



**HYVINKÄÄ'S
CURRICULUM FOR EARLY CHILDHOOD
EDUCATION AND CARE 2019**

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1. National Core Curriculum for Early Childhood Education and Care and Local Curriculum for Early Childhood Education and Care

1.1. Preparation of the City of Hyvinkää's Curriculum for Early Childhood Education and Care

Hyvinkää's Curriculum for Early Childhood Education and Care (ECEC) was originally prepared in accordance with the National Core Curriculum for Early Childhood Education and Care approved by the Finnish National Board of Education on 18 October 2016. The Act on Early Childhood Education and Care was amended on 1 September 2019, which led the Finnish National Board of Education to update the National Core Curriculum for Early Childhood Education and Care (published 19/12/2018). Hyvinkää's Curriculum for Early Childhood Education and Care has been reviewed for consistency with the changes to the National Core Curriculum. The National Core Curriculum document is a regulation that binds all providers of early childhood education. Hyvinkää's Curriculum for ECEC defines the key goals and content of pedagogically emphasised early childhood education, cooperation between early childhood education and parents and carers, multidisciplinary cooperation, and the content of children's individual ECEC plans, in accordance with the National Core Curriculum. The update prepared in the spring of 2019 also includes changes that were made on the basis of the City's own needs, such as changing the professional titles in the new Municipal Curriculum for ECEC.

The basis for the preparation of the National Core Curriculum for Early Childhood Education and Care was to bring forward the significance of the continuous changing of the world, skills, learning, and children's roles. Preparation of Hyvinkää's Curriculum for Early Childhood Education and Care was started in the spring of 2016 with the questions:

- How has the world changed since the previous Core Curriculum for ECEC was prepared?
- What aspects of the changes are essential to ECEC?
- How should we change?

The 2018 update of the National Core Curriculum for ECEC emphasises the importance of the child's interest and prevention of bullying. These are also the main themes of Hyvinkää's updated Curriculum for ECEC. The updated Core Curriculum also goes into more detail about the individual ECEC plan process and transfer of information.

Hyvinkää's Curriculum for ECEC has been prepared for Finnish and Swedish language early childhood education, and it is shared by all early childhood education units (municipal and private ECEC). Private operators may also have their own curricula that are based on the National Core Curriculum for Early Childhood Education and Care. Hyvinkää's Curriculum for ECEC includes supplementations specific to Hyvinkää and it is intended to be used together with the National Core Curriculum document. Hyvinkää's Curriculum for ECEC is supplemented by Hyvinkää's Guide to the Curriculum for ECEC which includes links to the Core Curriculum, documents and instructions.

Hyvinkää's Curriculum for ECEC goes into detail for the section that defines shared practices (e.g. the children's individual ECEC plan process, principles, and implementation of a child's support in

development and learning) and is written more loosely for the sections that are separately specified for each ECEC unit and or group.

In autumn 2016, parents, carers and staff took part in surveys that asked for opinions and thoughts on the operational culture of early childhood education and the individual ECEC plan process. The results of the survey were utilised when working on the Curriculum for ECEC. A children’s survey was carried out as a process in which the staff investigated what the children’s interests and needs were, and planned, implemented, and assessed a longer-term project together with the children.

The results of the Finnish Education Evaluation Centre’s evaluation of the implementation of the Curriculum for ECEC were taken into account in the 2019 updating process. It was considered necessary to add ten new objectives to Hyvinkää’s Municipal Curriculum for ECEC and describe the characteristics of different forms of operation. In connection with updating the Municipal Curriculum for ECEC, the interest of the child, which is highlighted in the Act on Early Childhood Education and Care, was examined from the perspective of values and goals of early childhood education.

Parents, carers and staff had the opportunity to comment on a draft of the update in March 2019.

1.2. Monitoring, development, and evaluation of the realisation of the Curriculum for ECEC

The structure of the Curriculum for ECEC is:

National regulation: National Core Curriculum for Early Childhood Education and Care
Local, binding: Hyvinkää’s Curriculum for Early Childhood Education and Care
Individual ECEC plan

In addition to these documents, the tools for planning and assessment in Hyvinkää include each unit’s operational plan and each group’s group curriculum.

Each early childhood education unit defines its goals, operational principles, and matters related to the development of its school culture in the unit’s operational plan, which is monitored at least once during the operating year. At the end of the operating year, the plan is evaluated, and a development plan is prepared for the next operating year. An evaluation of activities shall also be published. The participation of parents, carers, and children in the assessment and development of the Curriculum for ECEC is ensured by defining the practices of development and assessment in each unit’s operational plan. Areas of emphasis for early childhood education in Hyvinkää include interaction, participation and activity.

A group curriculum is prepared by each daycare centre's team of educators. In the group curriculum, the members of the team write down a plan and assessment of the contents of the Curriculum for ECEC within their group of children and their group of educators. Children's individual ECEC plans play a significant role when agreeing on the group's principles and practices. The group ECEC plan of each group of children reflects that specific group and shows how the Municipal Curriculum is implemented for the group. The group ECEC plan is updated throughout the year. An evaluation of activities shall also be published.

Children's family daycare has its own group curriculum in which the childminder plans and evaluates operations based on the individual ECEC plans. The director of family daycare is responsible for pedagogical expertise.

Pedagogical management refers to monitoring, assessing, and evaluating operations. Hyvinkää uses joint pedagogical leadership. Early childhood education teachers are responsible for the pedagogy of their team of educators. There is a pedagogical team operating in each unit/building. Heads of daycare centres have their own pedagogical forum. There is a pedagogical team working on early childhood education and care as a whole. Their job is to inspect shared guidelines and practices in relation to the National Core Curriculum for ECEC and the local curriculum. The implementation of Hyvinkää's Curriculum for ECEC in different forms of operations is steered and evaluated at an organisational level using the annual schedule for pedagogical management and guidance.

Pedagogical management is supported by a team working on support for growth and development: consulting special education ECEC teachers, an early childhood education psychologist, a community-based speech therapist and a Finnish as a second language teacher, each according to their own role.

Planning, assessment and management practices in private early childhood education are based on the National Core Curriculum for ECEC and go along the lines of municipal practices. In early 2019, Kuuma municipalities jointly published a private early childhood education guidance, instruction and monitoring handbook. Outsourced early childhood education and care adheres to Hyvinkää's Municipal Curriculum for ECEC.

1.3. Plans/documents supplementing and implementing Hyvinkää's Curriculum for Early Childhood Education and Care

Supplementing:

- National Core Curriculum for Early Childhood Education and Care 2018
- Hyvinkää's Curriculum for Pre-Primary Education 2016
- Hyvinkää's Basic Education Curriculum 2016
- Plan for the well-being of children and young people
- Safety Plan for Early Childhood Education
- Integration programme of the City of Hyvinkää
- Hyvinkää's Playbook, i.e. City Strategy for 2017–2027

Implementing:

- Operational plans of early childhood education units
- Functional equality plan (included in the unit's operational plan)
- Bullying prevention plan

- Physical education plan for early childhood education in Hyvinkää
- ICT plan for early childhood education in Hyvinkää (information and telecommunication technology)
- Moniku guide (guide for teaching Finnish in early childhood and pre-primary education)
- Participation guide
- Quality assessment model for early childhood education in Hyvinkää
- Hyvinkää's Guide to the Curriculum for ECEC

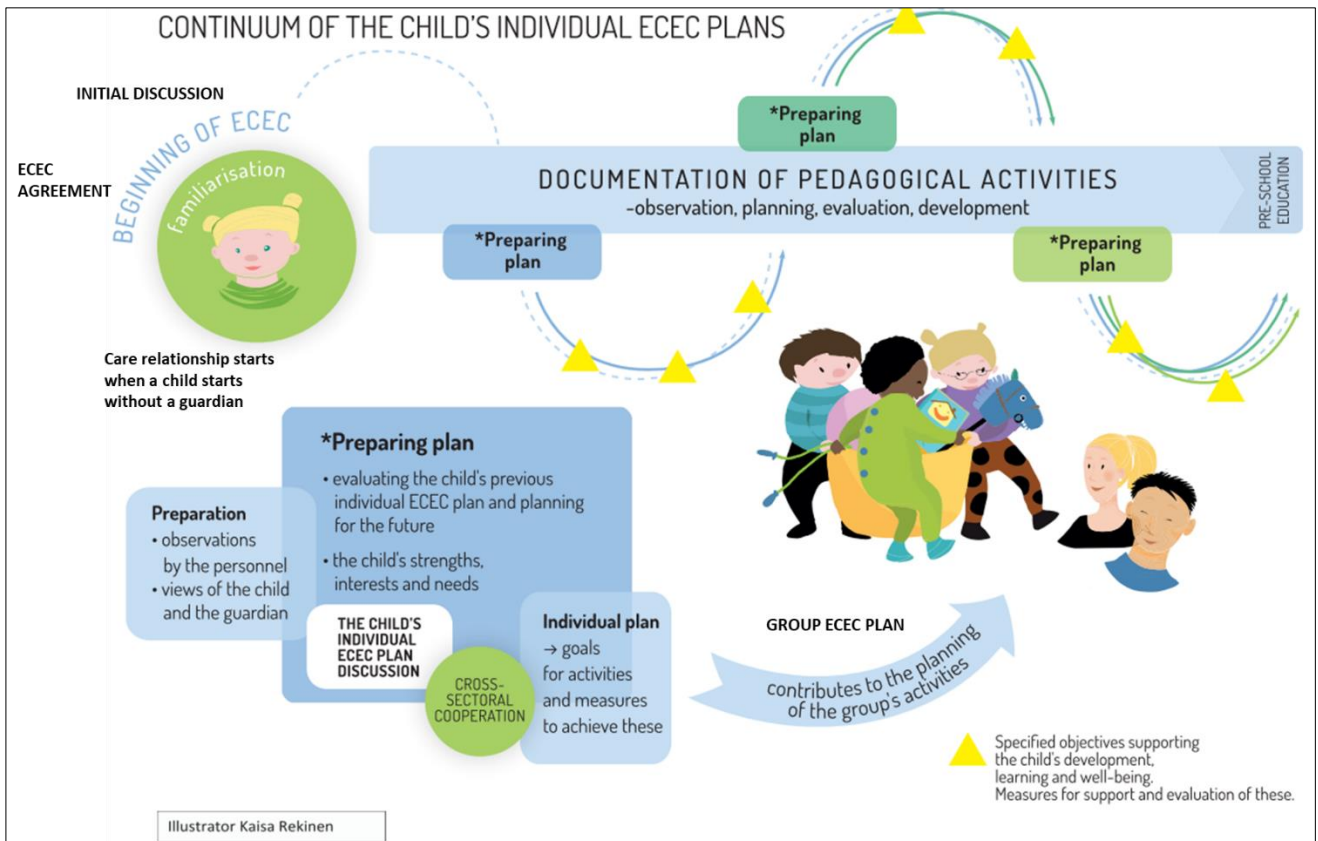
1.4. Individual ECEC plan

The National Core Curriculum for Early Childhood Education and Care demands that each child's individual ECEC plan shall contain:

- strengths related to the child's development and learning and the child's interests
- goals supporting the child's development, learning, and well-being, and measures taken to meet them and assess their realisation
- any support needed by the child
- any medical care plan
- matters commonly agreed upon by the child, staff, parents and carers
- any other professionals who participated in preparing the plan
- information on when the plan was prepared and checked and when the plan will be revised

In Hyvinkää, the individual ECEC plan is part of the individual ECEC plan process. In connection with preparing the Curriculum for ECEC, parents, carers, and early childhood education staff were asked for their opinions on the individual ECEC plan process (2015). The results of the surveys were taken into account when updating the process and forms in accordance with the National Core Curriculum for Early Childhood Education and Care. In Hyvinkää, a child's start in early childhood education and care is promoted with unified practices at the start of each ECEC relationship.

