart from basic education based on their capacities and special needs. Public authorities are also responsible to provide opportunities for individuals to develop themselves without being interrupted by economic danger (Metsola, 2010, p.7). In addition, public authorities are responsible for providing educational needs of the Finnish- and Swedish-speaking population according to the same criteria.

A major objective of Finnish education policy is to achieve as high a level of education and competence for each individual. In Education and Research 2011–2016 development plan developed by the Ministry of Education and Culture (Ministry of Education and Culture, 2012) is stated that “The aim is that

Finland will be placed among the OECD top countries in major comparisons of young people's and adults' learning outcomes, in the number of school drop-outs and in the relative number of higher education graduates among young and older adults" (Finnish National Board of Education, 2015). Education policy in the Plan is built on the lifelong learning principle, based on the idea that "in a constantly changing society, favourable development of learning skills is of primary importance".

2.2 Guidance and counselling in Finnish context

Guidance and counselling in Finnish school was developed at 1970s as a part of Finnish Education. Before that career guidance and counselling in schools was offered by psychologists working in vocational guidance offices (Nummenmaa & Sinisalo, 1997, pp. 157-158). The vocational guidance offices itself emerged in 1939 on the basis of the employment office of Helsinki. At that time psychologists provided guidance to students and others on the request of vocational guidance. Since 1930s student counselling passed through legislation in Finland. It is stated in The Basic Education Act of 1998 that every student must receive school counselling services.

Vocational counselling history traced to 1973 when vocational guidance offices and employment offices merged into one employment office (Nummenmaa & Sinisalo, 1997, pp. 157). It was aimed to guide and develop human resources under the labour office. Vocational guidance was provided by psychologists and their work was based on sociological and psychological grounds.

Nowadays, guidance is a part of public services in Finland. There are two main guidance and counselling systems that complement each other (Table 1. Finnish guidance and counselling system):

- guidance and counselling provided by education and training institutions, and

- vocational guidance and career planning services, and educational and vocational information services, provided by employment administration.

Educational and vocational guidance and counselling are to support individuals in making educational choices and career plans based on the principle of lifelong learning (Metsola, 2010, p.10).

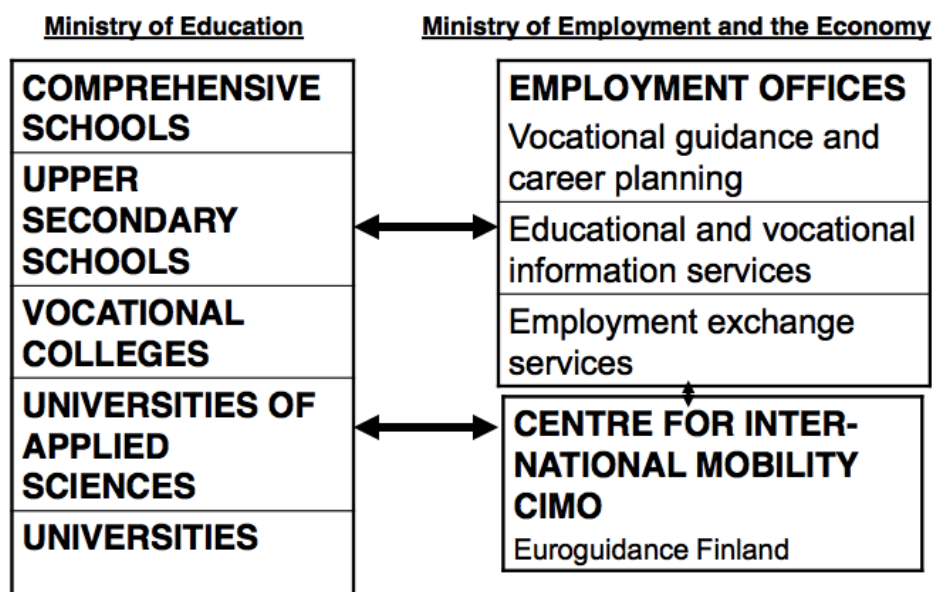


FIGURE 2. Finnish guidance and counselling system (Raimo Vuorinen, 2012)

Education and training institutions are responsible for guidance and counselling of pupils and students. The guidance is provided by school counsellors, class teachers in basic education, guidance counsellors, group advisors, teachers in general upper secondary education and vocational secondary education, career counsellors, group advisors in adult education, guidance counsellors in universities of applied sciences, student services staff, academic staff and careers and recruitment services at universities. Ministry of Education, Finnish National Board of Education, municipalities (Euroguidance, 2015, p.3) are responsible and administrative control.

The vocational guidance and career planning and educational and vocational information services available at employment offices are primarily in-

tended for those outside education and training. The guidance is provided by vocational guidance psychologists in vocational guidance and career planning services, educational advisors at educational and vocational information services, specialist employment advisors, vocational guidance psychologists at vocational rehabilitation, employment advisors and employment counsellors at employment services. Ministry of Employment and the Economy, Regional Development Centres complements the guidance. However, all guidance and counselling services conducted by employment offices are also available for students (Nummenmaa & Sinisalo, 1997, pp. 157). The vocational guidance under the wing of the labour administration has been, and continues to be, the only guidance system in Finland directly available to citizens.

2.2.1 Student counselling in practice

Every child in Finnish school should receive a guidance from each work day at school as it is written in the main steering document in the Finnish education policy the Government's Development Plan for Education and Research 2011-2016 (Ministry of Education and Culture, 2012). Pupils can receive guidance and counselling all through their basic education (Koivisto, Nauska, Hannikainen, Kokkola, & Keskinen, 2012, p. 11). The goals of guidance and counselling in year classes 1 to 2, 3 to 6 and 7 to 9 are set in the national curriculum.

In grade 1-2, guidance and counselling activities are provided additionally to lesson and in the school's activities. Pupils can get personal guidance and counselling on the side of their studies and on regular everyday questions. The objectives of guidance and counselling for first and second graders are to improve the progress of their study competences, to support their social growth, and to help prevent the emergence of study-related problems. The pupil is encouraged to form a responsible attitude towards school- and homework, to use various working methods and to learn to receive information from different sources (Finnish National Board of Education, 2004).

In grade 3-6, educational and vocational guidance are to guide the pupil towards performing the independence and responsibility in school- and home-

work. Guidance is provided for choosing subjects in basic education and in its transition phases. Graders from 3 to 6 are introduced to abc of vocations and working life. The pupils are guided to strengthen usage of various working methods and to obtain information from diverse sources. The guidance is to provide developing pupil's social and cooperative skills. For 3 to 6 graders as for 1 and 2 guidance and counselling are provided additionally to lesson and in the school's activities. Pupils as well can receive personal guidance and counselling on the side of their studies and on regular everyday questions. Based on the local curriculum, lessons may be reserved for guidance.

In the seventh through ninth grades of basic education, pupils are entitled to 76 hours for both individual and group-based guidance and counselling (Koivisto et al., 2012, p. 11). On this stage of comprehensive school a guidance counsellor is the main actor in guidance and counselling. Guidance and counselling covers study skills and school life, self-knowledge, education and training options, occupations, occupational sectors and the world of work. Pupils are offered guidance and counselling in following forms:

- guidance in class during lessons,
- in-depth personal guidance and counselling in individual questions,
- small-group guidance and counselling based on social interaction,
- introduction-to-working-life periods.

Personal guidance and counselling is to be provided for the pupils as a means of discussing study progress, life situations, educational and occupational choices, and post-comprehensive school plans for education and training. Small-group guidance and counselling gives pupils' opportunity to share personal guidance and concerns with other pupils or to handle guidance concerns shared in the group (Finnish National Board of Education, 2004, amendments).

2.2.2 Student counsellors

Class-based lessons are usually given by a guidance counsellor, however, it is stated in the National Core Curriculum "provision of guidance and counselling is the responsibility of teachers and the guidance counsellor, as well as other staff members, who cooperate throughout basic education and at different transition points" (Finnish National Board of Education, 2004, amendments).

Comprehensive school guidance counsellor's position requires 60-credit guidance qualification or a master's degree with the same amount of study in guidance and counselling (Koivisto et al., 2012, p. 11). Usually guidance counsellors in basic education have teaching experience and qualification.

In senior-high basic education step a student-counsellor is in charge of conducting 76 hours that National Curriculum requires inside one subject. Those hours includes private personal guidance to the pupils in the office, talks about the optional subjects, further education opportunities and career choices, career planning, problems at learning, etc. However, student counsellors don't evaluate a pupil.

Student counsellors cooperate with subject teachers, classroom guidance teachers, special needs teachers, school nurse and parents. Student counsellors visits six-graders at their educational institution and cooperate with educators on last junior high level. They divide pupils coming from 6 grades into classes for the school years 7-9.

Guidance counsellors organize visits and excursions to educational institutions, companies, firms, employment office and the world of work (Koivisto et al., 2012, p. 12). To this end, student counsellors arrange work experience modules and excursions to educational institutions and the world of work for 7th -9th graders. The cooperation between the school and the working and business communities is designed so that the pupil receives information about vocational fields, vocations, and working life and receives ideas for entrepreneurship (Finnish National Board of Education, 2004). Work experience modules are about 2 days in 7th grade, a week in 8th grade and two weeks in 9th grade.

In the final phase of basic education, pupils are to be guided and aided in their future opportunities and choices by the educational and labour administration and other public agencies (Finnish National Board of Education, 2004). At this stage student counsellor arranges the joint nationwide application to 9th graders via online system.

2.2.3 Student-Counselling in pupil/student welfare group

Pupil welfare, support of study and guidance and counselling is getting recently more attention in basic education. It states in development plan of Ministry of Education in the Research and Education (Ministry of Education, 2012, p.15) that “educational institutions and various other operators provide guidance counselling in support of studies”. Educational support is provided mainly within mainstream education, but also in special classes and special schools (European commission, 2015). It includes general education with support and special education, health and dental care, free school lunches and the services of a school social worker, school psychologist, school nurse, speech therapist, study counsellor and family counselling (The Finnish Pisa, 2015).

Pupil/student welfare team is the main actor of student welfare in most Finnish comprehensive schools. Pupil/student welfare team is a multi-professional group responsible for insuring the physical and psychological wellbeing of students, for overseeing their progress, and for the overall environment for learning in the school (Sabel , Saxenian , Miettinen R., Kristensen & Hautamäki , 2011, p. 35). Pasi Sahlberg (2012) stated that “every school must have a welfare team to advance child happiness in school”.

The SWGs emerged from the informal combinations of teachers and other professionals in school and the municipalities. Their membership and activities differ from school to school, however, while more schools have an active SWG, there are still some that do not (Sabel et al., 2011, p. 35-36). Usually a pupil/student welfare team consists of a principal, guidance counsellor and specialists in social services (social worker/teacher - kuraatori) and health care (nurse) and, when needed, teachers, special need teacher and outside visitors

(municipal social workers, youth counsellors, etc.). The guidance counsellor inclusion in a pupil/student welfare team varies from school to school (The Finnish PISA 2006, 2015).

The pupil/student welfare team typically meets once or twice a month, but in large schools meetings might be frequently. The variety of school representatives in a group gives an ideal opportunity to integrate information about the students and school from different sources, it gives a place to discuss school challenges on a wider scope and create new plans. The pupil/student welfare team reviews every class in the school, and more particularly the situation of each student, at least once a year (Sabel et al., 2011, p. 35-36).

Legislation on pupil welfare specifies that all schools have set procedures in the event of an accident or crisis (Koivisto et al., 2012, p. 11). From 1 August 2014 a new Pupil and Student Welfare Act has been implemented.

I have been privileged to observe an explanation of a new Pupil and Student Welfare Act for a west region Vantaa schools. It was organised in a lecture form where I went on Wednesday, 16.04.2014 together with the principal and Student's Welfare Team, where I made my school practice. The meeting was dedicated to clarifying a new law that affects Student's Welfare System in whole Finland. A partly translation was provided by a Special Education Teacher sitting next to me. It states in the law that there is no more SWG, instead a two groups of different school workers can be formed. A student and parents now can decide from whom they want to receive help: social worker, psychologist or any other. A principal is no more informed of students' personal cases than it was before. It has emphasised a student's privacy in a new law, with no putting in Wilma. The meeting longed three and a half hours. During the break after speeches, each school of East and South-East Vantaa school went for a 45 minutes discussion. They discussed and had a 'first impression meeting' of a new law. Afterwards, the whole audience raised a lot of questions as well as during speeches.

2.3 Russian educational system

Russian education system is a legacy from Soviet Union Educational system and has been passing through changes since 1990s, after Soviet Union was broken. Ministry of Education and Science is responsible for state policy and legal regulation in education, innovation activities and youth policy, coordination and control of other bodies in the education and research fields (World Higher Education Database, 2015).

The education system of the Russian Federation consists of several levels (Figure 3) and includes: preschool education (children up to 7 years), the initial general education (4 classes), the average (full) general education (11 classes), initial vocational training (2-3years), average vocational training (2-3 years), the higher vocational training (a bachelor's degree-4 years, Master's degree-2 years, qualified specialist's degree-5 years), post-graduate education (PhD graduate-3 years, doctoral degree-3 years). Education in state-owned secondary schools is free, private secondary schools are fully financed by parents and offering programmes similar in content to public schools.

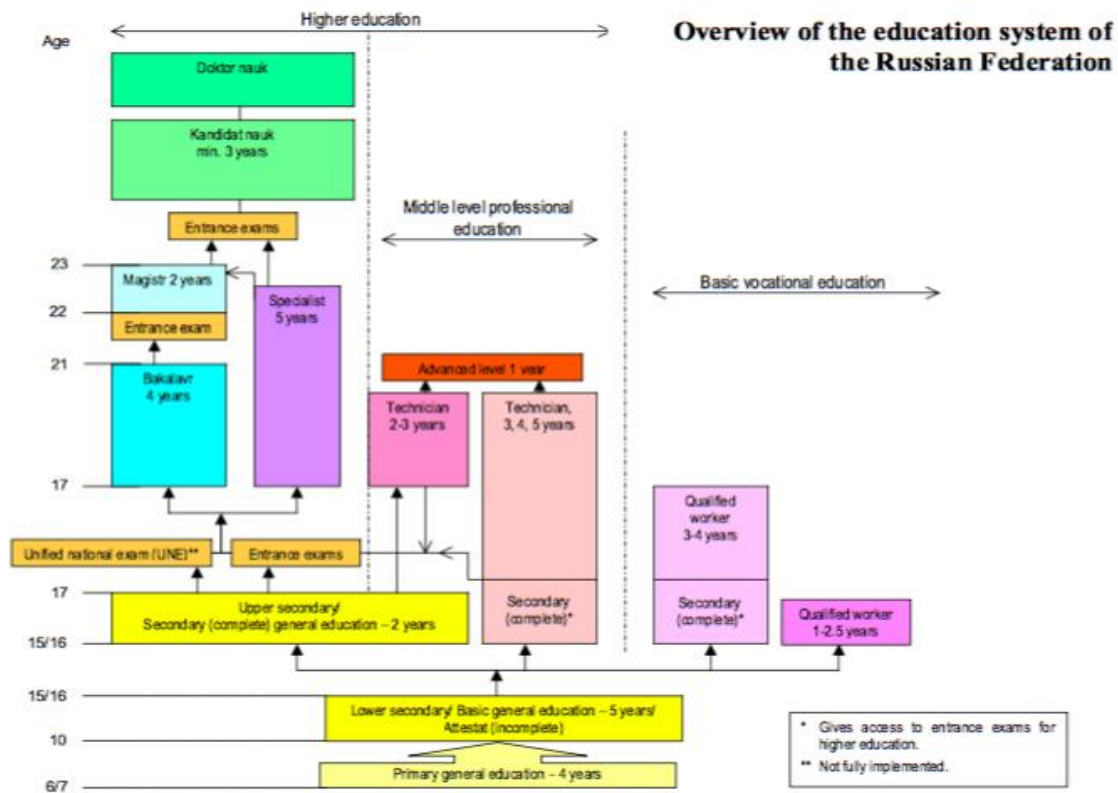


FIGURE 3. The education system of the Russian Federation (The Nordic Recognition Network, 2005).

