

Title

Power of Subjective Reasons for Action in Researching the Work of Subject Teachers as Guidance Providers

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Abstract

Since 2003, the whole school approach has been implemented in guidance in Finnish General Upper Secondary Schools. Nevertheless, many teachers still find guidance duties to exclude their work. Anxiety about teachers' well-being at work has also risen in Finland, a sign of which is that more and more teachers are leaving their jobs. In my post-doctoral research, I have focused on teachers' reasons for implementing or not implementing guidance as a part of their work and aimed to find new ways to design guidance to support teachers' well-being. Based on the idea of subject-scientific practice research, I have focused on teachers' subjective reasons for implementing (or not implementing) guidance as a part of their work. This presentation focuses on the methodological openings concerning the utilisation of the concept of subjective reasons for action. First, I will present a way of producing research material in the form of subjective reasons, which enables producing the material with a fairly large number of participants. Second, I will introduce a way of examining the subjective reasons with co-participants in a way that produces possibilities, not only to raise the prevailing conflicts in acting but also to change the conditions of the researched activity.