An individual ECEC plan is prepared for every child in daycare centres and family daycare, and it is a statutory document. The individual ECEC plan is a pedagogical plan for how a child is acknowledged as an individual in early childhood education. It makes each child's individual strengths and needs visible. The premise for each plan should be the child's benefit and needs, and it is based on knowing, listening to, and observing the child. It is assessed on the basis of activity, arrangements and pedagogy. The goals of individual ECEC plans are taken into account when planning activities for the group of children and when developing learning environments. The implementation of an individual ECEC plan is a continuous process. The illustration by the Finnish National Board of Education presented below includes additions specific to Hyvinkää:



- After a family has received a decision on their child's daycare: the head of the daycare centre contacts the family and schedules a meeting for signing the early childhood education and care agreement (ECEC agreement). After signing the agreement, the family gets to know the daycare group. The initial discussion is scheduled with an educator and it is agreed whether the discussion should be held at the daycare centre or the family's home.

An individual ECEC plan is prepared for each child within two months of the start of early childhood education and care. Each group's teacher is responsible for the individual ECEC plans of the group.

- After a family has received a decision on their child's family daycare: the director of the private daycare contacts the family and schedules a meeting for signing the ECEC agreement. The director of family daycare is also involved in the initial discussions for children placed in family daycare.

An individual ECEC plan is prepared for each child within two months of the start of early childhood education and care. Family daycare should have access to an early childhood education teacher's expertise when preparing individual ECEC plans.

- After a family has received a decision on their child's club activity: the head of the daycare centre or a teacher of the club contacts the family and schedules an introduction meeting. Clubs combine the signing of the ECEC agreement and the initial discussion. Individual

ECEC plans are not prepared for clubs. Clubs offer families the possibility to have a feedback discussion in the spring.

- After a family has received a decision on their child's pre-primary education: if the child is transitioning to pre-primary education from outside early childhood education and care, the practices are the same as when transitioning from a daycare centre.

Starting processes in private daycare follow the lines of the municipal process, depending on the individual child. An individual ECEC plan is prepared for each child.

The child's opinion should be acknowledged when preparing the child's individual ECEC plan, taking the child's developmental and age level into account. It is the staff's responsibility to find appropriate means to find out the child's views. The realisation of each individual ECEC plan and each child's need for support must be assessed and the plan reviewed at least once per year and whenever necessary due to a reason related to meeting the needs of the child. Assessment is particularly directed at practical arrangements and realisation of education. The assessment is recorded in the individual ECEC plan. Individual ECEC plan discussions for children continuing early childhood education and care are held in the autumn, by the end of October.

If a child placed in family daycare goes to backup care in a daycare centre, the transfer of the child's information is agreed upon separately.

When a child transfers from one unit to another, or from one form of activity to another, transfer discussions are held and the child's individual ECEC plan is assessed. The content of the individual ECEC plan during provision of support is described in more detail in Chapter 5 (Support for children's development and learning). The individual ECEC plan contains personal information, and the document is confidential. The individual ECEC plan of a child is transferred from one unit to another as the child transfers to a new unit, and when the care relationship of the child ends, the plan and its appendices are permanently archived (Decision by the National Archives of Finland, 02/01/2019).

According to the Act on Early Childhood Education and Care, the secrecy obligation notwithstanding, the people in charge of the early childhood education and care of a child and the people participating in the assessment of the need for support, support measures and implementation of support measures shall have the right to receive from and disclose to each other, as well as to the organiser and provider of early childhood education and care, any information that is necessary for organising and providing early childhood education and care and assessment of support. A child's early childhood education and care relationship is public information. However, there might be confidential information included in the provision of a child's early childhood education and care.

In Hyvinkää, daycare centres do not appoint personal carers for children. Individual ECEC plans are primarily prepared by the group's teacher, but initial discussions may be held by other educators. It is important for families that the division of responsibilities in the group has been agreed upon and that families know which educator is responsible for the discussions. All employees in a group should be aware of matters related to the growth and development of the children in the group.

Early childhood education and care professional

- Genuinely cares about children and works for them
- Is empathetic towards children and their feelings and needs
- Takes the initiative and is active in relation to parents and carers, building trust, equal interaction, and mutual respect
- Is open and respectful towards diverse families and families' different languages, cultures, and views on education

2. Purpose and general goals of early childhood education and care

2.1. Obligations that direct the provision of ECEC

According to the Act on Early Childhood Education and Care, the aim of early childhood education and care is to

- 1) promote the holistic growth, **development**, health and wellbeing of every child according to the child's age and development;
- 2) support the conditions for the child's learning and promote lifelong learning and the implementation of equality in education;
- 3) carry out versatile pedagogical activities based on the child's play, physical activity, arts and cultural heritage, and enable positive learning experiences;
- 4) ascertain that the child's early childhood education and care environment fosters development and learning and is healthy and safe;
- 5) safeguard an approach that respects children and ensure that the interpersonal relationships between the children and the early childhood education and care staff are as stable and longstanding as possible;
- 6) provide all children with equal opportunities for early childhood education and care, promote **parity** and gender **equality**, and help the children develop their capacity to understand and respect the general cultural heritage and each other's linguistic, cultural, religious and ideological backgrounds;
- 7) recognise the child's need for individual support and provide the child with appropriate support in early childhood education and care, including support involving multiprofessional cooperation where necessary;
- 8) develop the child's interpersonal and interaction skills, promote the child's ability to act in a peer group, and guide the child towards ethically responsible and sustainable action, respect for other people and membership of society;
- 9) ensure that the children can participate in and influence matters concerning them; and
- 10) act together with the child and the child's parents, or other persons who have custody of the child, for the benefit of the child's balanced development and holistic wellbeing, and support the parents or other persons who have custody of the child in their task of bringing up the child.

The interest of the child is successfully taken into account if the objectives specified above are achieved.

In Hyvinkää, Early Childhood Education Services operate under the Department of Education and Culture, whose mission is to create conditions for lifelong learning and life management and to support them, as well as to produce and enable education and culture services that promote the welfare and quality of life of residents of all ages.

The local education committee decides on the principles of the provision of ECEC. Early childhood education is organised as both municipal and private operations. Early childhood education should be provided in the form needed by each family. The service selection of municipal ECEC changes annually to meet the needs of families. Hyvinkää's ECEC uses centralised service coordination that promotes families' equality in service provision and provides parents and carers with information on the contents and features of all forms of activity. Service coordination provides guidance and advice to families when they are seeking early childhood education services and when their child uses those services.

The Act on Early Childhood Education and Care lays down provisions on the data repository on early childhood education and care (Varda). It contains data on early childhood education operators, early childhood education locations, children in early childhood education, parents and carers and staff working in early childhood education. The data repository is used to promote the development and decision-making of early childhood education, compile statistics on early childhood education, research early childhood education and carry out official duties, among other things. The Finnish National Board of Education is responsible for maintaining the data repository on early childhood education and care.

2.2. Forms of early childhood education and care activity

The forms of municipal ECEC include open daycare, clubs, family daycare and daycare centre activities. The service selection includes early childhood education and care 20h/week and more than 20h/week (different hours). Early childhood education should be organised to the extent and in the forms needed by families. The forms of operations at private daycare vary by unit. Different emphases are possible in both municipal and private daycare. Emphases are described in more detail in the operational plans of units.

Forms of activity differ from each other. Aspects such as learning environments, resources, staff training, staff structure, group size and the ratio of children to staff members vary. The more regular the participation of children is, the more extensively the different forms of activity need to take the aims of the National Core Curriculum for ECEC into account.

In open daycare children get to practice their interactive skills in a group and experience joy and excitement through different activities. The parents and carers of small children also have the opportunity to meet each other and get a break from their daily routines. The operations of open daycare are carefully planned and take into account the aims for early childhood education and care specified in the Act on Early Childhood Education and Care.

Club activity supports children's social skills, strengthens their relationships with their friends and helps them become more independent from their parents. The operations of clubs are well-planned and goal-oriented.

Family daycare is early childhood education and care organised in small groups. Its characteristics are valued, and its content is developed alongside daycare centre activities. Backup care of family daycare is primarily organised in a daycare centre that is close to the home of the childminder. The childminder is part of the community of the backup daycare centre and participates in the activities of the daycare centre with their group as agreed.

Daycare centre activities are full-time or part-time group activities. Groups may be formed in different ways, taking into account things such as the children's age, sibling relationships and need for support. Groups must be pedagogically appropriate, and regulations related to staff resources and maximum size of groups must be taken into account when forming them. Children who go to shift care often go to care irregularly, which must be taken into account in the planning and implementation of pedagogical activities.

Pre-primary education is steered by the Basic Education Act and the Curriculum for Pre-Primary Education. In Hyvinkää, pre-primary education is organised on the premises of daycare centres and schools.

Pre-primary education, open daycare and early childhood education clubs are part of the early childhood education unit's operations and they are acknowledged in the unit's operational plan, and in Hyvinkää, a group ECEC plan is also prepared for them.