The Ministry of Education is responsible for compiling an approximate curriculum for schools of general education. The Ministry of Education sets 75% of the curriculum (state subjects), while at least 10% of the curriculum is set by the regions and at least 10% by the schools of general education (*obscheobrazovatel'naja srednjaja*).

Other institutions, such as the gymnasiums and lyceums, make individual corrections to the federal curriculum depending on the study subject that is stressed in an educational institution.

In accordance with the law of Russia from July 10, 1992 N 3266-1 Russian education system is a set of cooperating: successive educational programs at various levels and focus federal state educational standards and federal government requirements, networks of educational institutions, implementation and scientific organizations, an entity operating in the field of education and the institutions and organizations subordinate to them, associations of legal enti-

ties, public and state and public organizations operating in the field of education (Bannykh & Kostina, 2010, p. 1371).

Several educational reforms the system has passed. In 2003 the Unified State Exam was implemented experimentally (RIA Novosti, 2004). The exam is compulsory for high-school students who wish to enter professional college or university. In 2009 it became obligatory. Second significant reform was introduced in 2003 when Russia joined Bologna process (RIA Novosti, 2007). Before studying at university took 5 years and several specific programs required 6 years of completion. Some scholars doubted the success of educational reforms that were implemented into the educational system. Rankin (2012) stays that educational outcome doesn't serve society requirements.

One of the challenges in Russian education is a fact that students take 41-43 places in PISA results among OECD countries, the results for Russia's school students are weaker than the average for all participating countries (Borusiak, 2013, p. 6). Russia was on the lower part out of OECD countries. Borusiak (2013) implied that PISA results shows very poor level of Russian secondary education and there have been no signs of improvement from survey to survey. She (Borusiak, 2013, p. 7) stated that "The education is not good, it is very hard to find a good school, and something has got to change".

2.4 Student counselling in Russian school

The counselling profession in Russia is a very new profession. It is just starting to emerge as a branch of social work. In 2011 counselling profession in Russian was officially established as a branch within the social work field [sotsial'nye pedagogi, social educators] (Currie, C. L., Kuzmina, M. V., & Nadyuk, 2011, p.488). In the directive of the Ministry of Education and Science (2009) states that counselling specialization is called *social psychological help*. Social psychological help is equivalent rather for help than counselling with its strength-based approach. This specialization is offered at bachelor's degree level. In addition to this new specialty, new programs in counselling training and continu-

ing education are offered in private organizations such as private institutions of higher education, professional counselling associations, and seminaries (Currie et al., 2011, p.491).

Student counsellors

Gurianova (2014, p.84) in her study found out that large amount of the school counsellors working in the countryside of Russia do not have a professional education in that field of pedagogy. She also implied that large amount of school counsellors are working part time, combining their main duties with pedagogical work and with academic subject work. There is a very few counsellors employed full time in that capacity. The school counsellor's job duties are based on children's and its family's needs (Gurianova, 2014, p. 85) and by special features of social, economic and sociocultural conditions. In a regional area student counsellor begin to interfere and provide service when some accident happened to a child. In less populated areas, student counsellors services aimed for parents or their representatives, based on their problems with material insecurity, alcoholism and unemployment.

Student-counsellor's list of duties that were found in Guranova's (2014, p.86) study was highly extensive and varied (Figure 4).

social-pedagogical support [counseling] for students (in the learning process, in professional selfdetermination, and in personal development) the organization and conduct of a variety of upbringing measures with the children in school and at home; the organization of assistance to solve problems that arise in relations with their classmates and adults; assistance in becoming adapted in the school collective, the resolution of conflicts among the children; The detection of minor children between six and eighteen who are not attending school; keeping track of the children's conditions of daily life and activities, attendance at classes, advances in their learning, academic progress, the conduct of developmental activities with children, counseling of parents, the organization of children's meals; the accompaniment of children being transported

the organization of social assistance for children from lowincome families; monitoring and providing assistance to wards from troubled families, the adoption of measures to provide social protection and assistance to students and protect their rights in court and during interrogations

the prevention of antisocial behavior by minor children, The prevention of child neglect and violations of the law; the prevention of administrative offenses and crimes by minor children, work with children who are registered [for offenses] on the school's books, or are on the books in the juvenile affairs department or the juvenile affairs commission

work with families (those that are well off, those that have many children, those with low incomes, those that are socially troubled, foster families, families that find themselves in difficult life conditions or in a socially dangerous situation), establishing contact with them, getting them involved in the work of the school, detecting families of the risk group, visiting them, and providing them with counseling assistance;

coordination of the interactions of the pedagogical collective with students

work with documentation and reports to the agencies concerned with juveniles and their protection, the local office of education, and the public prosecutor's office

FIGURE 4. Student's counsellors list of duties (Guarianova, 2014, p.86).

According to Guranova's (2014, p.86) list, student counsellors perform large variety of social pedagogical functions, such as "educational, preventive, functions of up-bringing and education, protection and safeguarding, correctional, organizational pedagogical, counselling, social-pedagogical support for chil-

dren and families with special problems, and functions of research (diagnosis, analysis, and prognosis)" (Gurianova, 2014, p. 86).

Popova (2003, p.329) in her study indicated that school psychologist or class teacher could participate in guidance. The school psychologist work is responsible to conduct lessons on types of personality and to organize personal sessions. However, there was no established quantity of hours or sessions. Class teachers offered extra lessons on career and occupation. There was no established policy for career guidance in school either (Popova, 2003, p.329). Each teacher had own perception on context and distributing extra lessons.

2.5 Lifelong learning concepts in Finnish and Russian education

Student counselling goes hand in hand with the Lifelong learning concept. Today in a constantly-changing world a 'lifelong learning' orientation to education is seen as vital for young people. 'Lifelong Learning' is interpreted as engaging people with learning throughout the lifespan (Bryce & Withers, p.10.). Lifelong learning has become universal in education policy documents and it has been explained and understood in different ways, such as 'second chance' education or connecting basic education with working life. Some has more extensive meaning that concerns ways of engaging people with learning throughout all stages of their lives (Bryce & Withers, p.10.). The aim of the Lifelong learning is to achieve students' full potential as adults that is why young people need to develop a range of skills and knowledge. Lifelong learning at secondary school level is stressed on keeping students engaged in learning, and developing those skills that will help students to continue their learning and make learning an important part of their lives after leaving educational institution.

Bryce and Withers (2012, p. 9) found out key ingredients to becoming a secondary school oriented to lifelong learning, such as:

- having a learning centre that becomes the hub of learning in a school. This could be the resources centre or some kind of tutorial centre;

- having programs that help to develop students' self-esteem, such as peer support programs or a strong pastoral program.

Lifelong learning concepts are lying underneath Finnish Education. Moreover, lifelong-learning is an ambitious challenge for Finnish education is to make Finland the most competent country in the world by 2020. In Education and Research 2011-2016 (Ministry of Education and Culture, 2012) plan stated that "Education policy is built on the lifelong learning principle". It is stated there that lifelong learning policy is created in such way that it impose transitions from one level to another and from education to the working life are as flexible as possible. It implies that all knowledge and skills obtained during studying and outside the education system will be accepted and recognised towards a qualification.

In Finland lifelong learning strategy is developing under The Council for Lifelong Learning operating the Ministry of Education. The Council for Lifelong Learning considers issues relating to cooperation between education and labour market (Koivisto et al., 2012, p. 40). It considers as well conditions for lifelong learning and developing adult education.

Bannykh and Kostina (2013, p.1370) claimed that there is no "complete and flexible system of lifelong learning which operatively would react to changes of the population requirements in education" in Russia. The present system is not able to serve individual's interests, neither state's or society's in the field of social, economic, political or moral-educational questions. The Federal Program of the Russian Federation "The Development of Science and Technologies" in 2013-2020, signed on 20th of December, 2012, has become a central document for the Russian universities as it establishes normative basis for the institutional development of the research in Russia (Chugunova & Voronchenko, 2013, p.126). Program implies that the major power of the world is driving to "build an innovative society, an economy based primarily on the generation, dissemination and the use of knowledge". According to Program, improving Russian science and education, supporting and supplying facilities,

that will develop Russia's science and technology and its' competitive in the world economy, should encourage Russian educators in their research work (Federal Program, 2012, pp. 19-24).

Now there is a discussion of the concept of lifelong education in Russia. According to the draft document of Davydenko's (2010) The inquiry on a question "About the project of the concept of continuous formation 2010" the system is a set of Lifelong Learning and includes educational facilities, educational programs and the instruments that helps to develop individual as a person throughout his life (Davydenko, 2010). At the draft document also mentioned a need for an individual to improve its "ability to work and social adaptation in a changing world, the development of learning abilities of his character and abilities". Thus, Lifelong-learning in Europe considers that individual can and should have the opportunity to learn throughout their lives (Bannykh & Kostina, 2013, p.1371). In Russia lifelong-learning is considered under social sciences.

Nowadays the demand of educational system in Russian is increasing in quality and quantity (SPBU, 2010): number of people willing to receive new knowledge is growing, there emerge new branches of science, and the role of the interdisciplinary activities is getting more sufficient (Chugunova & Voronchenko (2013, p.126). The head of the Centre for the Professional Education Issues, stays that (Oleinikova, 2010) the notion of lifelong learning could become "a key to the new post crisis economy" in Russia where now, there is only a few people who would either support the principle of lifelong-learning or provide lifelong learning services.

3 SCHOOL LEADERSHIP

School leadership as a second main concept in my research. Leadership is recognized as a complex enterprise, and effective leaders have vision, develop a shared vision, and value the contributions and efforts of their co-workers in the organization (Méndez-Morse, 1992). Leader is responsible for development and

management of organisational knowledge, staff's professional development, utilisation of distributed leadership, development of a creative learning culture and management of network-based learning. He needs to examine teaching staff's competencies, development needs and knowledge management. The aim is to create a culture which is open and interactive and supports cooperation both within the school and with homes and other areas of society. The aim of educational leadership is to integrate all the key elements of administrating and leading schools for the achievement of good results and learning outcome. Teachers, student counsellors, special need teachers, vice-principals, principal and all participants in educational process are shareholders of leadership at school.

The Leadership in school usually practiced by Distributed Leadership (Spillane, 2005, pp. 143-150) . Distributed Leadership can be seen as an approach for learning process of organization, principle and followers. It creates empowerment and communality. Members of the school organization will form a community of learners, where the principal is a learner along with everyone else. Spillane (2005, pp. 143-150) determined Distributed Leadership as practice distributed over leaders, followers and their situation and incorporates the activities of multiple groups of individuals. Leadership seen as resource is shared by groups and networks where power is fluid, and roles of leaders and followers are emergent. Distributed leadership does not function without trust. Distributed leadership makes the organisation more sustainable in sense that leadership wisdom is shared by everyone. It makes it economical through empowerment and involvement. Through connection to professional development, collaboration, peer-support it make organisation inspiring and healthy (Bennett, 2003). Constructing teams, such as natural work, cross-organisational, small project and special task teams make organisational human resources more flexible. To be able to create shared language, knowledge and goals social networks must be created between teams and their members (Taipale, 2004).

3.1 Leadership in Finnish context

School leaders in OECD countries are facing challenges and pressures in constantly and rapidly changing societies, driven by technological innovation, massive migration and mobility, and increasing economic globalization (OECD, 2001). Countries and their educational systems are reoriented to be able to develop skills and knowledge for individuals that are needed in a new environment. Along with changes in societies, the role and requirements of school leaders has changed. Educational leader is not anymore an educational manager, but a leader of schools as learning organizations (Hargreaves, Halász, Pont, 2007 p.3.).

In Finland where the power is decentralized, municipalities are developing different approaches to school leadership distribution and cooperation. Their reforms are adapted to develop schooling for local children in a new environment by ensuring that principals are responsible for their own schools but also for their districts (Hargreaves et al., 2007 p.3.). In the report for the OECD activity "Improving school leadership" Hargreaves et al. (2007, p.27) state that one of the major features of educational leadership in Finland is the strong role played by local municipalities. The more than four hundred municipalities own the most of schools, they subsidize and hire teachers and school principals.

Finland's educational system and society is a strong and positive culture of trust, cooperation and responsibility (Hargreaves et al., 2007 p. 16). Those features belong to cultural leadership (Deal & Peterson, 1999). Leithwood, Day, Sammons, Harris & Hopkins (2006) stated that cultural leadership involves motivating and encouraging people to strengthen commitment and work for everyone's good.

3.2 Teacher Leadership in Finland

Teachers in schools lead process of learning and use instructional leadership (Risku & Tian, 2012). They correspond their teaching to a curriculum, however they are free to use various teaching methods in a classroom. Teachers' leading

is in counselling and encouraging students. Their leading is also in an active involvement in a common growing of community and school's development (Barth, 2001; Danielson, 2006; Donaldson, 2007). Teachers are taking everyday actions inside and outside the classroom, they are brave to take challenges and support each other (Collay, 2013, p. 73). That is a Teacher Leadership. Teacher Leadership is a (Collay, 2013, p. 76) powerful instrument for achieving student's high performance, maintaining strong community of learners and creating strong relations between school, teachers, students and parents.