Different operational forms of early childhood education and care cooperate with each other using agreed practices.

2.3. Early childhood education and care as part of children's paths of growth and learning

Early childhood education and care, pre-primary education, and basic education form a continuous path of learning for children. The shared conception of learning and basic values of guidance documents enable a coherent continuum of content. The different areas of transversal competence are also convergent in early childhood education, pre-primary education and basic education. Transition phase practices that are agreed upon together with basic education are followed during the transition from pre-primary education to basic education.

Transition phases from home to ECEC, from one ECEC location to another, and to pre-primary education are acknowledged and implemented in a locally agreed manner (individual ECEC plan process).

2.4. Values

Key values of the National Core Curriculum for ECEC include primacy of the interests of the child, children's right to well-being, care, and protection, acknowledging children's opinions, and equal treatment and non-discrimination, in accordance with the UN Convention on the Rights of the Child, the Act on Early childhood Education and Care and the UN Convention on the Rights of Persons with Disabilities.

Hyvinkää's ECEC complies with the values of the National Core Curriculum for Early Childhood Education and Care. Early childhood education regularly engages in discussion about values from different perspectives. Staff must discuss how the interests of children manifest in everyday activities and choices.

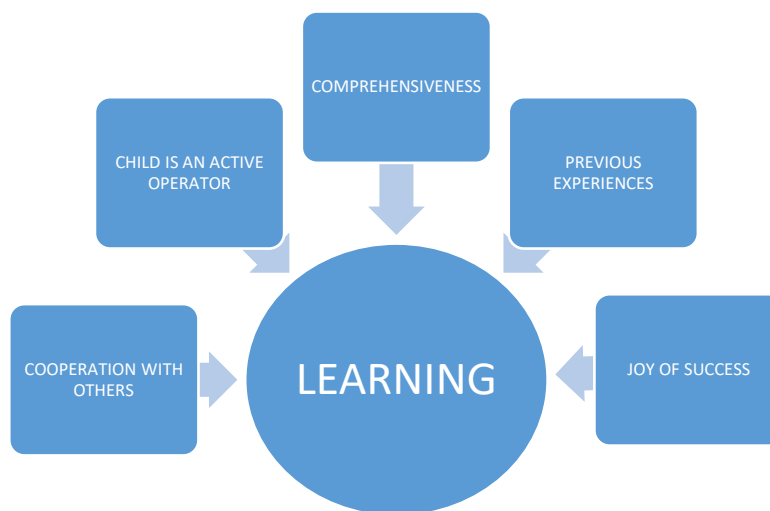
In accordance with Hyvinkää's Playbook (Hyvinkää's strategy 2017–2027), early childhood education and care should also play fair.

Early childhood education and care professional

- Creates a positive image of Hyvinkää's early childhood education and care through their actions
- Does their part of the agreed work in multidisciplinary cooperation
- Is committed and maintains work motivation
- Builds good community spirit by valuing people's diversity

2.5. The conception of learning

The National Core Curriculum for ECEC has been prepared based on the conception of learning that children grow, develop and learn through interaction with other people and the surrounding environment. The conception of learning is also based on viewing children as active operators. Children are naturally curious and want to learn new things and repeat what they have already learned. Learning is comprehensive, and it happens everywhere. It combines knowledge, skills, action, emotions, sensations, bodily experiences, and thinking. Learning takes place when children observe and study their environment and copy other people's actions, for example. Children learn through play, movement, exploration, different exercises, expression, and activities related to arts.



2.6. Pedagogically emphasised module of growth, learning, and care

Pedagogical operations of ECEC and their implementation are characterised by comprehensiveness. The goal is to promote children's learning and well-being, and transversal competence. Pedagogical operations take place in interaction between children and staff and shared activities in different everyday situations. Children's self-motivated activities, activities planned together by staff and children, and activities planned following the lead of staff supplement each other. The basis for pedagogical operations is diverse interaction between children and educators. Pedagogy refers to professionally led systematic and goal-oriented operations with children, which are implemented by professional educators and based on multidisciplinary and especially early childhood educational knowledge.

2.7. Transversal competence

The development of transversal competence begins in early childhood and continues through a person's entire life. It consists of knowledge, skills, values, attitudes, and will. Competence also refers to the ability to use knowledge and skills and act appropriately depending on the situation. Values and attitudes adopted by children and their will to act also affect the use of knowledge and skills. The need for transversal competence becomes emphasised as the surrounding world changes.

High-quality pedagogical activities strengthen children's transversal competence. Aspects that play a part in the development of transversal competence include the ways of working in early childhood education, the use of different learning environments and the way children's well-being and learning is supported. Goals for transversal competence are taken into account in the development of school culture and learning environments, as well as education, teaching and care. The practical activities that make up the duties of transversal competence are defined in group ECEC plans.

The areas of transversal competence according to the National Core Curriculum for Early Childhood Education and Care are:

Thinking and learning are important future skills. Lifelong learning requires courage, enthusiasm, trust and openness towards new things.

Cultural competence, interaction and expression are emphasised in the ever more diversified world. Early childhood education creates a basis for respecting others and learning interaction skills.

Learning how to take care of oneself and manage daily life is an integral part of early childhood education. Children learn to look after their own well-being and the well-being of others in a safe interactive environment. The principles of sustainable lifestyle are also practiced in all early childhood education.

Multiliteracy and ICT competence play an ever-increasing part in children's lives and practicing how to act in different digital environments is a part of early childhood education.

Skills in participation and involvement, and motivation to learn new things become stronger as children get to have a say in what they do and how they do it. It is important for children to have opportunities to participate and practice their own influence in early childhood education.

3. Early childhood education operational culture

3.1. Development of operational culture

Early childhood education operational culture as a whole is built on values, interpretation of rules and aims that guide the work of staff, learning environments and working approaches, cooperation, interaction and the atmosphere, competence of staff and leadership structures and practices.

In Hyvinkää, each early childhood education unit's operational plan defines the goals of operational culture development and their assessment, in accordance with the principles laid down in the National Core Curriculum for Early Childhood Education and Care:

- The learning community at the core of operational culture
- A community that promotes play and interaction
- Participation and equality
- Cultural diversity and language awareness
- Well-being, safety and a sustainable lifestyle



The aim is to create an inclusive operational culture that promotes participation, parity and equality as a part of all activities. Children get to feel involved and be active participants in their group of peers. In accordance with the learning community principle, early childhood education and care should have an atmosphere that accommodates creativity and freedom; everyone is allowed to try, make mistakes, and succeed. Early childhood education helps maintain the physical, psychological and social safety and security of the entire community. This work on well-being is the responsibility of every member of staff.

Inclusion does not solely mean physically spending time together. It also means the readiness of early childhood education to meet the challenges presented by the diversity of children on a level of pedagogical operations.

The development of operational culture requires pedagogical leadership. The leadership of a unit as a whole plays a big role when developing operations towards being a learning community.

Hyvinkää's ECEC uses joint pedagogical leadership, which means that the head of a daycare centre, the daycare centre's deputy, and the unit's early childhood education teachers form the pedagogical core that develops the unit's operational culture. The structure of pedagogical leadership is described in Chapter 1.

The premise of leadership is the promotion of every child's well-being and learning. Every staff member is responsible for directing their own work according to shared principles. Operational solutions are made in ways that best promote the implementation of the basic duty every day. Pedagogical leadership acknowledges staff-related structures, such as the planning of shifts and the time teachers spend outside their own group.

In daycare centres, each early childhood education teacher has total responsibility for planning the activities of their group of children. The teacher is responsible for making sure that activities are systematic and implemented, assessed, and developed in a goal-oriented manner. The teacher creates consistency and coherence in the team's activity.

The multidisciplinary staff at daycare centres are an asset for the implementation of high-quality early childhood education and care. In Hyvinkää, daycare centre operations have been organised through teamwork. In a functional team, everyone's competence, responsibilities, duties, and professional roles are fulfilled appropriately. In a functional team, work is flexible and fluent and new things are learned. Each member of the team is responsible for the realisation and implementation of education, every day. Weekly team meetings make it possible for the multidisciplinary team to plan, assess, and share thoughts together.

Each daycare centre's team is responsible for planning, implementing, assessing, and developing their work. It requires shared outlooks on, for example, how care, education, and teaching should be carried out in the daycare centre. In addition to committing to a shared goal, skills in asking questions and open communication, competence in utilising diversity, shared values, and trust in other members are also required from the members of the team. In teamwork, team members are not only accountable to their supervisor for their work, but also to other team members. Team members are required to provide their professional competence for the use of other team members and to critically evaluate their own operational principles in order to help the whole team develop.

Hyvinkää's ECEC has prepared "Towards early childhood education professionalism" material (attached) in connection with preparing the Curriculum for ECEC 2017. It defines the professionalism and professionalism of staff members in relation to children, parents, carers, pedagogical operations, and operational culture in general. ECEC playing skills pursuant to Hyvinkää's Playbook are also specified.

An early childhood education and care professional

- Is conscious of their ways of working and the effects of working approaches on the operational culture and the atmosphere of the community
- Supports and respects the choices families have made regarding ECEC
- Has a common understanding with the rest of the staff on how to best promote children's learning and well-being
- Respects children's, parents', carers', and staff's different initiatives, views, and opinions

3.2. Early childhood education and care learning environments

Learning environments are developed in a manner that allows the goals set for ECEC to be met and that supports the development of children's healthy self-esteem and social and learning skills. Learning environments are used to promote:

- children's language development and language awareness
- equality
- participation, sense of community, and working together
- cultural diversity, play, physical activity, exploration, artistic expression and experiences, and experiences in nature

Learning environments are built taking physical, psychological, and social aspects into account. Physical learning environments are assessed and changed regularly together with children to fit different needs and activities. Psychological and social learning environments are greatly influenced by how adults interact. A positive attitude plays a big role in interaction. Pedagogical activities (education, teaching and care) of each group are planned and implemented in a manner that makes it possible to do activities, learn and share experiences together in different everyday situations.

Learning environments that are safe for children are affected by physical aspects, rules that are created together, prevention of bullying, and intervening in bullying. Prevention of bullying should be addressed by heavily supporting group formation and equality between children. Children should be taught safety skills and guided in recognising the limits of their own body and physical integrity.

The safety and healthiness of the physical environment is assessed together with cleaning services, facility services, occupational health care, and labour protection. Every employee is responsible for ensuring the health and physical safety of children. Physical accessibility should also be ensured.

Nature and physical activity are important parts of ECEC in Hyvinkää. Constructed and unbuilt environments also enable play and exploration outside the daycare centre or the childminder's garden at all ECEC locations. Local sports facilities, nature paths, and cooperation with local sports clubs, for example, enrich children's learning environments.

ICT technology is utilised in accordance with the early childhood education and care ICT plan. ICT technology is both a tool and a target of learning. ICT education enables equality of children; ICT

technology is part of a learning environment that promotes the participation of children. ECEC also follows the ICT plan of basic education and the ICT learning path.

3.3. Cooperation in early childhood education and care

Professional sensitivity of ECEC staff is important when cooperating with parents and carers. The premise is that parents and carers are heard and feel involved in the early childhood education and care of their child. Cooperation requires the ability by staff to take the initiative and be active. Cooperation takes into account the diversity of families, children's individual needs, and issues related to parenthood and guardianship. Messages communicated to parents and carers are encouraging and positively describe the development and learning of their child. Networking and shared activities for parents and carers at different events promote a community spirit and support the work of staff.

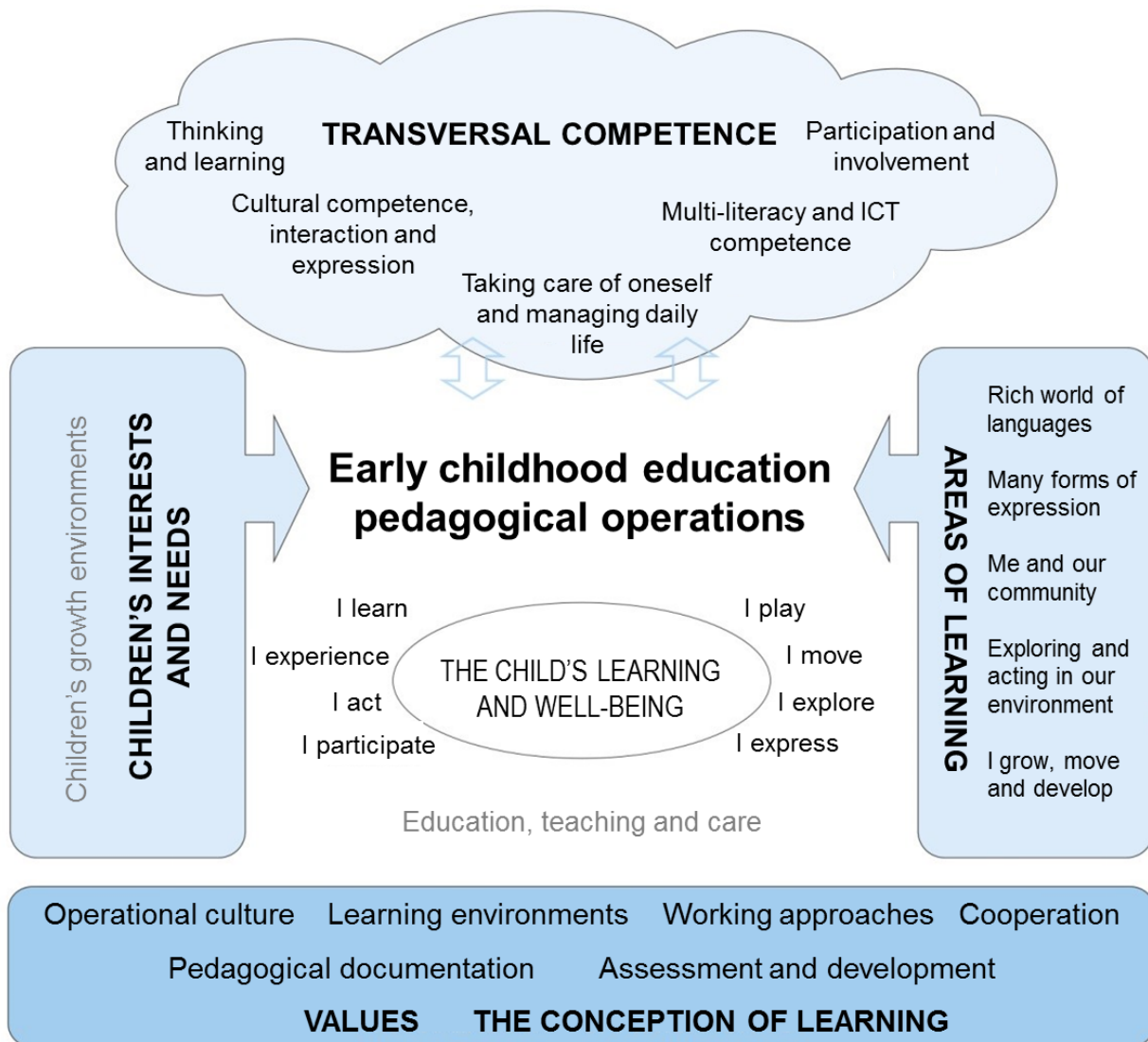
Cooperation with parents and carers takes place daily in everyday interaction. The individual ECEC plan, electronic communications, and different surveys are tools of cooperation. Cooperation also takes place during parents' and families' evenings, events, and parties, for example. Cooperation is described in more detail in the group ECEC plan, which is also used to assess cooperation.

Multidisciplinary cooperation is carried out between different actors and in mutual understanding with parents and carers. These practices are defined together with Child and Family Services. Different forms of cooperation and their assessment practices are specified in each unit's operational plan.

Municipal and private ECEC services work in cooperation. The forms of cooperation are agreed upon annually.

4. Planning and implementation of pedagogical activities in early childhood education and care

4.1. Framework of pedagogical activities



Pedagogical activities are conscious, systematic, and goal oriented. The starting point is children's interests and needs, developing competencies, and areas of learning. Activities and their realisation are characterised by comprehensiveness, and operations help promote children's learning and well-being, and transversal competence. Systematic documentation, assessment, and development are prerequisites for high-quality pedagogical activities.

In Hyvinkää, the framework of pedagogical activities is used as the structure for group ECEC plans. Planning, implementation, and assessment of pedagogical activities takes place in all forms of early childhood education and care with the help of group ECEC plans.

4.2. Pedagogical documentation

Pedagogical documentation is a key working method of ECEC planning, implementation, assessment, and development. Pedagogical documentation is used to produce data on the activities of groups of children and the development, thinking learning and needs of individual children. The knowledge, skills, interests and needs of children are made visible through documentation which can be used as a basis for planning activities. Information and understanding gathered through pedagogical documentation is utilised in altering working methods, learning environments, operational goals, methods, and contents to correspond to the interests and needs of children. Pedagogical documentation enables children's, parents', and carers' participation in assessing, planning, and developing activities.

Pedagogical documentation is not an end goal but a method of working with children. Adults observe activities and assess their own work, both during and after activities. Understanding each child's needs and ways of working and learning requires consistent observation and documentation by educators. The individual ECEC plan and the group ECEC plan are a significant part of pedagogical documentation. Observations, child interviews, children's own narratives, descriptions, recordings, and self-assessment of staff are examples of pedagogical documentation.

Daycare centres' electronic communications are used to present the operations of ECEC to parents and carers through photographs and text that depict operations. Children describe and photograph their interests and simultaneously become familiar with ICT equipment and its safe use. Materials must not be private or violate the rights of individuals.

The team's longer-lasting projects with children, along with their plans and assessments, are recorded in the group's plan. Pedagogical documentation consists of observations that educators make on children and their play and activities, documents that record these observations, and interpretations by the team.

4.3. Diverse working approaches

In Hyvinkää, functional working approaches that promote creativity and participation are emphasised as natural ways of learning for children. These include approaches such as spontaneous and guided play, exploration, movement, and artistic experiences and expression.

The duties and goals of ECEC, and children's strengths and needs steer the selection of working approaches. Awareness of the notion that children develop and learn through interaction with other people and their surroundings guides educators to notice the pedagogical possibilities of different situations. Diverse working approaches are both tools for learning, and a target of practice. The competence of staff and children is utilised in different working approaches, and new working approaches are tested and developed. Educators also guide children to experiment and use varying ways of working independently and in groups of different sizes.

The ICT plan of Hyvinkää's ECEC encourages adults to learn together with children. The goal is that educators have available to them an up-to-date functional tool that supports education, and that information and telecommunication technology is a natural part of everyday life and interaction of children and educators.

All children have the right to reciprocal interaction – in all situations and all day. Interaction is good when

- adults' interactions are professional, personal, and sensitive
- staff are active in enabling interaction
- staff have a positive attitude: when children feel good or are having fun, interaction is easier
- regardless of the children's age, staff use diverse methods, such as gestures, facial expressions, drawing, images, and simple sign language, in addition to speech/verbal communication; this strengthens equal interaction
- there is participation: children are active parts of their interaction environment and perceive their own role in the community
- attention is paid to learning environments

4.4. Play as a source of development, learning, and well-being

For children, play has intrinsic value; it produces joy, pleasure, delight, and a sense of community. Play also enables children's agency and play is allowed to be heard and seen. ECEC facilities are in active use, they encourage play and movement, and they are altered together with children, using their ideas and interests as the starting point. Parties responsible for the cleaning of the facilities allow children's long-term play and projects to exist and be seen. The facilities and neighbouring areas can be extended into worlds of play in accordance with themes that the group of children is interested in.