Finnish teachers believe that they are part of a leading process and them sharing principal duties. Distributed leadership is exercised in organizing units and responsible teams in Finnish schools. In Finnish context Andersen (2010, pp.159-175) found out that Finnish teachers perceive themselves as managers and leaders in classrooms. Finnish teachers have autonomy and independence in their classes, but they also share school's leadership responsibilities. Salhberg (2013, p. 37) has observed in Finnish schools that teacher leadership is not mentioned in their work, but however they are shareholders of a school leadership. They collaborate, discuss and solve problems through cooperation. (Hargreaves et al., 2007 p.26.). Finnish teachers have sense of responsibility to all students and their welfare. Their concern is not just about student's welfare, but about an individual, and about Finnish society at a wider scope (Hargreaves et al., 2007 p. 16).

In Finnish schools, leadership is closely connected to teaching (Salhberg, 2013, p.38). In order to be a principal a teacher must be also qualified to teach in the school he/she leads. Salhberg (2013, p.38) observed that principals enjoy to teach in the school they lead as it helps to create trust-based professional relationships between the teachers and principal. Many Finnish principals consider themselves rather as educators than as managers. Distributed leadership is a common strategy in many Finnish schools.

3.3 Leadership in Russian context

Russian schools use three models of organizational structures: the segment, the liner and the matrix.

TABLE 1 Leadership models used in Russian schools. (Leadership in education, 2014, p.235).

Segment organizational structure	<p>individual autonomy is highly developed: a teacher can work free; his director and other teachers interfere in his work very seldom. It is reflected in the spirit of tolerance and creativity which reigns at school;</p> <p>efficiency;</p> <p>pupils should follow an established educational programme, a training course is aimed at receiving knowledge;</p> <p>equality: all teachers are equal and possess all the rights to take part in the process of taking decisions on any questions concerning school life.</p>
Liner organizational structure	<p>values of bureaucratic organization prevail: authoritativeness is legalized. It also provides clearness which is useful for all members of the system;</p> <p>roles and aims are precisely defined. It provides stability of the organization, reduces the quantity of errors and misunderstanding in the work;</p> <p>spirit or a sense of justice prevails, according to the principle "one must reap as one has sown".</p>
Matrix organizational structure	<p>organization reflects the complexity of society;</p> <p>human values and estimations differ very much, that's why the management should organize in a proper way information streams and consultations while taking strategic decisions;</p> <p>general level of purposes and practice accepted by all members of the organization (with their individual values and estimations) should exist;</p> <p>everybody is interested in the image of the school and its development, each member of the organization tries to reach personal optimum within the frames of organization.</p>

The most common organizational structure in Russian school is the linear organization. On the scheme is visible that director takes the central part in organization as he connected with the teachers and with the administration.

Municipal bodies of management of education together with a principal represent administrative functions. They are responsible for supporting school equipment, support with the finance, employment, supervision of school building conditions, keeping the laws etc. (Leadership in education, 2014, p. 234). The Principal is the one who is responsible for the strategic development approved by municipal body. Director can influence on some aspects of educational process using the personal prestige and can interrupt them. According to scheme, there is second level with deputy directors of school, a school psychologist, an organizer of children's transport, an assistant to the principal in administrative part. Deputy directors are obliged to report about their work to the director. Then, on the third level are all the teachers. They have quite broad autonomy, however deputy directors can recommend, but they do not have extensive power or practice control on teachers. Each teacher is free to use and apply own methods and style in his/her teaching subject as well to prepare lessons.

One way to improve Russian educational organization is the stimulate the creation of professional associations in the educational system (of teachers, representatives of various directions of educational activity, heads of education, including the directors of schools, heads of professional and special educational institutions, etc.) (Leadership in education, 2014, p. 236). Their creation will help to gather educators and provide opportunities to create new cooperation between them.

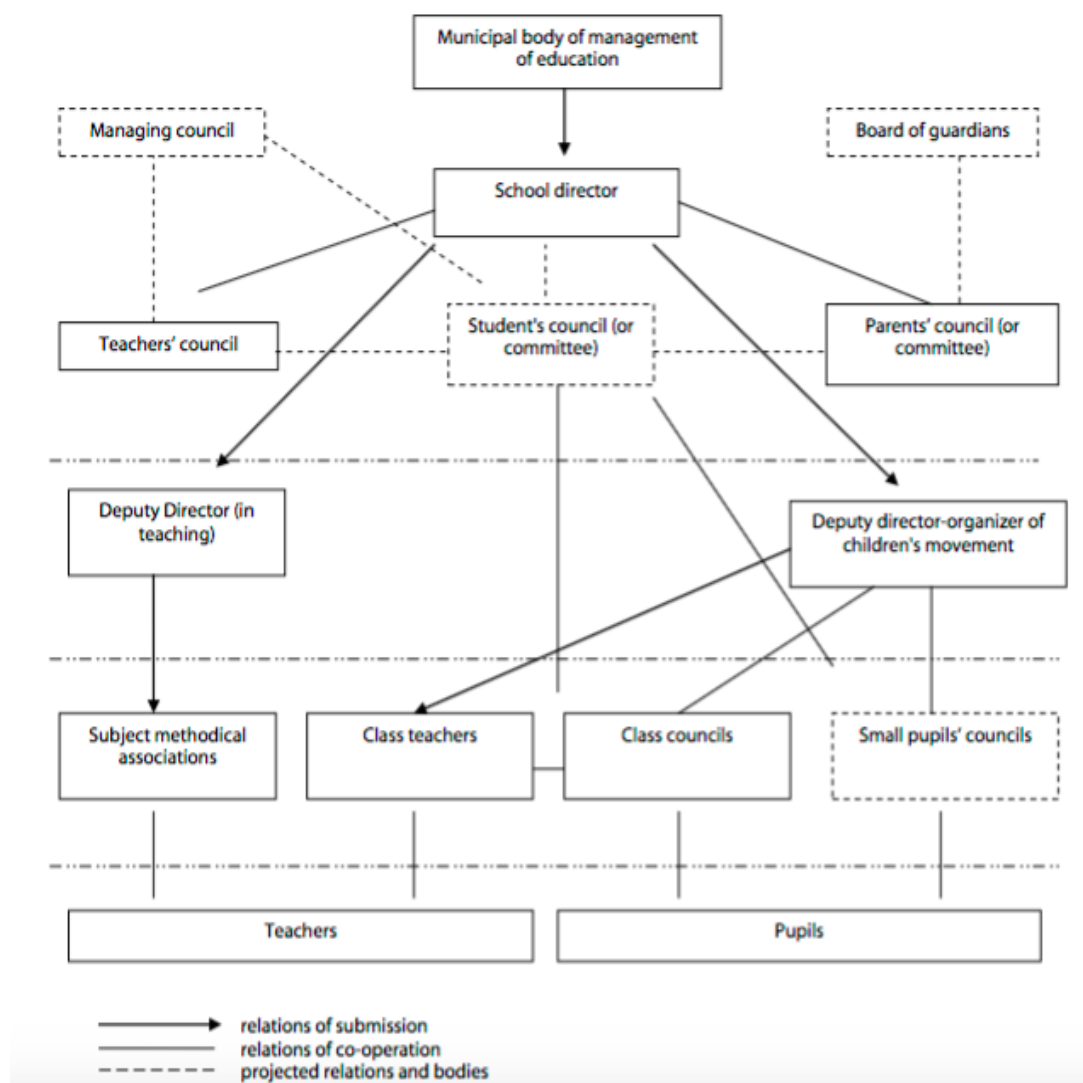


FIGURE 4. Structure of liner school organization in Russia (Leadership in education, 2014, p. 236).

3.4 Teacher leadership in Russia

There is very few information about teacher leadership in Russia neither in English nor in Russian language. In a Russian school history teacher leadership traced to the Soviet times. In a Russian pedagogics a teacher leadership concept hasn't mentioned, however a similar theory correspond to a teacher-organiser and a teacher with authority concepts. Teachers are given by default a leadership position in a classroom by a society. Yet Komenskiy (1633-1638) in 'Great Didactics' claimed that to be in an authority position in a classroom a teacher should build a trust with students. Students will give a respect to a teacher who cares. Kondratyev (1988) in his 'Terms of authority' described components of authority. However, modern pedagogics doubting that they are no longer actual in a present school. Starozhuk (2009, p.3) stated that Kondratyev's first component that personal authority should be based on official authority is not able to realize in the present Russian school because of a low teacher's profession acknowledgment in the Russian society. The second component that teacher is more competent than student doubting by a quantity of open data resources providing more information than a teacher. Nowadays with an open access for internet-based resources is easy to ask a teacher a question that will confound him. Thus, Starozhuk (2009, p.5) said that teacher-leader is no longer an authority leader in a classroom. Nowadays, to have an authority in a Russian classroom a teacher must have strong personal skills. However, in Russia teachers' duties stick to classrooms. Leadership is divided between principal and vice-principals.

4 IMPLEMENTATION OF THE STUDY

4.1 Research Questions

The aim of my research is to study student counselling phenomenon and its role in Russian and Finnish school leadership. The research questions are:

1. How is student counselling organized in Russian and Finnish educational systems?
2. What is the role of student counselling in school leadership?
3. What is the role of principal, teacher and student counsellor in School Leadership?
4. Where is the place for lifelong learning in the Russian and Finnish educational systems?

4.2 Qualitative research

There are two generally used research methods: qualitative and quantitative. Researchers use those methods to ask questions, to collect and analyse data and in the end, to search for answers (Björk, 1998). Depending on the essentiality of the question the researcher asks, he or she chooses a method to discover it. Some researchers use mixed research method, they combine qualitative and quantitative methods in one study for seeking answers (Strauss and Corbin, 1990).

In a quantitative research data, that received from a big amount of participants through selected sample, are analysed and reduced to numbers (Björk, 1998). In quantitative inquiry the aim of researcher is to measure and receive numbers, to find out 'how many' or 'how much' (McCusker & Gunaydin, 2015, p. 537). The raw data for quantitative studies is essential as to be measured by the end, that is why quantitative researchers should be precise in the quality of

raw data. To ensure the quality of raw data, the researcher should stay objective (Björk, 1998).

A qualitative research is designed to understand human behaviour and the reasons underneath it (Denzin, Norman & Lincoln, Yvonna, 2005). In qualitative research words are used for data analysis, rather than numbers. Qualitative research's aim is to answer to questions 'what', 'how' or 'why' (McCusker & Gunaydin, 2015, p. 537). The data can be received by talking with participants, from documents or behaviour's observations or by other qualitative research methods (Björk, 1998). In order to ensure the quality of data for analysis, the qualitative researcher itself is important and he/she becomes a measure instrument.

Björk (1998) stays, that is better to use different research methods and explore world and new concepts, then to argue which method is better. The use of qualitative or quantitative or both methods are determined by the nature of the question the researcher wants to ask. Qualitative researchers see the world as a changeable, social complexity around people. Quantitative researchers are "being made up of observable and measurable facts and seek explanations and predictions that will generalize to other persons and places" (Björk, 1998).

Qualitative research method is chosen as a research method for my thesis. The nature of the question I wanted to ask determined my choice of using qualitative research in the study. Since I wanted to investigate and find out student counsellor roles in School Leadership, I need to study educator's role in it. I needed to create a data from interviews and receive data generated by words for data analysis. My aim as a researcher is to investigate and develop a full picture of Leadership in schools from the Principal, the Student Counsellor and Teacher Perspectives. That is why qualitative research is suitable choice for my study goals to create a picture out of words and analyse it.

4.3 Case study

The qualitative case study approach is used to correspond what is discovered through the research and make it understandable for others (Björk, 1998). Eisenhardt (1989, p.532) defines case study as a research strategy which aims is to understand the dynamics present within single case. The researcher can use various data collection in order to receive and understand case as possible such as archives, interviews, questionnaires, and observations (Eisenhardt, 1989, p.532)

Case studies can include multiple cases (Yin, 1984). Multiple case studies are used in my research, because it is built on understanding Russian and Finnish contexts. The two schools were selected for study cases in order to receive detailed data for the research aims and questions, and to find out if results are referring to theoretical framework. It is also a research choice to explore and enrich data from multiple cases from two different contexts, Russia and Finland.

The case organisation in Russian context was a comprehensive school in Saint-Petersburg in Russia where I used to work for a three years as a math and computer science teacher before I moved to Finland for studying. We have agreed with a principal that I can visit school for my research work. The school situated in a historical centre of Saint-Petersburg. The case organisation in Finland was a junior-high school which was provided as a pace for my research work by my thesis advisor. He is a headmaster in the school. I have been in the school before with the University School visit during my studies, so the premises of the school were familiar to me. The school is situated in the city of Jyväskylä.

4.4 Data collection methods

Data collection is a dynamic interaction between the researcher and the participants and context under study (Gerdes, Conn, 2001, p.85). In researchers' hands they are variety of qualitative data collection methods. They are divided into

two groups (Runkel, McGrath, 1972): data collected directly from informants and data received from other sources. Test, questionnaires and interviews are in the first group and they are usually controlled by researcher. In the second type of qualitative research methods are direct observations of groups, meetings and etc. In this group data collected by the principal what is available. Researcher should be prepared that qualitative research data collection methods are time consuming and it is advisable to collect data from a smaller sample.

Data can be collected via a range of means, e.g., observation, textual constructions, open-ended questionnaires, but the most commonly used process is the interview. As a data collection method in my study I used semi-structured interview. Semi-structured interviews are considered as the most common type of interviews being used in a qualitative research (Hollway & Jefferson, 1997). Questions have to be prepared in advance, however, the researcher is allowed to determine questions from an interviewee and ask additional questions during actual interview conducting. It also gives an opportunity to change and develop new paths which wasn't planned beforehand (Gray 2004). Semi-structured interviews gives freedom for researcher and power to lead the interviewee into receiving answers that are corresponded to research questions and freedom to ask clarifications and specifications during interviews so that rich data could be obtained. Hand (2003) and Deamley (2005) concluded that the open nature of the questions leads to appear new unplanned concepts. The interview needs to be conducted according to ethical approval policies in a private and quiet space (Crowe M., Inder M. & Porter R., 2015).

My research topic is focused on the Role of Student Counselling in School Leadership in Russian and Finnish schools. Therefore, to know a full picture of Leadership in schools from the Principal, the Student Counsellor and Teacher Perspectives I planned to conduct interviews from one school with one counsellor, one principal and two teachers. The initial plan was to conduct five interviews in one Finnish school and four interviews in one Russian school. One principal, one student counsellor, one classroom teacher, one special education teacher, one teacher assistant in a Finnish school. One principal, one vice-

principal, one classroom teacher, one subject teacher in Russian school. From a student counsellor I wanted to receive an answer how they see their role in School Leadership. From a principal – what is part of a student counselling in School Leadership. A special teacher and assistant teachers were chosen to take part in data collection, because they may see more details than classroom teacher. In my interviews I focused as well on receiving personal opinions from teachers, principals and student counsellors. The choice of using semi-structured interviews is approved also because of differences in concepts of Student Counselling in Russia and Finland. I assumed that while interviewing Russian educators I would have to explain more detailed theory which I used. In addition, I thought I would have difficulties with receiving answers which I need to cover my research questions.