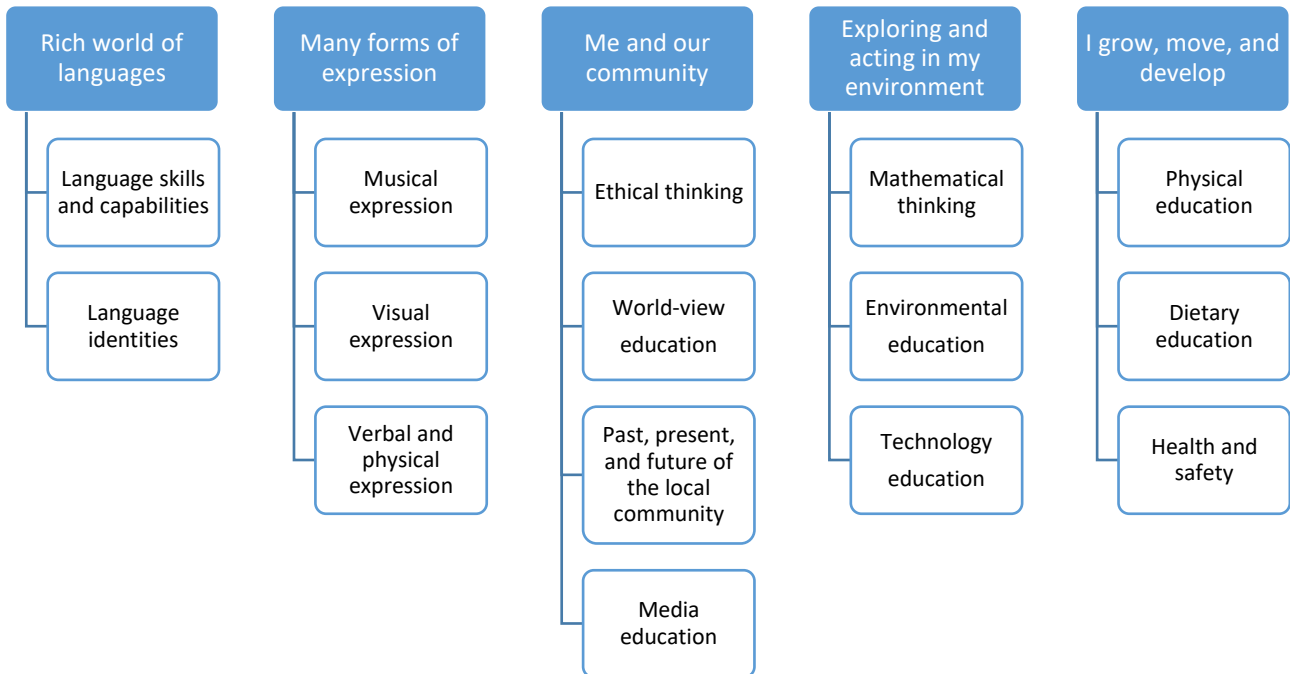
Adults play an essential role in the development of each child's and group's playing skills. Space should be consciously arranged for play (schedule, possibilities). The example and influence of adults are different in different forms/types of play and vary in different stages of children's development. An adult's role in play can be anything from an observer to an instructor or an actor. Development and diversification of play requires an educator's educational input and professional guidance, which gives room for children's own development of play. Supporting the prevalent children's culture ensures that the adult is allowed to be involved in play. By observing children's play, an adult can identify the children's position in peer relationships, help build relationships between children and strengthen community spirit.

Children's play in different groups and environments is enabled flexibly. Adults' actions are gender sensitive; adults acknowledge children's interests and needs individually, not assuming them based on children's genders.

In Hyvinkää, community spirit among children means feeling like a member of a group of peers, as well as involvement, friendship and shared emotional connection.

4.5. Areas of learning

The areas of learning correspond to the key goals and contents of pedagogical activities of early childhood education and care. They guide staff in planning and implementing diverse and harmonious pedagogical activities together with children.



Rich world of languages

Early childhood education promotes the development of children's language skills and capabilities and their language identities. Children's curiosity and interest in languages, texts, and cultures is also strengthened. As the teaching of the A1 language in basic education starts earlier, in the first grade, starting from 2020, early childhood education and pre-primary education should pay increasing attention to providing a language-aware environment.

Developing language skills provides children with new ways to influence their surroundings and opportunities to participate and be an active operator. The significance of interaction-related experiences to children's overall development is great. A language-aware educator takes notice of the following things in everyday activity:

- an adult's state of mind may easily be reflected as a child's internal method for controlling their actions
- the educator is aware of their own language model/spoken language
- daily situation involving eating, getting dressed, and so on are great opportunities for interaction
- all areas of language are important and should be used in everyday activity
- language users have many roles: language is used for asking, responding, commenting, expressing emotions, discussing and telling
- a rich and diverse language environment is ensured, and staff read to children
- the languages of children in the group are explored
- children's individual needs are met (preventative effect, S2 support, rehabilitation support)

- communication methods that support and replace speech are used in the group, which is essential to the expression, understanding, and participation of some children

It is also desirable for children that there is interaction for the joy of spending time together.

Many forms of expression

Early childhood education systematically supports the development of children's musical, visual, verbal, and physical expression, and familiarises children with different forms of art and cultural heritage.

Children are offered diverse musical experiences and their interest in and relationship with music is promoted. Children's relationship with visual arts, other visual culture, and cultural heritage is developed. Children are offered opportunities for diverse lingual and physical experiences, expression, and communication through different forms of play and exercises.

Me and our community

Early childhood education develops children's capabilities to understand the diversity of the local community and practise acting in it.

Children's ethical thinking skills are supported. People's mutual respect and understanding of different views is promoted and the development of children's cultural and world-view-related identities is supported. Children's interest is directed towards history and building a good future. Children are educated to understand that people are different but equal. Children practice and develop source and media criticism. Hyvinkää Evangelical Lutheran Church and the Department of Education and Culture have concluded a cooperation contract that includes a list of activities offered by the church.

Exploring and acting in my environment

Early childhood education and care provides children with the preparedness to observe, analyse, and understand their environment. Children are offered the joy of realisation and learning in different stages of mathematical thinking. Children's relationship with nature and acting responsibly in their environment are promoted and they are guided towards a sustainable way of life. Children are encouraged to become familiar with an explorative and experimental working approach.

The City of Hyvinkää is committed to supporting a sustainable way of life and considers it to be an important aspect of early childhood education that can also be seen in the operational plans of units.

I grow, move, and develop

Together with parents and carers, ECEC helps create a basis for a lifestyle that values health and well-being and promotes physical activity. This area especially supports transversal competence related to taking care of oneself and the skills of everyday life. Children are encouraged to move in different ways and experience the joy of physical activity. Children's awareness and control of their own bodies and basic motor skills are developed. Children's capabilities to look after their health and personal hygiene are supported. Hyvinkää's early childhood education's own physical education

plan is in use in Hyvinkää. The plan highlights physical activities in children's self-motivated daily activities.

Children's positive attitude towards food and eating is promoted, and diverse and healthy eating habits are supported. Menus include both traditional Finnish dishes and newer dishes. Dietary education is carried out in cooperation with parties responsible for meal services. The dietary recommendations for early childhood education published in 2018 are taken into account when planning menus and dietary education.

Attention is given to children's health, noting matters such as the significance of sufficient rest. Matters related to safety are practised with children in everyday situations.

All areas of learning utilise places such as local natural areas, sports facilities, cultural attractions, and historical locations as learning environments. Early childhood education cooperates with sports, culture, association and voluntary activity operators.

4.6. Elaborative aspects related to language and culture

The ECEC path of children whose native language is Swedish is the same as the path of children whose native language is Finnish. In Hyvinkää, it is possible to study in Swedish in ECEC, pre-primary education, and the first grades of basic education.

Language skills and the development of language and cultural identities of children with foreign language or multilingual backgrounds are supported diversely in everyday activities in early childhood education. The significance of every child's native language is emphasised and supported. Children are offered the possibility to use and acquire Finnish as a second language through diverse interactive situations and learning environments.

The operational culture of ECEC is developed following principles such as cultural diversity and language awareness. This means that the significance of different cultures and languages is understood, and they are appreciated. Children's curiosity and interest in languages is stimulated and the languages present in each group of children are explored. Making multilingualism visible supports children's development in a culturally diverse world. Different ways of thinking and acting are discussed in a constructive manner, and new approaches are created together. Culturally sustainable development is promoted at the same time.

Early childhood education and care does its part in integrating children into Finnish society. Hyvinkää's ECEC has an S2 early childhood education teacher who works with children, parents, carers, and staff on matters related to foreign language or multilingual families. Principles and practices regarding special features of ECEC for children with foreign language or multilingual backgrounds can be found in the Moniku guide (guide for Finnish language teaching in early childhood education and basic education).

Extensive bilingual early childhood education and care

There is currently language immersion and other bilingual ECEC available in Hyvinkää. Children can start these at the age of 1–2.

In language immersion, a foreign language is used in all activities. In extensive bilingual ECEC, a foreign language is used for at least 50% of all activities. Activities carried out in different languages form a meaningful ECEC module. Adults model the use of language. For the sake of clarity, adults speaking Finnish or a foreign language should try to use only one language actively. Different language groups are taken into account when planning activities. Children with different levels of language skills are interacted with in a manner appropriate for their level.

The goal of language immersion and extensive bilingual early childhood education is to achieve readiness to transition to language-appropriate pre-primary or basic education. In language immersion and extensive bilingual ECEC, children encounter multicultural subjects. Children's interest in other languages and cultures is raised and appreciation of diversity grows. Children's linguistic curiosity and experimentation is stimulated and a basis for lifelong studying of languages is created. Children are prepared for acting in a bilingual or multilingual environment. Children's language learning is supported in cooperation with homes and parents and carers.

Children have opportunities to absorb language continuously in the normal everyday activities of their daycare centre. Language is learned simultaneously with the learning of other ECEC contents. This provides children with possibilities to use the language they are learning operationally and playfully. Learning environments play an important role in learning languages.

Less extensive bilingual early childhood education and care

Bilingual ECEC can also be organised less extensively, which means that a foreign language is used for less than 25% of activities. The goal is to support language learning, motivate children, and diversify language choices.

5. Support in development and learning

5.1. Principles of support implementation

Early childhood education is goal-oriented and systematic activity that supports children's development and learning and is regularly assessed and developed. Pedagogical activities consist of education, teaching and care. Diverse interaction between children and educators is the core of pedagogical activity. Well-planned pedagogy-based and sufficiently challenging activities that children are interested in provide the joy of success and encourage learning. One of the goals of early childhood education is to recognise each child's individual need for support and provide appropriate support. When supporting development and learning that promotes children's well-being, it is important that children are genuinely cared about, there is belief in their potential, and their positive self-image is strengthened. Support in development and learning is part of the high-quality ECEC operational culture.

A key principle of early childhood education and care is support and promotion of children's growth, development, learning, and well-being, while also taking children's participation into account. The starting point is each child's and group's strengths and needs related to learning and development, which are defined in each child's individual ECEC plan and in each child group's ECEC plan. Children's needs for support in development and learning are met in the everyday operations of ECEC – the principle of inclusion. Support that is provided early enough can be used to promote children's development, learning, and well-being, and to prevent the formation, growth, and spreading of problems.

All children have the right to receive support; the entire staff is responsible for providing support.