As for receiving my wished data I have planned carefully semi-structured interviews in advance. The interview questions are divided into two parts: Student-counselling phenomenon and Leadership role. Interview questions differ for principal, teacher and student counsellor, but dividing principal of questions remains for all participants. Interview planning included deciding upon the place of interviewing and the means of recording. The ethical aspect has been taken into consideration, such as for example reducing the risk of unanticipated harm (Warren, 2002). I mentioned earlier that semi-structured gives an opportunity to receive new concepts that initially weren't planned that is why successful interviewing requires the researcher to accept that he or she have to let the interview go as it is (Smith, Flowers, Larkin, 2009).

4.5 The Participants and the Research Process

Participants for the study were selected by two principals. The Finnish interviews were organized with the help of my thesis advisor. Russian interview participants have been chosen by the school I used to work and keeping in touch all these years me being abroad. Before conducting all interviews, both Finnish and Russians, I gained the research permit in February 2014. A Letter

of Acknowledgement (Appendix 4) from the researcher's university, Institute of Educational Leadership at the Faculty of Education in University of Jyväskylä, was provided to both organizations. In both schools it was shown to principals, in Finnish case to acting principal.

On March 2014 the Russian interview part has been conducted within one day. Beforehand I have sent a letter (Appendix 2) via email to confirm the possibility to participate in my study. The communication language was Russian. After receiving positive answer I travelled to Saint-Petersburg to collect my research data.

In both cases, in the Russian and Finnish school, I conducted more interviews as I planned. I received in total eleven interviews from both schools out of nine originally planned. The unexpected interviews from school secretary and classroom-counsellor were received from the Russian part, but there hasn't been an opportunity to interview vice-principal in Russia as it was planned. I haven't been considering interviewing subject teacher in Finland when I was planning collection methods for my study, but I got a chance to have an interview and I used that chance.

The arrangements of Finnish interview part have been done by thesis advisor in advance in his school of leading. I have received an email from him with information where, when and with whom the interviews are going to be conducted. The very first interview from Finnish part with special education teacher has been conducted in April 2014, then with acting principal on May 2014. On September 2014 on the same day the rest of them has been done, which includes interviews with subject teacher, Guidance Counsellor, teacher assistant and classroom counsellor. All interviews have been collected from the same mentioned Finnish school above. None of participants has received questionnaires in advance.

Letter of Informed Consent (Appendix 3) were signed with each interviewee both from Finnish and Russian schools before interviewing and I have original copies of them.

Interview process

Before conducting the research interviews a pilot interview was carried out. A Finnish student counsellor and acting principal has been recommended to interview by my thesis advisor. The choice was also so, because of interviewee's experience and knowledge of leadership and student counselling concepts. The pilot interview has been done on February 2014 and took place at interviewee's school during school winter holidays. It took 1 hour and 40 minutes.

After pilot interview several changes had been made to research interview's questions. Background questions have been changed so that interviewer would receive clear and define questions to answer and will lead to receiving data according to the research questions (Appendix 1).

Interviews from Russian school have been made in one day as it was stated earlier. The interviewing had placed in the school's secretary's room. Interviewees participated on a voluntary basis. They haven't been informed in advance that they will be interviewed, there were only information in the air given by principal that former teacher will arrive from Finland with research purposes. However, having good relations and help from active secretary helped me for collecting data to my study. Teachers passing through secretary room were invited to participate in interview. None of them refused the proposal.

I prepared a cover letter for my interviews in both schools where I explained research purpose and ask for interview permission with my promise keep anonymousness. Each interview, both in Russian and Finnish schools, has started by the researcher introducing her and the research topic. For Russian teachers, a student counselling phrase has been translated and explained into Russian, because direct translation makes no sense in Russian, so as to be sure that the concept understood right. All interviews from the Russian context had been conducted in Russian language, because there was no English language skills interviewees' ability. The interviews were audio recorded with the help of smartphone, some additional notes has been done during interviewing. Finally, the researcher thanked for participating in the interview and asked whether the

interviewer has anything to add. The interview's duration was in average 25 minutes and 48 seconds. Calculated has done by in-built mathematic function in text redactor (Table 2).

Interviews in the Finnish school have been done in different months. The interviewing had placed by coincidence at the same place of principal room, except of the student counsellor's in her own working room. Interviews took place before or after teacher's lesson. The interview's duration was in average 32 minutes and 50 seconds.

Table 2. Duration of interviews of Russian and Finnish educators.

Interview's position in school	Duration, min
<i>Russian interview's</i>	
Mother tongue (Russian) and Literature	15:08:00
Principal	40:45:00
English teacher	41:13:00
School secretary	15:56:00
Classroom teacher	15:56:00
Duration in average	25:47:36
<i>Finnish interview's</i>	
Special education teacher	47:04:00
Acting principal, special education teacher	29:42:00
English teacher, classroom-counsellor	19:22:00
Student-counsellor	47:06:00
Teacher assistant	42:19:00
Math, physics, chemistry teacher,	25:42:00

classroom-counsellor	
Duration in average	32:50:12
Average duration of all interviews, both from Russian and Finnish school is 29 min 19 sec	

4.6 Data Analysis

Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data. It essentially organizes and represents your data that used in analysis in detail (Braun, Clarke, 2006, p. 79). A theme in thematic analysis is a capture of “something important about the data in relation to the research question” (Braun, Clarke, 2006, p. 82). It refers to some meaning within the data that was collected and means to analyse.

I have chosen thematic analyses as a data analysis method for my research is that my study field is new and the codes that I will develop during analysis are new. I wanted as a researcher to receive rich data which is new in academic field, such as Student Counselling in Finland and Russia. I find it also more illustrative to create a thematic network and emerge data by putting into Themes.

Thematic analyses could be completed by organising thematic networks (Attride-Stirling, 2001). Thematic networks are combination of themes which could be theory- or data driven. However, the researcher builds thematic networks and seeks for silent data throughout all collected data. The Thematic networks are web-like illustrations that represent main themes of a text (Attride-Stirling, 2001). There are three web-like components: Basic Themes, Organising Themes and Global Themes. The web-like illustration is built upon six steps according Attride-Stirling (2001):

- 1) coding the material
- 2) identify themes
- 3) construct thematic networks
- 4) describe and explore thematic networks
- 5) summarise thematic networks
- 6) interpret patterns.

The steps of building thematic network are helpful tool for simplifying three broad stages of the analysis:

a) the reduction/breakdown of the text B) the exploration of the text C) the integration of the exploration.

Coding material simply means emerging codes from texts as it is in content analyses. It is an initial step for analysing any data using any approach. The second step Identifying themes means renaming codes into Basic Themes as to simplify working load for next step: Constructing Thematic Networks. On this step a researcher putting similar or familiar Basic Themes into Organising Theme by the principal of being relatively close. Thus, the amount of Basic Themes should be reduced by emerging fewer amounts of Organising Themes. Next, Organising Theme should be putted into Global Themes. In last stages four, five and six the researcher is getting familiar with the network that was created and rechecking it with initial data.

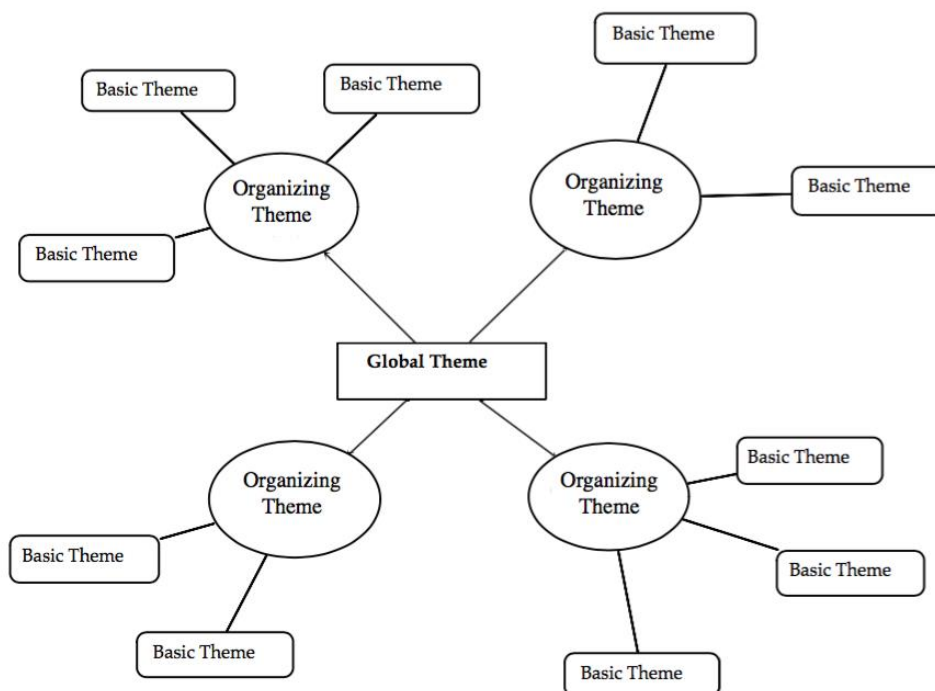


FIGURE 5. Structure of a thematic network (Attride-Stirling, 2001, p. 388)

Thematic analysis in the present study

The data analyses started from transcribing all eleven interviews word by word. Russian part has been translated into English since it has been collected in Russian language. Notes and comment has been done during transcribing about key issues that could be used further to Conclusion part. Then I have made a paper copy of transcribed interviews and read all of it one hundred pages several times through. The data analysis was carried out in February, March and April 2015.

Coding the material was the first step to implement thematic analyses in my research. Before coding I went back to research questions of the study so as to keep in mind idea what do I want to find out from the data. Coding in thematic analyses starts by section text with the use of a coding framework (Attride-Stirling, 2001, p. 390): 23 codes (Appendix 5) were derived on the basis of theoretical interest built on research questions and derived from the text itself. 10 codes were shaped on the student-counselling counselling concept itself, 9 codes were dedicated to leadership, 3 codes were derived on the basis of life-long-learning and 1 code was derived on the basis of salient issues, that arise on the text itself. The codes were highlighted with the use of in-built Microsoft Word tool. Then I have created a table where all codes and text fragments were gathered by each interview so as to see it more clearly. This step was the exciting one as I was very eager to analyse and code data. Rubin & Rubin (1995) explained that analysis is exciting because 'you discover themes and concepts embedded throughout your interviews'.

On the next step of my research data analysis all 23 codes (Appendix 5) and code fragments that emerged from transcriptions were reduced to 22 Basic themes. Based on the larger and shared issues, Basic themes then rearranged into five big Organizing themes. Considering Basic theme with summarizing the main assumption of organizing themes (Attride-Stirling, 2001, pp. 392-393) a Global theme has emerged. The Summary table with coding, code's fragments and themes has been created to show an overall scope of thematic analysis.

5 RESULTS

The student-counselling in the Russian school is provided by the social worker and the so-to-called by Accompanying service where social worker is included. In the Finnish context the student counselling is provided by the student-counsellors and by all teachers at school. This study shows that educators both from the Finnish and the Russian schools separated guidance and counselling at their work. The main objectives of the student-counselling work in Russia were: to help students to find correct answer by themselves, to make it to feel secure, to prepare to choose the right profile on the last stage of the secondary level, to solve a problem of a child or to help him to solve a problem, to finding and pointing weaknesses and strengths of a child in order to develop, to help, to direct in the right direction, to give advice after which he will figure out by himself. In the Finnish school: try to enhance and find the strengths and own path to follow, to give tailor-made help and private help, to be interested about concrete student, to tell students that they have to find a way to get along with everyone, to find trust and some way for the student, guide the student in the right paths in future and help him/her to find his profession/field and prevent drop-outs, to help students to learn how to do things by themselves, to help to grow as adult. Some of the Russian educators didn't find a place for the counselling in the classroom, while Finnish educators claimed that counselling happens in the classroom. I received contradictory information from Russian educators; some believes that there is a tight cooperation between school and home, while some didn't consider any cooperation. In the Finnish school there is cooperation between school and parents. I haven't received information about how counselling effect teaching from the Russian school, Finnish teachers believe that counselling and teaching goes hand by hand. The student-counselling does effect to a great extent teaching in both countries. The Russian educator's beneficial methods: testing for career guidance, finding out strengths and weakness-

es, individual meetings, guidance towards a right direction after graduation from school, general info about different working specialties, personal example of teacher, need to develop motivation, need to see a result of work, student-centered communication. The Beneficial methods in the Finnish context: discussing with student and parents so students will know that adults are caring about their future, team working and interest that student's things go well, cooperation and sharing work, help that is given to students, to let them know yourself quickly, to be present and listen to them, to build trust with, whatever is happening should be relevant what students have been experienced before, keep good and safe spirit at class, discussion face to face. Russian educators mentioned that they are extremely in a need of school psychologist in order to improve their work. Finnish educators wish to have more hours with student and less paper work, to prevent small problems to grow into big ones and to emphasize on preventing drop-outs. There is no student-counselling unit in Russia, while in Finland student-counsellors are meeting on a regular base. Russian student counselling is a part of the subject teacher's responsibilities. In the Finnish school student-counselling is a part of many working groups at school. Some student-counsellors have extra administrative work in Finnish schools. The student-counsellor voice is very important in the Finnish school, while in the Russian school it doesn't influence a lot.

Student-counselling is a part of school leadership in Finnish school, and in Russia there is no place for it in the school leadership. Russian educators didn't recognize themselves as a part of school leadership, while Finnish teachers believe in distributed leadership and there is a teacher leadership in the Finnish school. In Russia teacher leadership is based on the personal characteristics rather than on sharing responsibilities.

Lifelong learning in Finnish perspective has accent on student's encouragement to be independent thinkers and continuous learners. Russian school takes a passive role in student's readiness for lifelong learning. Russian school is probably a place for lifelong learning as it gives at least basic education. In the Finnish context the school is surely a place for a lifelong learning.

5.1 The student-counselling at school

The first part of interview was designed to answer to the first research question: How is student counselling organized in Russian and Finnish educational systems?

From the interviews conducted with Russian educators emerged that the student counselling in practice is presented by so that called accompanying service which consists of a social worker (teacher) and psychologist. One teacher has included subject teachers as student counsellor and another teacher mentioned a classroom counsellor teacher as a student counsellor at school. For a question who is involved in the student counselling in school? The leader of the school also -included a speech therapist in the accompanying service:

“So accompanying service consists of social teacher, psychologist and speech therapist.” (Principal A)

A classroom teacher in elementary level has mentioned a library as a student counsellor for an elementary level:

“A teacher I think, a classroom teacher, we are going with kids to the library, and it might be, a library and a teacher, it is like this on my level in elementary school.” (Teacher D)

In Finnish school for a question who is involved in the student counselling, all respondents determined two student counsellors and half of teachers included themselves as counsellors for students. The student counsellors reiterated that:

“We are two student counsellors here in the school if you mean that every teacher and every person here should do that” (Teacher G)

In fact, the principle of Finnish school claimed also student welfare group as student counselling.

“We have 2 counsellors in our school and also I think a student welfare group is one big thing that works together with the counsellors and the counsellors are members of SWG also if needed. They are not members in every meeting but if there is a case and I think, because I am the leader of that group, and I think counsellor’s opinion or presence would be good.” (Principal B)

5.1.1 Guidance and counselling in general

Guidance and counselling concepts were analysed to see if there is a difference in educator's perspective between two close concepts. This study shows that educators both from Finnish and Russian schools separated guidance and counselling at their work. However, educators from two countries have distinguished concepts differently and stressed on opposite phenomenon as a tool for solving student's problem. A principal of Russian school reiterated that:

“One thing is that you tell something, conduct a consultation and the other thing is when you together with accompanying service try to find out and understand what that particular child needs and you will guide him to a proper way, because sometimes it happens that children are messed up, they don't understand exactly what they want to study, on one hand they want to study physics and chemistry, but you can't study two sciences at the same time so you need to study something one, so we have to help, simply to guide and there are a lot of students, who come from middle school and they don't understand where to go during 10th grade, they change profiles, because once they sure to study physics and when they start to study it, realize that it wasn't their right decision and change profile education.” (Principal A)

It has appeared that guidance is more influential than counselling and requires more involvement in student's matters. Moreover, classroom-counsellor from Russian school mentioned an Individual Development Route as a tool for an improvement student's well-being at school. Teacher also mentioned, that “Every subject teacher can give counselling”, but there is a difference in guiding a child. Individual Development Route, as teacher described, a personal development plan where individual goals are developed together with pupil through particular time when the help and support is needed. The plan, according to teacher, developed together with the child.

Finnish teachers emphasized on counselling as a successful meaning to solve student's problems and being involved in student's matters. On the question “Is there any difference between guidance and counselling in your opinion”, a principal has stated that:

“so it's more that we communicate with the student, we don't just open the book and show here we are, but we are more interested what the students

thinks and we can give him or her more feedback or our own opinions or help or we try to ask the students right questions to make him or her to think about issue from different point of views I think that's what counselling is about like walking there with the student." (Principal B)

Finnish classroom-counsellor stated that guidance and counselling differs with a number of students. He implies that counselling is an advising one person with own problems or any other issues that student is concerned about. A student counsellor was a bit confused with the question and mentioned, that it hasn't been a question while working as student counsellor. Classroom-counsellor and English teacher mentioned, that is not about teaching in the school, it is more about counselling on everyday situations at school and helping a youngster to find out the way in a situation, that he is worried about, while counsellors are helping with continuing educational or working par after basic education. Teacher assistant from Finnish school reiterated that:

"I might feel that counselling is little bit more you get involved with the thing so that don't think that you are actually not like you are actually deciding for the student I think it's kind of a little bit more of that you kind of recommend what you should do what like the counsellor things you should do in your future and guidance is more like gives more freedom to the student I guess that would be my guess." (Teacher H)

5.1.2 Guidance and counselling in a classroom

From the interviews with the principals and teachers in Finland and Russia, it emerged that counselling and guidance in classroom in Finnish school has strong individual approach to every student. All Finnish educators stated that they need to guide and be interested in each student as personalities and find a way to guide individually. A student counsellor has added boosting student's motivation to guidance and counselling at classroom. She claimed that:

"The teacher must find a way how to speak and what to say to a child, that he would be interested in learning and I think that motivation is one of those things that every teacher know what they should teach, but not everybody so good at that, and I think good teachers find ways in the classroom how the young persons can teach each other and learn from each other." (Teacher G)

Teacher assistant has stated, that there are different sources of information from where student can receive knowledge, apart from curriculum and there are always connections between received and new knowledge. Teacher assistant also mentioned about encouraging talented students and find ways to give extra attention to them.

However, the study found out that Russian teachers had quite weak counselling and guidance in a classroom. In fact, half of respondents ignored presence of guidance and counselling in a classroom at all. The rest answers were: counselling in a classroom exists to some extent, it based on a situation, there is additional counselling hours on a subject, explanation that knowledge students receive is connected to reality, students should learn how to learn. A school secretary has answered to the question "How does guidance and counselling take place in a classroom" that:

"In my opinion – there is no place, because counselling is a personal approach, but in a mainstream classroom you could talk in general give a broad picture, but counselling and guidance are personal, because each students is individual." (Teacher C)

5.1.3 Student's counselling objectives

An analysis of student's counselling objectives has shown that the usage of the student counselling at school has familiar aims in both countries. Russian school teachers have claimed set of objectives for the student counselling as: helping in finding correct answers by themselves, to make students feel secure and build trust, to prepare to choose right path, point out and enhance strengths of a student. In Finnish school responds were: find out and enhance student's strengths, help to find own path, tailor-made private help, interest in concrete student, to find trust, guide to the right path, prevent drop-outs, to help to learn things by themselves, to help to grow as adults.

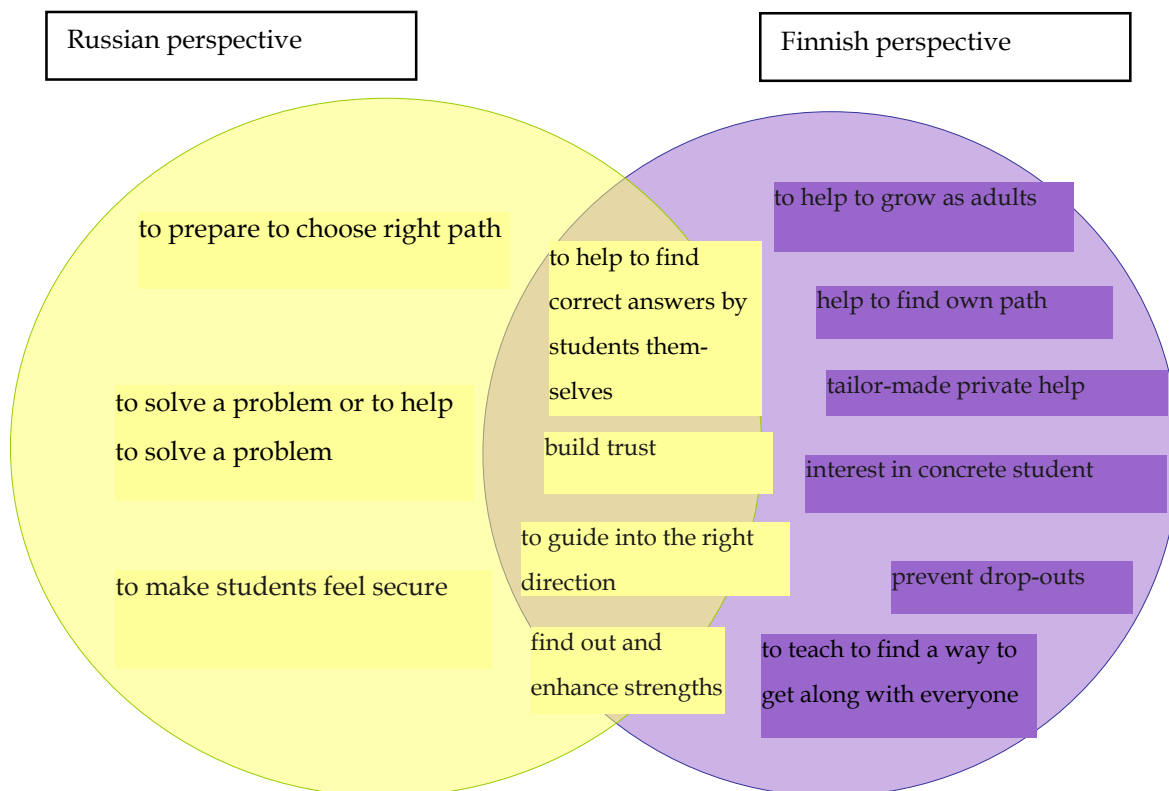


FIGURE 6. Student's counselling objectives according to Finnish and Russian teachers.

There are objectives in student-counselling that both Russian and Finnish teachers claimed during interviews, which are: providing help to students, that will help him to find correct answers by himself. They mentioned an importance of building trust, finding out and boosting strengths.

Teacher assistant from Finnish school has supported a common view of Finnish teachers on a student counselling as a mean for preventing drop-outs. On a question what are the main objectives of the student counselling he retrieved that:

“The first nine years in Finland are strictly and then the student should know what to do and that can be a hard decision so I really think that it's one of most important things that you can guide the student in the right paths in future and help him or her to find his profession or what he likes to do, because after this nine years in Finland there is a lot of young people who kind of drops out they don't go anywhere they just may stay at home and do nothing and it's very important that they could be helped to find a right place where they feel they belong to.” (Teacher H)

5.1.4 Cooperation: counsellors, teachers, parents and students

From the interviews with the Russian teachers I get contradictory answers with the question about cooperation between counsellors, teachers, parents and students. The school secretary and a language teacher stated that there is no cooperation in practice at all, the rest of the teachers approved that there is cooperation of social teacher, psychologist and classroom-counsellor in student matters. A principal of the school has answered, that there is constant cooperating between social teachers, psychologist, and classroom-counsellors. The information about student's well-being and other issues, that needs to be concerned. In difficult cases, a child and its family could be taken under control. On the other hand a mother tongue teacher has answered in a way that:

“No, I think no, with parents they are somehow working, but not like a complex and common, no. I think it is like this in general in education.”
(Teacher A)

All Finnish respondents had shown same opinion of presence of a strong cooperation between counsellors, teachers, parents and students. The principal included Wilma system and tailor-made help as a support for the cooperation. Principal mentioned, that face-to-face meetings are organised if needed.

English teacher has stated that, their teacher and school community is open for everyone who is involved in it: students, parents, teachers and other parties:

“we are trying to help and we are working together and then we working with the parents and with the students themselves, so it's group effort to work together and think for the best of the student.” (Teacher B)

The student counsellor's cooperation in Finnish school is illustrated in Figure 7.

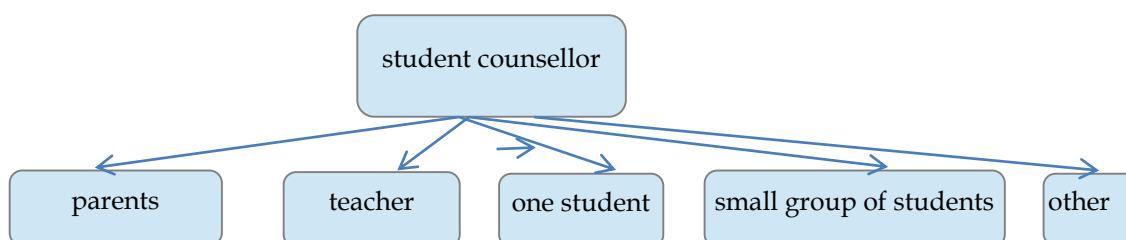


FIGURE 7. Student counsellor and cooperation at Finnish school

5.1.5 Counselling effect teaching

Counselling does effect teaching according to Finnish teachers' perspective. Moreover, it emerged that counselling has to be a background whatever teachers does in the classroom or at school. In addition, teacher needs to give more time and examine student for a better outcome of learning. A teacher assistant reiterated that:

"I really think that is and it has to be at background all the time like in everything you do you have to have that background that where we are going and our purpose is to guide them for the future I think that's what it is and it should be every time like in back of your head whatever you are do this is like the studies don't end here." (Teacher H)

The Russian teacher has stated that counselling is a part of teaching and a way of improving teaching from lesson to lesson; she stated that, students have different needs and teacher is ready to provide counselling or extra teaching. Teacher also stated, that this is a way for her teaching improvement, so she would be able to conduct lesson better next time.

5.1.6 Role of student-counselling in students' welfare

The study finds out that both in the Finnish and Russian school student counselling plays an important role in student's welfare. However, the way of importance varies in two educational systems. Russian teachers stayed that in order to influence student's welfare by counselling a teacher need to know school psychology and some kind of relaxation room. In addition to that, it is important in school to have a trusted person to whom a student can address to. Student counselling important as well for student at upper level, a school secretary retried that:

"I think a great one, especially in upper level, when it is visible what a child is turning out to, there is a need to guide him somewhere and develop it, but the primary school is just a comprehensive, you can't find out strengths or anything else, because a child could change, it is more simple, likewise in a middle school there is a formation of a child, psychologists, social teachers should work, find out some abilities and teachers also should." (Teacher C)

From the interviews with the principal, teachers and student counsellors at Finnish school, it emerged that the student counselling role in student's welfare is in solving problem of a child by discussion or advice. For this purpose there is a student welfare group at school where participants are free to share their opinions about student's matters. This help is designed for preventing drop-outs. To add to, student counsellor has stated that in private meetings with a student they decide whether there is a need for a help of other staff. Student counsellor also mentioned that it is easier for a pupil to come and speak things out in an individual meeting in student-counsellor's room. There are various kinds of help, that student counsellor can provide, but he also knows, where to redirect student in order to receive support that he is not able to provide.

5.1.7 Beneficial methods in teachers' work

Beneficial methods in teacher's work were analyzed to see is there difference in teacher's work approach in the Russian and Finnish schools. In fact, the study found out that there were significant differences in beneficial methods that were listed by educators from two selected schools.

The Russian school secretary has listed these useful methods for a student's better development: testing for career guidance and finding out strengths and weaknesses, individual meetings, guidance towards a right direction after graduation from school, general info about different working specialties. In addition, personal example of teacher, boosting student's motivation, visibility of a result of work and student-centered communication were also listed by a classroom teacher. Teacher stated the importance of personal example and personal attitude towards treating students as individuals. Various kinds of activities were also mentioned by teacher and importance of showing to student the result of the work.

The study found out that beneficial methods in Finnish school are going under one umbrella named 'interest in student and cooperation'. A principal reiterated that:

“I always think that if there is a team working like in case like with the student who has a problem or also the normal students, teamwork and that principal that everyone is interested about the student and about that we do this work that the student's things go well I think that's the biggest benefit you can get and also when you work as a team different team members bring different points of views to discussion.” (Principal B)

TABLE 2. Beneficial methods in teacher's work in the Russian and Finnish school.