Parents and carers shall be informed of the possibilities and general principles of support in development and learning for their child, and issues relating to the processing of, confidentiality of, access to, and disclosure of data concerning the child. Parents' and carers' participation in supporting their own child's development, learning, and well-being is essential. Discussions are held with parents and carers as soon as challenges in development or learning are observed for their child or there is concern over the child's well-being. As a principle, support in growth and learning provided to children is assessed, planned, and arranged in mutual understanding with each child and the child's parents or carers. In early childhood education and care, children receive the support they need in development and learning according to their interests, even if their parents and carers are not willing to cooperate.

Hyvinkää's ECEC uses the concept of three-step support in development and learning.

The concepts of general, intensified, and special support in early childhood education are used as a continuum to pre-primary education. Three-step support is built together with each child and the child's family. A child's need for support may be short-term, temporary, regular, full-time, or continuous, and support may include one or several forms of support. A child's need for support can be

assessed and support can be planned and implemented in multidisciplinary cooperation (e.g. a consulting special education ECEC teacher, speech therapist, psychologist, occupational therapist, health nurse, and other professionals caring for the child).

5.2. Implementation of support as a part of high-quality pedagogical activity

Three-step support

Individual and communal support is based on everyday pedagogical activities, interaction, and altering learning environments and working approaches. Goals are set for pedagogical activities, and especially practical arrangements and realisation of education is assessed. Support in development and learning is built from social and learning environment-related solutions and meeting children's individual needs. Children's individual needs and forms of support and needs for support related to development and learning change through support measures and children's practice and learning. Early childhood education service professionals work in cooperation with families and early childhood educators. More extensive multidisciplinary cooperation can be organised if necessary.

The child's need for support

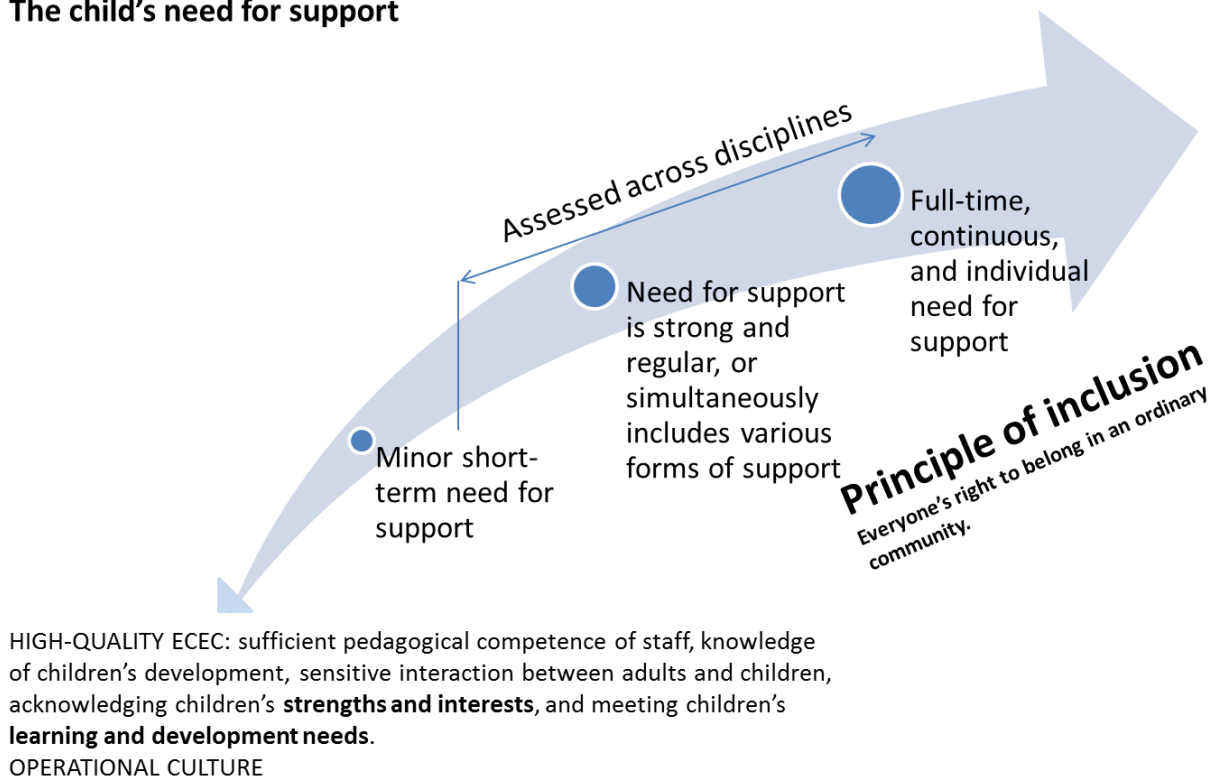


Figure 1. Support as a part of high-quality pedagogical operations. Children's individual needs and need for support change through practice, learning, and support measures. Support that takes a child's strengths into account is reduced or increased according to the child's situation.

Three-step support in development and learning is built into a process together with each child and the child's family. Increase in the individuality, intensity and specificity of the need for support is the basis for going from one step to another. General, intensified, or special support that acknowledges each child's strengths:

5.2.1. Early childhood education general support

(need for support that is temporary or short-term, or that includes individual support measures)

In ECEC, each child grows and develops according to their own conditions. Educators' knowledge of the usual progress of development and learning steers the planning and implementation of pedagogical activities corresponding to each child's age and development. Children have different needs at different stages of their development, which educators should meet accordingly. Understanding each child's needs and individual ways of working and learning requires regular and consistent observation and documentation by educators and close collaboration with the child's parents or carers. Any needs that a child has for support in development and learning are met with social and learning environment-related solutions as part of everyday activity. Educators plan and build opportunities for learning and practice into activities and learning environments to ensure that the everyday activities of each group of children support individual needs and their need for support.

General support is the first method for responding to children's need for support. Planning and implementation of support measures is started immediately after the need for support is identified. Each child's strengths and individual needs in development and learning or needs for support are defined in the child's individual ECEC plan. Support does not require investigations or administrative decisions. The basis for general support is high-quality pedagogy, sufficient pedagogical competence of staff, knowledge of children's development, and sensitive interaction between adults and children.

Key general support practices used in Hyvinkää's early childhood education have been compiled to be used as tools for planning and assessment. This tool helps assess the pedagogical arrangements and practices used by educators and the realisation of support for individual children. It also acts as an early childhood education quality plan. Its contents are divided as follows based on the process-related quality factors put forward by the Finnish Education Evaluation Centre: learning environments and pedagogical activities, staff-child interaction, peer interaction and group atmosphere, pedagogical planning, documentation, evaluation and development, interaction among staff and multidisciplinary cooperation, and interaction between staff and guardians.

Making Finnish as a second language learning possible is part of meeting a child's individual needs; it may also, in part, include meeting a child's need for support. Each child's development in Finnish language skills is assessed, and pedagogical operations as everyday activities of the group of children are planned in cooperation with an S2 early childhood education teacher.

Community-based speech therapists support unrestricted interaction and communication in groups. Good, high-quality interaction is a prerequisite for children's comprehensive development and learning. The needs for support of an individual child can be woven together with everyday life through social solutions.

The goal of communal activities is to gain as much expertise as possible to support the development of each child and group of children. Extensive professional competence and expertise enable preventative and early support. Communal activity also strongly supports the realisation of the rehabilitation of individual children and helps tie it to everyday life. Communal activity requires commitment to agreed practices and goals.

Cooperation with consulting special education ECEC teachers is possible and often desirable in the general support phase to promote the child's development, learning, and well-being, and to prevent problems from growing and spreading. If needed, early childhood education psychologists may be involved in the assessment of a child's need for support.

5.2.2. Early childhood education intensified support

(need for support that is regular and strong and includes several forms of support)

Intensified support is more persistent and support implementation is more systematic and goal-oriented than before. Children may also need short-term intensified support for the duration of an illness or rehabilitation, for example. Especially when assessing children's need for regular support, a consulting special education ECEC teacher is invited to the group and discussions are held together with parents and carers. The support needed by a child, the support measures, and their implementation and effects are recorded in the child's individual ECEC plan: intensified support in development and learning. The effects of support measures are monitored regularly in everyday life. Adding structural support measures (special education ECEC assistant, group assistant, support ratio) to the support is also possible when the need for strong intensified support has been assessed across disciplines. It is desirable for the assessment and the planning based on it to be founded on sufficiently multidisciplinary expertise, especially when a child needs strong intensified and often individualised forms of support and when assessing whether there is need for special support.

5.2.3. Early childhood education special support

(full-time, continuous, and individual need for support)

Special support is primarily provided when the need for support arises from a disability, illness, delayed development, or emotional behavioural dysfunction. Early childhood education special support is provided if it has been assessed that a child has extensive problems related to development or a very significant need for support in one area, and the child needs lots of support for acting in a group, strong operational differentiation, and time for practising basic skills. Support measures include especially pedagogical, special needs pedagogical, and structural support measures. Typically, parties that are involved in the examination and rehabilitation of a child are also involved in the child's matters. All matters that have been agreed upon are entered into the child's individual ECEC plan: special support in development and learning.

Special support will require reinforcement of the staff's special pedagogical skills and the expertise and co-operation in multidisciplinary co-operation (cooperation with a consulting special education ECEC teacher). A consulting special education ECEC teacher and/or a special education ECEC

teacher make sure that special needs pedagogical competence is available by being involved in the planning, implementation, and assessment of support provided to children. Support requires multidisciplinary cooperation, assessment, and planning with parties such as social welfare and healthcare professionals. In Hyvinkää's early childhood education and care, children who need special support are in the child group of their nearest daycare centre, and the support resources for growth and learning include the support ratio or a special education ECEC assistant, in addition to pedagogical or special needs pedagogical arrangements. Children can also be placed in integrated special groups. Children who are within the scope of extended compulsory education are usually in integrated special groups.