Russian educators beneficial methods	Finnish educators beneficial methods
discussion face to face	interest in student matters' improvement
discussing with parents	keep good and safe spirit on lesson
team working	interest about student's personality
cooperation and sharing work	to be present and listen
to let to know that it's easy to ask for a help	to build trust
guide to get help	everything should be relevant what student have experienced before

5.1.8 What to improve in student-counselling in the school

The answers for a question what could be improved in the student counselling were analyzed to see what is missing in the present student counselling situation in both countries. From the interviews conducted with the principal, teachers and school secretary in the Russian school emerged that the psychologist support is the big miss in the school. Giving fewer responsibilities to a classroom-counsellor and to a social worker has been found out as well. The principal has claimed that she wishes to have a full-time psychologist at school.

Principal also wished to separate position of a classroom-counsellor from a subject teacher in order to keep classes more organized and control student's daily life better. The principal wished to get some special position at school for accompanying children to some events that goes outside of the school. That has done before by classroom counsellor which is a subject teacher as well. Teachers wished to get good psychological office and receive mandatory psychological trainings for students. A school secretary claimed that social worker could have less tasks, she reiterated that:

Finnish wish-list for the student counselling analyzed and presented by following points: to reserve more time, less paper work, less students for one student counsellor, to prevent a small problems to grow into big ones and to emphasize more the importance of avoiding drop-outs. One teacher has been satisfied by present situation in the student counselling. They reiterated that:

Special education teacher reiterated that:

“of course it will be more efficient if we could concentrate the matters more earlier, but in this area for example, problems are often quite big, we have to concentrate to the big problems and we don't have time or so or enough people to concentrate to little matters as soon they emerged, so preventing problems they should have done more and more and of course there is in Student Welfare Group problems are severe I would hope that student is absent I hope we could try to cope with it more earlier, when they are 30absences, not 300” (Teacher E)

The teacher mentioned preventing problems to grow into significant issues to students as saving society's money in the future for solving those significant and severe cases.

5.2 Leadership

The difference of leadership styles was analyzed to see how two educational systems cope to lead school process. From the interviews with the principals it emerged that both Russian and Finnish leaders preferred to use diplomatic style of leadership. Both have stated that discussion is a main tool for their leadership. Finnish principal described principal main role in organizing com-

mon discussion, where each participant have the right to express opinion and listen to another one. The principal reiterated that:

“I believe in discussion and if you want to make a change, you have to talk with the people and everyone has to be involved, and it has to be an open discussion and each member place has to get their voice heard and then we try to discuss and learn to listen each other and then has the strength and wisdom to make a common point of view how to do things and how to go on and what we want but my I think my most important role is here to organize that discussion, where we discuss, what we discuss, how we discuss, so that all the things that need to be discussed come to that discussion and gets further in a good way” (Principal B)

The Russian principal mentioned diplomatic way of leading school. Principal was talking about creating such conditions and ways of instructions, where it is easy for a follower to understand with directions to follow.

5.2.1 School’s structures where student-counsellors are involved in

Student counselling or student counsellors’ involvement was analyzed to understand which part it has in school organization. Moreover, from the interviews with the Finnish and Russian educators it emerged that it takes a specific part, but in a different way in two educational organizations. The Russian student counselling is a part of subject teacher’s responsibilities. In other words, so called members of accompanying service are sharing other positions in school, in some cases they have up to three different shared positions. The classroom teacher has stated that ODOD or Otdel Dopolnitelnogo Obrazovaniya Detei (“Department of Student’s Extra Education”) is a structure where student counselling also takes place. She reiterated that, for example, a student can participate in drawing lessons after schools by attending ODOD.

Finnish principal and teachers included student counselling in many structures of the school such as: student welfare group, city meetings with other student counsellors, with elementary school teachers, with student counsellors from upper school level, part of school dynamic workgroups. In addition, to that the student counsellor of school is a part of city planning group. The group develops strategies to prevent drop-outs. Moreover, student counsellors have

more connections to external environment than others teachers said teacher assistant:

“I think there are more than usual teachers they are related to the outside world too so they are having connections with working life such things that normal teachers are not so much involved in those things but like those working life or even medical other institutions and those kind of things they are more involved than usual teachers” (teacher H)

He also stated that student counsellors have special role in the school and they are involved in many projects running inside and outside of the school.

5.2.2 Student-counselling voice in school

The student counselling voice in school decision-making was analyzed to understand how important and valued student counselling is at school. It emerged that student counselling is highly appreciated and important for Finnish teachers and principal. On opposite, only two Russian teachers stated that people who are involved in the student counselling have voice in school decision making. However, from the rest of interviewers it emerged that there is only a social teacher who has voice in school and that there is a possibility to be involved in school-decision making for student counsellors, but there is no information if it happens in the reality according English teacher in the Russian school. The principal has stated that the voice is important, but it's not the primary one. She also stated that the power is distributed in the school, she reiterated that:

“I have given people a power so as called to people, I have given an understanding that they can also lead and that a principal is not a pure power that come up with any decision and no one has a right to do so” (Principal A)

From the interviews with Finnish teachers, as I mentioned before, I got data that shows how student counselling is highly valued at Finnish school. Special education teacher stated that:

“I think they are very important and I heard it has changed through the years, when they first got here, teacher were more doing own subjects and it's important to learn math or Swedish, but I think now that thing is everybody sees whole structure better, that student-counselling is really im-

portant because of dropouts and like that, I think when we have teacher meeting when student-counsellor says something it is really important and everybody respects their opinions." (Teacher E)

The principal of Finnish school stated, that student counsellor voice is very valuable, because they "see quite big amount of students and bigger point of view". Teacher assistant also mentioned that they have bigger view on student's issues.

5.2.3 Student counselling as a part of school leadership

Two basic themes of my research were combined together in one interview question "How would you look at student counselling as a part of school leadership?" The outcome of this is that in the Russian school there is very poor evidence of the student counselling in leading the school. From interviews with Russian teachers it emerged that the student counselling either doesn't belong to school leadership or that there is a possibility to be a part, but it's not visible. Only one teacher has claimed that there is a part, but she emphasized that it happens only in basic school.

In Finnish school it emerged that the student counselling is a part of school leadership. However, the principal wasn't stated so obvious the importance of the student counselling in school leadership, she claimed that everyone can be a part of leading school. She reiterated that:

"for leading I don't think that much, but of course each teacher and each member of this workplace takes part of leading also, because if you a part of this workplace you have to admit that you take a part of leading also with your personality" (Principal B)

However, the rest of teachers have been approved student counsellors as participant of school leading process. The student counsellor itself has stated that, it is easy for her to speak out and discuss things as they are with others teachers. She also claimed the importance of working together with "alive" persons, who have feelings.

The classroom counsellor has claimed that the student counselling is a supporting part for students and that he doesn't know about supporting the

principle in the school leading. However, special education teacher has mentioned that student counsellor's leading comes directly from the position of supporting student, not from being a member of a leading group of the school, she stated that:

“I think its respect that they have earned that everyone in this building knows that they are doing really valuable job they are really trying to help every kid try to find own thing, I think leading role comes from that part.”
(Teacher E)

5.2.4 Own role in school leadership

Teacher leadership is one of the important parts of my research. The answers from question “How would you perceive your own role in school leadership” were analyzed to see how Teacher leadership is organized at Russian and Finnish schools.

The study shows that Russian teachers placed themselves in leading teaching roles by personal qualities, attitudes, experiences or, in the case of English teacher, from position of chairman of the Teacher Trade Union at school. For example, Mother Language and literature teacher claimed that she has role in school leadership because of teacher experience and based on that her subject included in a mandatory examination in a basic school.

Finnish teacher's perception of own leadership has been described by all interviewers as having an opportunity to speak freely and having at school such an open atmosphere where opinions are nicely heard. One teacher and classroom counsellor has perceived their leadership role by being part of school leading group. Special education teacher stated that there is always freedom to share opinions, but the power is already given to a leading group by elections and free choice.

5.2.5 Who else is involved in school leadership

Own perception in school leadership and valuing others leading qualities has been analyzed to see how leading operating in practice in the Finnish and Russian schools. From the interviews with the Russian teachers it emerged that

there are people who could be involved in school's leading based on their own will, experience and attitude. There is also school secretary's claim that mainly classroom counsellors are the ones who involved in school leadership and people who are working with other services. One teacher has mentioned that administration is the leading part of school, she reiterated that:

"First of all leaders are our administration, they are probably leaders, Yes there are some people which could be leaders, that are involved in some activities, I can't say that they are involved they could be involved and take the initiative."(Teacher B)

From the interviews with Finnish teachers it emerged that all school community and school staff are involved in school leading along with school board (johtoryhmä) which is presented by principal, vice-principal, three chosen teachers and one member of school staff (school secretary). The contribution of each member in school leading also comes from having an open community with freedom to speak. Teacher assistant has claimed that:

"it doesn't matter who's' says the idea if it's good it can go further in that sense everybody can be really in this leadership thing I don't think there is anything but leader group that does that not many other people involved in that sense" (Teacher H)

The principal's hope was that every teacher thinks about his own leading position and about being a leader for students. Principal also included teaching leading of students and discussing issues.

5.2.6 Teacher leadership

Teacher leadership hasn't been founded in the Russian school, however school secretary has stated that there is one presented by strong people and there is also so what called "hidden leaders". She gave an example of organizing one event: when strong leaders haven't spoken out about organization and upcoming event, nobody makes a step to replace those strong leaders in preparations. The result was that there hasn't been any celebration in the school, because nobody took care about it.

Teacher leadership in Finnish school depends on teacher's own will and time. However, possibility of giving to school more time highly increased by working in a school community where individuals are treated well. One teacher has mentioned, that he can stay at school and make extra work on one day and leave earlier if it's needed on another.

Special education teacher, for example, asked to be a student leader by herself. On the other hand, half of teachers said that they don't have teacher leadership instead they have cooperation and shared responsibilities. Subject teacher mentioned that there is cooperation between same subject teachers.

5.3 Lifelong-learning

Lifelong learning perception was analyzed to understand to where Finnish and Russian educational systems are targeting to in terms of lifelong learning concept. This study shows that lifelong learning in Finnish perspective has accent on student's encouragement to be independent thinkers and continuous learners. Finnish teachers also wish in their students a skill that enables using knowledge that was received from school in the real life. Finnish teacher who has opportunities and rights to upgrade his/her professional knowledge is becoming a role model for students for continuous education. Special education teacher also claimed that she wants to educate herself as well as a teacher through the life.

However, one Finnish teacher has claimed that lifelong learning depends on a social background. He stated that where there are problems in families it is becoming harder to reach point of understanding of lifelong learning process. He claimed that:

“it's impossible to make them see if they have everything at home miss falling apart and they are using alcohol and drugs at home and they are never there for him or something like this such student he just can see long perspective that's' feeling so bad in those case I think it is impossible but there are also normal or good students there are there it works pretty well they can pretty much tell where they are going and you can really kind of perhaps we could even more emphasize the fact that this is their first step real-

ly they are building for the future you could probably emphasize that a little bit more that learning doesn't stop here definitely not" (Teacher H)

In the Russian perspective student's lifelong learning mostly depends on external factors such as family, social background, school type and only then on a student itself. School takes a passive role in student's readiness for lifelong learning. In addition, teacher in Russia should be motivated to receive new knowledge and be a role model in learning for students. Russian teacher stated that:

"This is the thing that they want to instill nowadays a lifelong-learning, our school as a base, we can even show example on teachers that we are studying all life, because a teacher is a person who is always studying, because when you stop to learn itself you start to teach others." (Teacher B)

A classroom teacher stated that there should be a very tight cooperation between school and home in order to form "harmonious decent person in our society".

School as a base for Lifelong-learning

Typical Russian school is probably a place for lifelong learning as it gives at least basic education so after graduation students can pass directly to a working life or continue education on a higher level. There is a way of improving situation by motivating teaching staff to be more active and take initiatives to improve school activities such as School Board, Parent's and Alumni Associations. Teacher reiterated:

"I think yes, even though we are a weak school, but these kids need to study, if they can't make it at lyceum or gymnasium (types of the Russian secondary schools), they can study in an average school, anyway education should be provided. Some of students based on our school can achieve something, grow up and keep on studying, some can receive nothing, but at least receive an education and goes on in life, anyway a need to study, a school needs to be completed " (Teacher C)

In the Finnish context the school is definitely a place for a lifelong learning. There are many aspects to support this idea. First, the school teaches to students

that they can change their career choice during life many times. Second, there is very tight and well-build cooperation between teachers for a student's good despite of the fact that there are social problems in families. School is becoming in that case a place where student can receive attention and tailor-made help. Finnish principal mentioned a new Core Curriculum as a mean to improve student's performance. She reiterated that:

"That's what teachers have hope for years that new curricular will bring more those like those areas in new curricular, that we need skills that helps in further life and I think we need skills like interaction and discussion, those are skills for life and also that you can take care of your things and matters and you can you have a courage to go and discuss with different peoples about your things and you learn to organize things you learn to take your books with and where to go they are not in things you learn in the subject but generally in each and every subject." (Principal B)

Moreover, in the Finnish school there is good leadership, flexibility and trust that help to creates good atmosphere and build good student-teacher relationship.

6 DISCUSSION

In this part of my research I discuss conclusion, validity, reliability and limitations of the study, ethical considerations, significance of the study and recommendations for further studies.

6.1 Conclusion

The findings of my study are hopefully important for further studies on the topics of Student-counselling in Finland and Russia, on lifelong-learning and importance of student's development as well on topics on School Leadership. The study brought results and understanding student counselling phenomenon and its role in the Russian and Finnish school leadership. The outcomes bring more light in Finnish and Russian differences in educational systems and student-counselling concepts. Findings show that there are extreme differences in organizing student counselling in the Russian and Finnish schools. Their roles in school leadership are considerably different as well. Lifelong learning concept has been shown organized differently in both countries.

I recommend further discussions on lifelong-learning topics, its importance in a constantly changing world, driven by new technologies and economical challenges. The concept is also interesting, because educational systems in OECD countries are considering their educational development based on the lifelong-learning skills.

I would also recommend investigating Finnish student counsellors and their part in school leadership. Their role has been changed through history of student-counselling profession in Finland.

6.2 Validity, reliability and limitations

Reliability and validity in qualitative research “conceptualized as trustworthiness, rigor and quality in qualitative paradigm” (Golafshani, 2003, p. 604.). To ensure validity of my study I used semi-structured interviews. I prepared in advance interview questions based on my research questions, to avoid broad concepts that I could receive from participants. Before conducting actual interviews I used a pilot interview with a knowledgeable and experienced expert in the study field.

I consider my study is valid and reliable, because the data has been collected from both countries, Russia and Finland. I have travelled to Russia, to Saint-Petersburg, to a state secondary school for the interviews. All interviewees, both in Russia and Finland, were employed in the educational institutions on the moment I conducted interviews. All participants had at least three years of working experience in education. Interviews have been received from particular educators, such as student-counsellors, principals, subject teachers, teacher assistants, classroom counsellors and vice-principals.

The study is considered valid and reliable, because every interview was recorded to improve the reliability and authenticity of the data. I have copied interview's records on my personal computer and saved them. Each interview has been conducting face-to-face and signatures on cover letters have been collected personally.

6.3 Ethical considerations

The very first and important ethical considerations while conducting a qualitative study is “do no Harm” (Miller et al., 2012, p.51). It applies when if there any doubt that participant seem to have adverse reactions, it is better to stop study with that participant even if it means bringing distractions in one's research plan. I have been considered it and there has been no sign or a word from participants about adverse reactions in their behaviour that is why I considered that during my study I haven't done harm to anyone.

Privacy and anonymity are considered in my study on the basis that I have got permissions from the participants to use data in my research purposes. I haven't published or mentioned anywhere their names in data analysis chapter. I keep information that I have collected confidential as well.

All participants of my study have been informed about consent of the study (Miller et al., 2012, p. 56). The information that was given to interviewees considered the topic and the aim of the study. Some interviewee was very excited and on that question I felt I was interviewed. Participants asked as well my educational background and the reason why I came to study Student Counselling Role in School Leadership. During interviewing I was aware about providing an environment that is trustworthy. Introduction questions helped in that matter as well as personal attitude.

Data interpretation is an ethical consideration during the study. A researcher is expected to analyse data and avoid misinterpretations or fraudulent analysis (Miller et al., 2012, p. 57). At that point translating data from Russian to English could have brought misinterpretations in my study. I have noticed that ground concepts such as student-counsellor are translated and mean different things in both languages. To avoid fraudulent or misunderstanding I went back to the theoretical framework and to material that are describing those concepts.

6.4 Significance of the study

The study is relevant to student-counsellors, educational managers and principals in Russia and in Finland. I would recommend to Russian principals to read findings and reflect how the system of student-counselling differs in Russia and Finland. There is also beneficial to read what are the objectives of educator's job and their own perception of their role on School Leadership.

The experts or educators who are specialized or interested on lifelong-learning concepts will gain from reading this study. This study may serve researchers, policy-makers, third sector and those, who emphasize lifelong-learning in their job or in developing their organization.

The schools, parents, students from Russia and Finland could gain from this study as it can bring ideas how influential educational policy and policy making is. The world on a large scope can benefit from this study as it could bring new ideas how to improve student well-being and developing as individual.

6.5 Recommendations

Further study can carry out on deepening student-counselling and its development in educational policies of Russia or Finland. The importance of having and improving student-counselling phenomena can be continued.

I recommend investigating lifelong-learning concept and conducting a research which will show the influence of lifelong-learning policies in educational systems on student's performance at school.

Teacher Leadership can be investigated further and its influence on principal's leading in Finland. I got interested in that topic during developing Theoretical framework of my study.

REFERENCES

- Andersen, F. Ø. (2010) Danish and Finnish PISA results in a comparative, qualitative perspective: How can the stable and distinct differences between the Danish and Finnish PISA results be explained? *Educational Assessment, Evaluation and Accountability* 22(2), 159-175. Retrieved from:
<http://link.springer.com/article/10.1007%2Fs11092-010-9095-x>
- Attride-Stirling, J. (2001). Thematic networks: an analytic tool for qualitative research. Retrieved from
<http://www.cin.ufpe.br/~ssj/Thematic%20networks%20an%20analytic%20tool%20for.pdf>
- Barnard, C. (1938). *The Functions of the Executive*. Cambridge, MA: Harvard University Press
- Barth, R. (2001). Teacher leader. *Phi Delta Kappan* 82(6), 443–449. doi: 10.1177/003172170108200607
- Bannykh, G. A. Kostina & S. N. (2012). Development of Lifelong Learning System in Russia. *Middle-East Journal of Scientific Research* 12 (10): 1370-1374, doi: 10.5829/idosi.mejsr.2012.12.10.2881
- Bennett, N. (2003). *Effective Educational Leadership*. London: Paul Chapman Publishing.
- Björk, L. (1998). An introduction to qualitative research method. *A background paper for Goals 2000 Today: Integrated, Systemic Reform Initiatives*. A research project conducted by the Jessamine County Schools.
- Björk, L. (1998). An introduction to qualitative research methods: Writing case studies. *A background paper for Goals 2000 Today: Integrated, Systemic Reform Initiatives*. A research project conducted by the Jessamine County Schools.
- Borusiak, L. (2013). Education in Russia. *Russian Education & Society* 55(3), 3-33. Retrieved from:
<http://connection.ebscohost.com/c/articles/86457238/education-russia>

- Braun, V. & Clarke V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology* 3:2, 77-101. Retrieved from:
<http://www.tandfonline.com/doi/abs/10.1191/1478088706qp063oa>
- Bryce J. & Withers G. (2003). Engaging secondary school students in lifelong learning. *Australian Council for Educational Research, Ltd.* Retrieved from:
http://research.acer.edu.au/cgi/viewcontent.cgi?article=1014&context=indigenous_education
- Burns, T. & Stalker G.M. (1961). *Mechanistic and Organic systems*. Oxford University Press, 1994.
- Chugunova, S. & Voronchenko, T. (2013). Developing the conception of the lifelong learning in the academic discourse of Russia. *Near East University, Faculty of Education, Cyprus* doi:10.1016/j.sbspro.2013.08.820
- Collay, M. (2013). Teaching is Leading. *Leveraging Teacher Leadership*, 71(2), 72-76. Retrieved from:
[https://gcsstudentcenteredlearning.wikispaces.com/file/view/Ed+Leadership+Teaching+is+Leading+\(2\).pdf](https://gcsstudentcenteredlearning.wikispaces.com/file/view/Ed+Leadership+Teaching+is+Leading+(2).pdf)
- Concept of Special Education at the senior level of general education (2002). *The Russian Ministry of Education*. Retrieved from
<http://www.eidos.ru/journal/2002/0920.htm>
- Crowe, M., Inder, M., & Porter R. (2015). Conducting qualitative research in mental health: Thematic and content analyses. *Australian & New Zealand Journal of Psychiatry*, 49(7) 616–623. Retrieved from:
<http://www.ncbi.nlm.nih.gov/pubmed/25900973>
- Currie, C. L., Kuzmina, M. V., & Nadyuk. (2012). The Counselling Profession in Russia: Historical Roots, Current Trends, and Future Perspectives. *Journal of Counseling & Development*, 90, 488-493. Retrieved from:
<http://onlinelibrary.wiley.com/doi/10.1002/j.1556-6676.2012.00060.x/abstract>
- Daft, R.L. (1999). *Leadership theory and practice*. Orlando, FL: Harcourt Brace & Company

- Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. Alexandria, VA: ASCD.
- Davydenko, D. (2010). The inquiry on a question "About the project of the concept of continuous formation". Retrieved from <http://mon.gov.ru/files/materials/8282/1102.22-neprer-davydenko.pdf>
- Dawson, Dr. Cathrine (2002). *Practical Research Methods*. How To Books Ltd, 3 Newtec Place, Magdalen Road, Oxford OX4 1RE. United Kingdom.
- Deal, T. E. & Peterson K. D. (1999). *Shaping School Culture: The Heart of Leadership*, Jossey-Bass, San Francisco.
- Deal, T.E. (1985). The symbolism of effective schools. *Elementary School Journal* 85(5), 605-20. Retrieved from: http://www.jstor.org/stable/1001515?seq=1#page_scan_tab_contents
- Deamley, C. (2005). A reflection on the use of semi-structured interviews. *Nurse Researcher*, 13(1), 19-28. Retrieved from: <http://www.ncbi.nlm.nih.gov/pubmed/16220838>
- Denzin, Norman K. & Lincoln, Yvonna S. (Eds.). (2005). *The Sage Handbook of Qualitative Research* (3rd ed.). Thousand Oaks, CA: Sage.
- Donaldson, G. (2007). What do teachers bring to leadership? *Educational Leadership*, 65(1), 26-29. Retrieved from: <http://www.ascd.org/publications/educational-leadership/sept07/vol65/num01/What-Do-Teachers-Bring-to-Leadership.aspx>
- Doody, O. & Noonan, M. (2013). Preparing and conducting interviews to collect data. *Nurse Researcher*, 20(5), 28-32. Retrieved from: <http://journals.rcni.com/doi/pdfplus/10.7748/nr2013.05.20.5.28.e327>
- Eisenhardt, K.M. (1989). Building Theories from Case Study Research. *The Academy of Management Review*, 14(4), 532-550. Retrieved from: http://www.jstor.org/stable/258557?seq=1#page_scan_tab_contents

- Euroguidance. (2015). Guidanc system in Finland – Overview. Retrieved from:
<http://euroguidance.eu/guidance-in-europe/nationalguidancesystems/guidancesystem-in-finland-overview/>
- European commission. (2015). Overview Finland. Educational Support and Guidance. Retrieved from:
https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Finland:Educational_Support_and_Guidance
- Finnish Educational Board (2013). Retrieved from <http://www.oph.fi/english>
- Finnish National Board of Education. (2004). Amendments And Additions To The National Core Curriculum For Basic Education. Retrieved from:
http://oph.fi/english/curricula_and_qualifications/basic_education
- Finnish National Board of Education. (2004). Core curriculum for basic education 2004. Retrieved from
http://www.oph.fi/english/curricula_and_qualifications/basic_education
- Finnish National Board of Education. (2015). Retrieved from:
http://www.oph.fi/english/education_system_education_policy
- Forrester, J. (1971). Counterintuitive behavior of social systems. *Technology Review* 73(3), 52–68. Retrieved from: <http://ocw.mit.edu/courses/sloan-school-of-management/15-988-system-dynamics-self-study-fall-1998-spring-1999/readings/behavior.pdf>
- Gerdes, D. A. & Conn, J. H. (2001). A User-Friendly Look at Qualitative Research Methods. *Physical Educator*, 58(4), 183. Retrieved from:
http://www.classmatandread.net/class/785wk3/Qualitative_data_analysis.pdf
- Golafshani, N. (2003). Understanding Reliability Validity in Qualitative Research. *The Qualitative Report: Canada, University of Toronto*, 8(4). retrieved from: <http://www.nova.edu/ssss/QR/QR8-4/golafshani.pdf>
- Gray, D. E. (2004). *Doing Research in the Real World*. First edition. Sage Publications, London.

- Gurianova, M.P. (2014). The Development of the Institution of School Counsellors in Rural Russia. *Russian education and society*, vol. 56, no. 9, September 2014, pp. 82-90. DOI: 10.2753/RES1060-9393560905
- Hales, C. (1993). *Managing through Organisation*. London: Routledge.
- Hand, H. (2003). The mentor's tale: a reflexive account of semi-structured interviews. *Nurse Researcher*. 10(3), 15-27. Retrieved from:
<http://journals.rcni.com/doi/pdfplus/10.7748/nr2003.04.10.3.15.c5893>
- Hargreaves, A., Halász, G. & Pont, B. (2007). School leadership for systematic improvement in Finland. *A case study report for OECD activity Improving School Leadership*. Retrieved from
https://www.google.fi/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwjM4O_5h5DLAhVKMJoKHQO6A2oQFggbMAA&url=http%3A%2F%2Fwww.oecd.org%2Fedu%2Fschool%2F39928629.pdf&usg=AFQjCNHCwwlXkw1-UpHdqyMZThRpzbMIYg&sig2=G41CRsFqsZnBTjjcgS8Dyw
- Hersey, P. & Blanchard, K. H. (1969). *Management of Organizational Behavior—Utilizing Human Resources*. New Jersey/Prentice Hall
- Hollway, W. & Jefferson T. (1997). Eliciting narrative through the in-depth interview. *Qualitative Inquiry*, 3(1), 53-70. doi: 10.1177/107780049700300103
- Hsieh, H. F. & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative health research*, 15(9), 1277-1288. Retrieved from:
http://www.iisgcp.org/pdf/glsn/Supplemental_Reading_on_Coding_2.pdf
- Koivisto, E., Nauska, Hannikainen, M., Kokkola, J., & Keskinen, S. (2012). Guidance. Lifelong guidance in Finland. *Lönnerberg Print & Promo*. Retrieved from:
http://www.cimo.fi/instancedata/prime_product_julkaisu/cimo/embeds/cimowwwstructure/25493_Lifelong_guidance_in_Finland.pdf
- Komenskiy, (1633-1638). Translated into English and edited with biographical, historical and critical introductions by M. W. Keatinge, M.A. *New York: Russell & Russell*, 1967. Retrieved from

<http://studentzone.roehampton.ac.uk/library/digital-collection/froebel-archive/great-didactic/index.html>

Kondratiev, M. Y. (1988). *The terms of the authority*. Moscow: Knowledge, pp.80.

Leadership in education. (2014). Country Background Report Russia. *Country reports*, 231-242. Retrieved from: http://www.leadership-in-education.eu/fileadmin/reports/CR_RU.pdf

Leithwood, K., C. Day, Sammons P., Harris, A., & Hopkins, D.(2006). *Seven Strong Claims about Successful School Leadership*. National College for School Leadership, Nottingham.

Maguire, M. & Delahunt B. (2010). Practical Step by Step Guide to Thematic Data Analysis. Retrieved from:

<https://dspace.ndlr.ie/jspui/handle/10633/5467>

McCusker, K., & Gunaydin S. (2015). Research using qualitative, quantitative or mixed methods and choice based on the research. *Perfusion*, 30(7), 537-542. doi:10.1177/0267659114559116

Méndez-Morse, S.E. (1992). The principal's role in the instructional process: Implications for at-risk students. *Issues about Change*, 1(3), Austin, TX: Southwest Educational Development Laboratory

Metsola, L. (2010). Guidance And Counseling Practices In Finland. *Keskuspuisto Vocational College*. Retrieved from:

http://www.buf.kristianstad.se/leonardo/Texter/Results/The_Case_of_Finland.pdf

Miller, T., Birch, M., Mauthner, M., & Jessop, J. (2012). *Ethics in Qualitative Research*. SAGE Publications Ltd.

Ministry of Education and Science of the Russian Federation. (2009, December 8). *Federal Educational Standard for Higher Professional Education (Order 709)*

[In Russian]. Retrieved from

http://www.edu.ru/db/mo/Data/d_09/prm709-1.pdf

Ministry of Education and Culture. (2012). Education and Research 2011–2016.