ECEC three-step support in development and learning

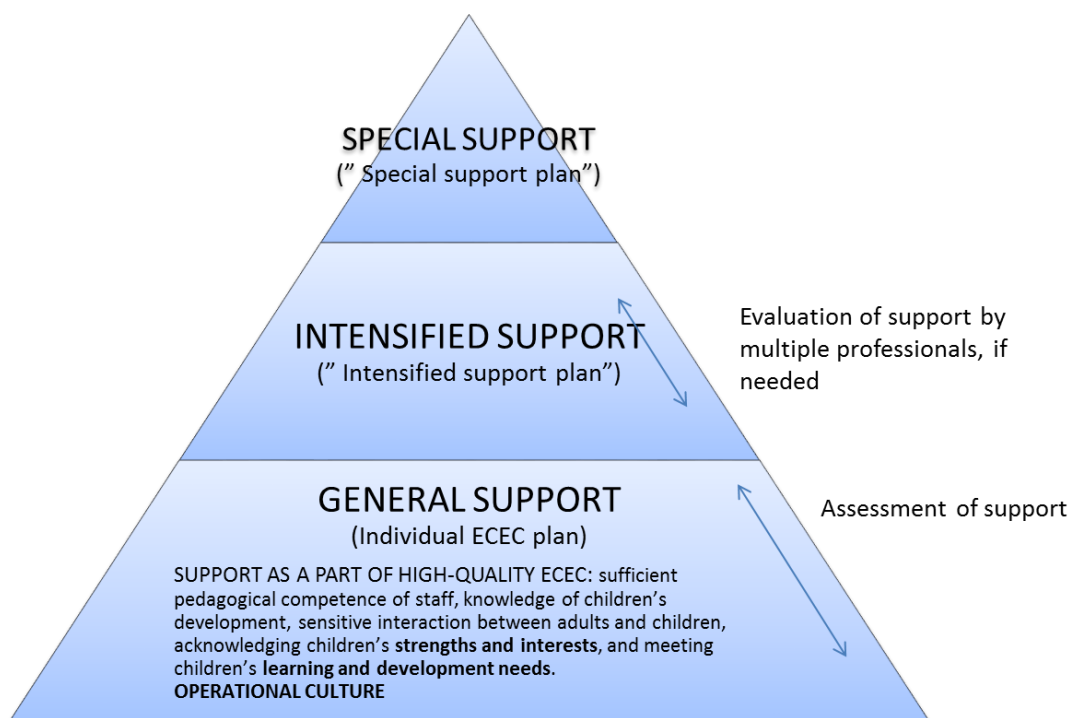


Figure 2. Support implementation arrangements are woven into children's everyday life. Early childhood education service professionals work in cooperation with families and early childhood educators. More extensive multidisciplinary cooperation can be organised if necessary.

5.3. Support implementation arrangements

The support needed by a child is organised as a part of the daily activities of ECEC in the child's own daycare centre or family daycare group. The support needed by a child, the responsibilities and division of work related to it, the support measures, and their implementation and assessment are recorded in the child's individual ECEC plan. The support needed by a child can also be provided in an integrated special group with a special needs ECEC teacher working in the group. Other early childhood education and care (open early childhood education activities, clubs) may use consultation by a consulting special education ECEC teacher to organise support for children. If required, an

agreement can be made with the parents or carers that their child transfers to a daycare centre to receive the support the child needs in regular ECEC.

Pedagogical arrangements

Pedagogical arrangements include pedagogical practices, differentiation of activity, child-specific guidance and changing of learning environments, clear structure of activities and grouping of activities, diverse working approaches in groups of different sizes, simple sign language, use of images to support communication and executive functions, use of aids, consulting support from consulting special education ECEC teachers, cooperation with community-based speech therapists and S2 teachers, and increased multidisciplinary cooperation, for example.

Structural arrangements

Structural arrangements include reduction of group size (support ratio), solutions related to staff size or structure, special education ECEC assistants, group assistants, and integrated special groups, for example.

Staff instruction by a consulting special education ECEC teacher related to three-step support in development and learning includes ensuring pedagogical solutions, support measures, and special needs pedagogical competence. When pedagogical and other well-being support arrangements are not enough, structural arrangements may be used to provide support for a child. Process descriptions have been prepared for support implementation methods, and they are assessed in general and for specific customers in relation to the whole. Support resources of ECEC are targeted at children who need the most support in growth and learning.

Forms of support are agreed upon in mutual understanding with parents and carers, and a plan on support measures is prepared (e.g. placement into a group with a special education ECEC teacher, support ratio, special education ECEC assistants, intensified support, special support). A coordinator of early childhood education decides on structural solutions for development and learning based on a proposal prepared by a consulting special needs ECEC teacher. Administrative decisions are not made on early childhood education regarding intensified or special support. Instead the matter is entered in the ECEC plan and the electronic client system. The placement of special education ECEC assistants is determined based on the needs of individual children and groups of children.

Decisions on the use of an individual daycare centre's own assistant resource (group assistant) are made by the head of the daycare centre in cooperation with a consulting special education ECEC teacher. The duties of group assistants are defined at the beginning of the autumn term and otherwise as needed. The goal is to aid and support each child in everyday situations related to development and learning, in accordance with instructions from the early childhood education teacher and other professionals, and in a way that increases the child's independence and initiative. The head of the daycare centre shall support every ECEC group's development of pedagogical quality, the implementation of ECEC plans and curricula, and the development of an operational culture.

Making Finnish as a second language learning possible is part of meeting children's individual needs and general support. A discretionary S2 support ratio can be used temporarily (3–6 months), taking

into account the overall situation of the multicultural child receiving the support. An individual ECEC plan including an S2 plan is prepared during support. Preparations for the S2 support ratio are made by an S2 early childhood education teacher in consultation with partners.

Other arrangements that support well-being

Other arrangements that support well-being include support related to the treatment of a child's illness in ECEC and guidance and consultation by social welfare and healthcare professionals. The agreed cooperation structures and division of work with social welfare and healthcare services, and especially family services, are followed. The How to Talk About Worry working approach is applied when discussing concerns related to children's well-being with parents and carers. A child may be supported with measures prescribed by healthcare services. Medical care plans of children with long-term illnesses are prepared by healthcare services, even if there is no actual medication or if medication is taken care of at home (e.g. things to acknowledge, monitoring, restrictions, first aid).

Interpreting services that refer to sign language, for example, are provided to support a child's interaction in accordance with the child's individual needs. A child may need communication methods that support or replace speaking due to hearing impairment or language issues. The use of services and aids is described in the learning plan or the individual ECEC plan. Consulting special education ECEC teachers and other special workers caring for children provide guidance in the use of aids. A community-based speech therapist may also be consulted on the use of aids for accessible communication.

Special aids are used for needs related to seeing, hearing, communication, mobility, or other physical needs or special learning needs. They include different IT applications, audio books, aids for mathematical demonstration, and concentration support aids, for example. The acquisition or borrowing of aids for the use of a child in ECEC is agreed upon with the caring/rehabilitating party. Learning and guidance centres, and associations and unions of different disability groups offer expert services, training, and personal guidance in their own fields of specialism to staff in early childhood education and care.

5.4. Individual ECEC plans and cooperation during support

The goal of early childhood education and care staff is to work in mutual understanding with children, parents, and carers in a manner that allows each child to receive education, guidance, and support pursuant to their own needs and level of development. Parents and carers are given the opportunity to participate in and affect the planning, implementation, and assessment of their own child's early childhood education and care. Parents and carers are always told about the forms of support their child receives and their effect in supporting the child's growth and learning. Parents' and carers' initiatives, views, and opinions are essential for cooperation and building trust. In addition to each child group's educators, other ECEC workers, such as Finnish as a second language teachers, community-based speech therapists, psychologists, and consulting special education ECEC teachers, may also work in cooperation with children, parents, and carers. Clear structures for cooperation are created together with parents and carers.

The assessment of the need for support and providing the needed support are aspects of all education and teaching situations, and are implemented by all adults in each child group in accordance with their training, job descriptions, and responsibilities. Educators observe and assess the realisation of support in different everyday situations. Educators pay attention to their interaction and way of working with each child. They also assess and plan pedagogical activities in the group ECEC plan, which takes into account the strengths and needs of the group of children and the goals set in the children's individual ECEC plans. Individual and communal solutions related to the children's learning environment, different working approaches, and pedagogical methods are planned according to the children's developmental needs. Faster or slower than average development of children's skills is acknowledged. Flexible everyday solutions, such as small group activities and communication methods that support and supplement speech, are in active use. The conception of learning and diverse working approaches, such as play, activity and mobility, and learning through problem-solving and examination of the environment using multiple senses, are taken into account when planning activities.

It is important for educators to build a relationship of trust with children and to observe and read children's expressions and physical messages in everyday situations. Interactive presence, activity, and communication bring out children's strengths, interests, and support needs. Children talk about themselves and their wishes according to their own age and level of development. Observations and a child's thoughts are used as a basis for planning pedagogical activities and support for development and learning, which takes the child's strengths into account. It is essential to acknowledge the enabling of the child's participation and acknowledgement in the peer group when considering forms of support and preparing the child's individual ECEC plan. The individual ECEC plan is a document and a tool for the early childhood education staff, on which the child's ECEC and needed support for development and learning are based, and which is assessed.

Goals and measures for the implementation of a child's early childhood education and care in a manner that supports the child's development, learning, and well-being are recorded in the child's individual ECEC plan. A child's skills, strengths, interests, and individual needs for learning and development are described when preparing the child's individual ECEC plan. Goals are set for pedagogical activities. During support in development and learning, a child's need for support in growth and learning, any special needs, pedagogical and structural support measures, and cooperation and services required for the support are also entered into the child's individual ECEC plan. Monitoring and assessment of support, realisation of support, its effects, changes to support needs, and termination of support are also entered into the individual ECEC plan. Assessment is particularly directed at practical arrangements and realisation of education.

The need for intensified or special support in early childhood education and care must be recorded in the individual ECEC plan. An administrative decision is made on any structural support measures based on preparations made by a consulting special education ECEC teacher. Support arrangements are discussed and agreed upon with parents and carers.

The group's teacher or special education teacher is responsible for preparing individual ECEC plans together with other staff and the children's parents and carers. Representatives of ECEC staff, teachers, or special education teachers, and parents and carers are involved in preparing and assessing the individual ECEC plans. Children may participate as appropriate. A consulting special education ECEC teacher is involved, especially when assessing and planning a child's need for special support. If necessary, early childhood education services cooperate with social welfare and healthcare

service professionals using agreed cooperation practices. There is always some form of multidisciplinary cooperation included in the assessment of the need for support, planning and implementation of the support, and assessment of the effects of the support (e.g. a statement, or a professional present during planning or assessment). A special education ECEC teacher prepares the individual ECEC plans of integrated special education groups using agreed upon practices, in cooperation with a consulting special education ECEC teacher.