A development plan Reports of the Ministry of Education and Culture, Finland

Retrieved from:

<http://www.minedu.fi/export/sites/default/OPM/Julkaisut/2012/liitteet/okm03.pdf>

Ministry of Education and Culture. (2015). Retrieved from

<http://www.minedu.fi/OPM/Verkkouutiset/2015/05/esiopetus.html>

Nummenmaa, A. & Sinisalo, P. (1997). Career Counseling and Counselor Training in Finland. *Journal of Employment Counseling*, 34, 157-164

OECD (2001). What Schools for the Future? Schooling for Tomorrow, OECD, Paris. Retrieved from:

<http://www.oecd.org/site/schoolingfortomorrowknowledgebase/futureshinking/scenarios/38967594.pdf>

Oleinikova, O. (2010). Proceedings of the international conference "Lifelong Learning: the issues of development"

Popova, A. (2003). Cultural and historical influences on the concepts of guidance in late 20th century Russia. *British Journal of Guidance and Counselling*, 31, 325-342. doi:10.1080/0306988031000147910

Rankin, J. (2012). Education reform inching forward. Retrieved from

<http://www.themoscowtimes.com/news/article/education-reform-inching-forward/467381.html>

RIA Novosti. (2004). *Unified state examination still in debate*, November 11, 2004.

Retrieved from

<http://sputniknews.com/onlinenews/20041118/39773648.html>

RIA Novosti. (2007). *Putin signs law on two-tier higher education system*, October 25, 2007. Retrieved from

<http://sputniknews.com/russia/20071025/85407429.html>

Risku, M. & Tian, M. (2012). *Institute of Educational Leadership*. Finland, Jyväskylä, Course EDLS340 FOUNDATIONS OF PEDAGOGICAL LEADERSHIP materials

Rubin, H.J. & Rubin, I.S. (1995). *Qualitative interviewing: the art of hearing data*. Sage.

Runkel, P. J. & McGrath, J. E. (1972). *Research on Human Behavior: A Systematic Guide*. New York: Holt, Rinehart & Winston.

- World Higher Education Database. (2015). Russia. Structure of Educational System. Retrieved from: <http://www.euroeducation.net/prof/russco.htm>
- Sabel, C., Saxenian, A., Miettinen, R., Kristensen, P. H., & Hautamaki J. (2011). Provision in the New Welfare State. Lessons from Special Education in Finland. *Report Prepared for SITRA and Ministry of Employment and the Economy*. Retrieved from: <https://www.sitra.fi/julkaisut/Selvityksi%C3%A4-sarja/Selvityksia62.pdf>
- Sahlberg, P. (2012). What the U.S. Can't Learn From Finland. Retrieved from: <http://pasisahlberg.com/text/>
- Sahlberg, P. (2013). Teachers as Leaders in FINLAND. Educational Leadership, Alexandria, VA: ASCD, 36-40. retrieved from: <http://pasisahlberg.com/wp-content/uploads/2012/12/Teachers-as-leaders-20131.pdf>
- Schwandt, T. A. (2001). *Qualitative Inquiry: A Dictionary Of Terms*. Second edition. Sage Publications, Thousand Oaks CA.
- Smith, J. A., Flowers, P. & Larkin, M. (2009). *Interpretative Phenomenological Analysis: View, Method and Research*. Sage Publications, London.
- Spillane, J.P. (2005). Distributed leadership. *The Educational Forum*, 69(2), 143-150. Retrieved from: <http://www.aitsl.edu.au/docs/default-source/eCollection/spillane.pdf?sfvrsn=2>
- Starozhuk, E. (2009). Possibility of getting leadership position for a teacher. *Ulyanovsk State Pedagogical University*.
- Strauss, A. and Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Thousand Oakes, CA: Sage.
- Taipale, K. (2004). Technology, Security and Privacy: The Fear of Frankenstein, the Mythology of Privacy, and the Lessons of King Ludd, 7 *Yale J. L. & Tech.* 123; 9 *Intl. J. Comm. L. & Pol'y* 8
- The Finnish PISA 2006 pages. (2015). Student welfare. Retrieved from: http://www.pisa2006.helsinki.fi/education_in_Finland/education_system/Student_welfare.htm

The Finnish Pisa. (2015). Retrieved from

http://www.pisa2006.helsinki.fi/education_in_Finland/Education_in_Finland.ht

The Nordic Recognition Network. (2005). The system of education in Russia.

NORRIC. Retrieved from: <http://norric.org/files/education-systems/Ruslandsrapport-feb2005.pdf>

Vuorinen, R. (2012). Quality of guidance provision in Finnish education. *National conference on lifelong guidance entitled Consultation on Quality Standards in Lifelong Career Guidance*. Retrieved from:

https://www.ess.gov.si/_files/4250/raimo_vuorinen_guidance_quality_finland.pdf

Warren, C. (2002). Qualitative Interviewing. In J. Gubrium & J. Holstein . (pp. 83–101). *Handbook of Qualitative Interviewing*. Thousand Oaks, California: Sage.

Yin, R.K. (1981). The Case Study Crisis: Some Answers. *Administrative Science Quarterly*, 26(1), 58-65.

APPENDICES

Appendix 1 Interview questions

Principal questions:

Student-counselling phenomenon

1. What is your professional background that led you to become a leader?
2. Who is involved in student counselling in your school? Please give me an example.
3. Is there any difference between guidance and counselling in your opinion?
4. What are the main objectives of student counselling in your opinion?
5. How does guidance and counselling take place in a classroom? Please give me an example.
6. How do counsellors cooperate with teachers, parents and students?
7. What is the role of student-counselling in students' welfare in your opinion?
8. According to your experience what are the most beneficial methods in your job?
9. Is there anything you wish to improve in student-counselling in your school or in general?

Leadership role

1. What kind of leadership style are you using in school?
2. What are the structures of your school where student-counsellors are involved in? Please list and describe the tasks.
3. What kind of administrative tasks does student-counsellor have?
4. How valuable is the student-counselling voice in schools' decision-making?
5. How would you look at student counselling as a part of school leadership?
How does it affect your own leadership?
6. Are there any other people involved in school leadership?
7. How would you define teacher leadership in your school?
8. How does teacher leadership affect the whole leadership in your school?
9. How do you perceive lifelong learning?
10. How would you support the concept of lifelong learning from the leader's point of view?
11. Is there anything you would like to add?

Teacher questions

Student-counselling phenomenon

1. What is your background that led you to become a teacher?
2. How does it feel to be a teacher at your school?
3. Who is involved in student counselling in your school? Please give me an example.
4. Is there any difference between guidance and counselling in your opinion?

5. What are the main objectives of student-counselling in your opinion?
6. How does guidance and counselling take place in a classroom? Please give me an example.
7. How do counsellors cooperate with teachers, parents and students?
8. How does student counselling effect your teaching?
9. What is the role of student-counselling in students' welfare in your opinion?
10. According to your experience what are the most beneficial methods in your job?
11. Is there anything you wish to improve in student-counselling in your school or in general?

Leadership role

1. What are the structures of your school where student-counsellors are involved in? Please list and describe the tasks.
2. What kind of administrative tasks does student-counsellor have?
3. How valuable is the student-counselling voice in schools' decision-making?
4. How would you look at student counselling as a part of school leadership?
5. How would you perceive your own role in school leadership?
6. Are there any other people involved in school leadership?
7. How would you define teacher leadership in your school?
8. How do you perceive lifelong learning?
9. How would you support the concept of lifelong learning from the counsellor's point of view?
10. Is there anything you would like to add?

Student counsellors' questions

Student-counselling phenomenon

1. What is your professional background that led you become to a student counsellor?
2. How does it feel to be a counsellor at your school?
3. Who is involved in student counselling in your school? Please give me an example.
4. Is there any difference between guidance and counselling in your opinion?
5. What are the main objectives of student-counselling in your opinion?
6. How does guidance and counselling take place in a classroom? Please give me an example.
7. How do counsellors cooperate with teachers, parents and students?
8. Is there any separate student-counsellor unit in your district?
If yes, what kind of cooperation has it and what are its objectives?
9. What is the role of student-counselling in students' welfare in your opinion?
10. According to your experience what are the most beneficial methods in your job?
11. Is there anything you wish to improve in student-counselling in your school or in general?

Leadership role

1. What are the structures of your school where student-counsellors are involved in? Please list and describe the tasks.
 2. What kind of administrative tasks does student-counsellor have?
 3. How valuable is the student-counselling voice in schools' decision-making?
 4. How would you look at student counselling as a part of school leadership?
 5. How would you perceive your own role in school leadership?
 6. Are there any other people involved in school leadership?
 7. How would you define teacher leadership in your school?
 8. How do you perceive lifelong learning?
 9. How would you support the concept of lifelong learning from the counsellor's point of view?
- Is there anything you would like to add?

Appendix 2 Research permit

RESEARCH PERMIT REQUEST

Date: 24.02.2014

Mulyar Irina Vyacheslavovna

State Budget Educational Institution Secondary Comprehensive School №87 Petrogradskaya district Saint-Petersburg

197198, Russia, St.Petersburg, Vvedenskaya 16-18A

I am a student in the Master's Degree Programme in Educational Leadership, where I am writing my Master's thesis on the topic **The Role of Student Counselling in School Leadership. Case study in Finnish and Russian schools.**

The purpose of the study is to explore/find out student counselling phenomenon and its role in Russian and Finnish school leadership.

I am requesting for your kind permission to collect the research data in your institution at the time of your convenience **from 03.03 – 07.03**. The research data to be collected would consist of 4 (four) interviews: 1 (one) principal, 1 (one) vice-principal, 1 (one) classroom teacher and 1 (one) subject teacher.

The data is collected and used for research purposes only and will be dealt with anonymously.

Please contact director Mika Risku of the Institute of Educational Leadership in the University of Jyväskylä (tel. 358-400 247 420, email: mika.risku@jyu.fi), if in need for additional information.

Sima Mironova
00930, Helsinki, Asiakkaankatu 6D 57
+358401883890
sima.mironova@gmail.com

Appendix 3 Cover letter

25.02.2014

Letter of Informed Consent

State Budget Educational Institution Secondary Comprehensive School №87 Petrogradskaya district
Saint-Petersburg
197198, Russia, St.Petersburg, Vvedenskaya 16-18A

Dear **Mr./Mrs.** _____,

Thank you very much for agreeing to take part in the Individual Interview session on **March 3th, 2014**. I appreciate your taking the time from your busy working day to participate in the discussion.

As you have been informed, the purpose of this interview is to enable me to collect data for my Master's Thesis on the topic **The Role of Student Counselling in School Leadership. Case study in Finnish and Russian schools**. The objective of the study is to explore/find out **student counselling phenomenon and its role in Russian and Finnish school leadership**.

With your permission, the interview will be audio-recorded as this will enable me to check the accuracy of my note taking. All recorded material will be destroyed after the publication of the study. All discussions will be presented anonymously in the thesis. You may, at any time, withdraw yourself from the study by simply indicating your intention to withdraw. I will email to you a pdf copy of this master thesis when it is ready.

The research findings may be used in presentations and publications as part of the dissemination of the research. If you require any further information or explanation, please contact me (email: **your contact information**) or director Mika Risku of the Institute of Educational Leadership in the University of Jyväskylä (tel. 358-400 247 420, email: mika.risku@jyu.fi).

Research Consent

I have read and understood the conditions under which I will participate in this individual interview and give my consent to be a participant and to have the discussion audio-recorded.

I agree that any data contributed by me may be published according to the above principles.

Signature: _____

Mr./Mrs.

(Participant)

Date: _____

Signature: _____

Sima Mironova

(Researcher)

Date: _____

Appendix 4 Letter of acknowledgment



Date: 24.02.2014

Ref. Ms Sima Mironova's research permit request

LETTER OF ACKNOWLEDGEMENT

This is to certify that Sima Mironova is a full time student in our Master's Degree Programme of Educational Leadership as of autumn 2012 and has completed all the studies as required, cumulatively circa 60 ECTS by the end of spring term 2013.

Sima Mironova is planning to write her Master's thesis on the topic **The Role of Student Counselling in School Leadership. Case study in Finnish and Russian schools**, for which purpose she is contacting you to gain access to research data in your institution.


The research topic is fully acknowledged by our institution and the thesis is part of the Master's Degree Programme.


Mika Risku
Director

Tel. +358-400-247 420
Email: mika.risku@jyu.fi



The permit to pursue data collection for the master's thesis has been given by the 1st advisor of the thesis on 25.2.2014


Signed by Dr Leena Halttunen behalf of the 1st advisor Dr Seppo Pulkkinen

REHTORI-INSTITUUTTI
INSTITUTE OF EDUCATIONAL LEADERSHIP

Postiosoite: PL 35, 40014 Jyväskylän yliopisto
Postal address: P.O. Box 35, FI-40014 University of Jyväskylä, Finland
Käyntiosoite/Street address: Mattilanniemi 2, Agora/Buiding Agora D310, 3 krs/3rd floor
Puh./Tel.: +358 (0)14 260 1211
www.jyu.fi/edu/aitokset/rehtori • Business ID, VAT code: FI02458947

Appendix 5 Codes, that emerged from data analysis

Codes

student counselling - s.c.

student counselor – s.cl.

school leadership – s.l.

Research questions:

1. How is student counselling organized?
2. What is the role of student counseling in s.l?
3. What is the role of principal, teacher and student counsellor in s.l.?
4. Where is the place of lifelong-learning?(Is there a place)

Big themes (theory driven):

1. student counseling (in classroom, main objectives, cooperation with parents, guidance, wish to improve)
2. student-counselling in school leadership (the importance of voice, role, shared responsibilities)
3. teacher leadership
4. lifelong-learning

themes

Student-counselling phenomenon

S.C.Inv	who is involved in student counselling
S.C.Guid	difference between guidance and counselling
S.C.Obj	main objectives of student-counselling
S.C.Class	how guidance and counselling take place in a classroom
S.C.Coop	cooperation: counselors, teachers, parents and students
S.C.Effe	counselling effect teaching
S.C.Welf	role of student-counselling in students' welfare
S.C.Benf	beneficial methods
S.C.Imp	wish to improve student-counselling in your school or in general
S.C.unit	student-counsellor unit?

Leadership role

L.style	your leadership style
S.C.strct	school's structures where student-counsellors are involved in
S.C.admTsk	administrative tasks student-counsellor have
S.C.ScVlu	value of student-counselling voice in schools' decision-making
S.C.ScLdrp	student counselling as a part of school leadership
L.ownRl	own role in school leadership
L.inv	who else is involved in school leadership
L.Tch.L.	teacher leadership
L.TchL.aff	teacher leadership affects your own leadership
LngLrn	lifelong learning
S.C.LngLrn	support the concept of lifelong learning from the counsellor's point of view
Other	for a counseling part as well for a leadership part