A teacher or a special education ECEC teacher updates each child's individual ECEC plan as soon as possible after the child has come within the scope of support in development and learning and consults a consulting special education ECEC teacher if needed. A consulting special education ECEC teacher supports the special education pedagogical competence of staff and can be consulted for planning, implementation, and assessment of small group activities and individual guidance. The realisation of support measures and their effect on a child's development and learning is monitored; the child is observed and monitored to determine how the support directed at the child is helping with educational activities, interaction, and learning. Educators provide feedback to children, parents, and carers, listen to them, and acknowledge their views. Education staff assess and develop their own operations to support children's growths and learning.

The realisation of support is assessed and individual ECEC plans are reviewed together with parents and carers at least annually and when required. The assessment is the responsibility of a teacher or a special education ECEC teacher, a consulting special education ECEC teacher, and the head of the daycare centre, in multidisciplinary cooperation, if required. The head of the daycare centre is responsible for the division of work needed for the implementation of the plan and for resources in everyday operations.

The need for support in development and learning is assessed regularly and when a child's need for support changes, which is when a consulting special education ECEC teacher is consulted. Follow-up measures (e.g. guidance on services and examinations) are discussed, assessed, and planned together with the child's parents or carers. Starting and organising intensified or special support in development and learning, and returning to general or intensified support, is based on assessment and multidisciplinary cooperation, if required.

Needs for support in development and learning and support measures are entered into the child's individual ECEC plan, usually in consultation with a consulting special education ECEC teacher. A consulting special education ECEC teacher, a community-based speech therapist, an S2 teacher and an early childhood education psychologist consult and work in multidisciplinary cooperation with the staff of ECEC to organise, implement, and assess the support for children's growth and learning. Multidisciplinary cooperation is acknowledged if preparing an assessment involves parents and carers, and on a case-by-case basis, a teacher or special education ECEC teacher, a consulting special education ECEC teacher, and a psychologist, speech therapist, or other professionals involved in the examination or rehabilitation of the child.

Multidisciplinary cooperation is primarily carried out together with the child's parents or carers and with their consent. Cooperation with parties outside early childhood education and care follows the City of Hyvinkää's principles for multidisciplinary cooperation; when cooperating on matters relating to a child, written consent is always requested if a parent or carer is not present. The agreed cooperation structures and division of work with social welfare and healthcare services, and especially family services, are followed (e.g. child health clinic, speech and occupational therapy, family

counselling, Nopsa, child welfare services). Multidisciplinary cooperation related to preparing a child's individual ECEC plan may also be carried out using written statements regarding the child. Parents and carers deliver statements from experts involved in the examination or rehabilitation of their child, or the statements are delivered directly to the consulting special education ECEC teacher and/or ECEC, with permission from the parents or carers. Statements and pedagogical documents are archived in accordance with the data management plan of ECEC.

5.5. Operations in transition phases during early childhood education and care and when transitioning to pre-primary education

When a child transitions from one ECEC location to another, or from early childhood education to pre-primary education, the parents or carers and the child get acquainted with the child's future group. If a child needs support in development and learning, the discussion includes the child's parents or carers and all required parties, for example, an S2 teacher or a consulting special education ECEC teacher. The information received in transition discussions on the child's need for support immediately initiates the planning and anticipation or preparations of the child's future group.

If a child was in ECEC before pre-primary education, the child's need for support is assessed in multidisciplinary cooperation and all required pedagogical documents and support decisions are prepared during the spring before pre-primary education. Plans that have been previously prepared to support the child's development and learning, and the view on the individual needs of the child by the staff familiar with the child, are utilised when making this assessment. In the transition phase from ECEC to pre-primary education, the required information on a child's need for support, in consultation with a consulting special education ECEC teacher, is transferred to the future pre-primary education group in a transfer meeting where the parents or carers are present. The group's teacher or special education ECEC teacher and a consulting special education ECEC teacher prepare the transition to pre-primary education.

When children transition from ECEC to pre-primary education, multidisciplinary cooperation and the participation of parents, carers, and children during the transition phase are ensured. A consulting special education ECEC teacher is consulted on and guides the transition phase process. Children's school paths are planned based on each child's need for support, in cooperation with the parents and carers.

If needed, ECEC staff should direct the parents or carers of a child to apply for extended compulsory education for the child early enough. Directing a child to extended compulsory education early enough always requires multidisciplinary cooperation. Usually a child's need for special support has been taken into account in early childhood education services and the child has received a special support decision in the spring before pre-primary education. Children's parents and carers should be provided with information on the alternatives in extended compulsory education. Decisions on extended compulsory education should primarily be made before the start of children's compulsory education, before the age of six. In this case, the right to free pre-primary education before compulsory education may be exercised in the autumn of the year when a child turns five, one year before the start of the child's compulsory education.

6. Early childhood education and care based on alternative pedagogy or a specific philosophical system

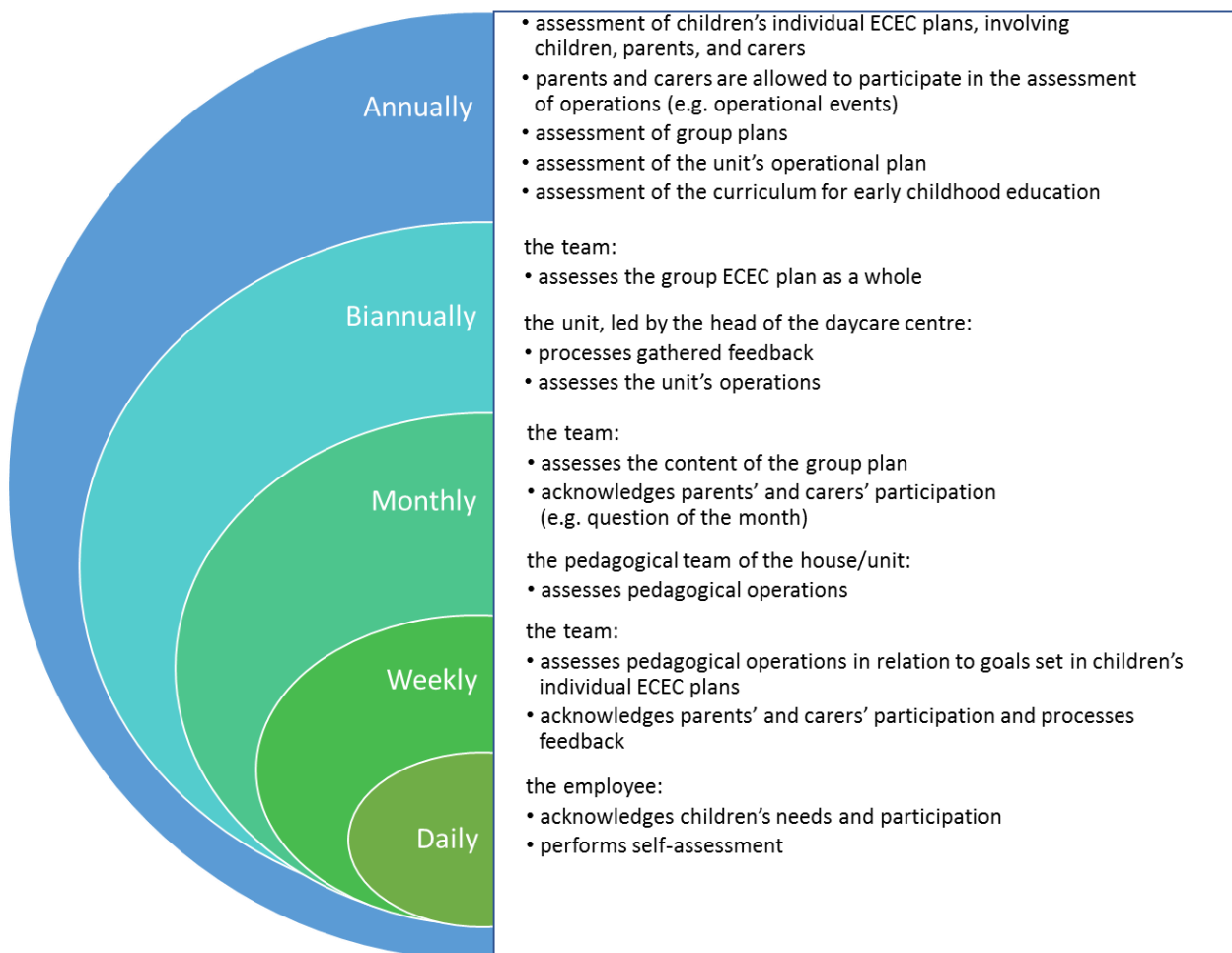
All early childhood education and care complies with the general goals and principles set forth in legislation and contracts, and these principles of ECEC. These goals and principles also pertain to ECEC based on alternative pedagogy or a specific philosophical system. If parents or carers select an early childhood education service that is based on alternative pedagogy or a specific philosophical system for their child, it should be ensured that they receive enough information on the special goals and values of the education.

7. Assessment and development of operations in early childhood education and care

Assessment and development of pedagogical activities

Assessment is used to enhance the quality of early childhood education and care, identify operational strengths, bring up needs for development, and develop operations. The assessment of ECEC operations should be spontaneous, systematic, and regular. Assessment emphasises the aspect of learning.

Assessment of ECEC is continuous and happens on various levels. Feedback used to plan and develop operations is gathered from children, parents, and carers. A quality assessment model has been prepared to ensure regular collection of feedback. Staff assess their own operations in relation to children's individual ECEC plans and guidance documents. The education provider also assesses its operations. Assessments related to different subjects are performed at different times and on different levels. The figure below depicts the outline of assessment levels and cycles on a daily, weekly, monthly, biannual, and annual level.



Early childhood education and care assessment:

<p>NATIONAL LEVEL</p> <p>National assessment and monitoring, Finnish National Board of Education, Finnish Education Evaluation Centre, etc.</p>
<p>PROVIDER LEVEL</p> <p>Assessment of ECEC organisation, operations, and quality</p>
<p>UNIT AND GROUP LEVEL</p> <p>Assessment of pedagogical operations</p>
<p>INDIVIDUAL LEVEL</p> <p>Assessment of the realisation of individual ECEC plans</p>

8. Assessment of and orientation to Hyvinkää's Curriculum for Early Childhood Education and Care

Hyvinkää's Curriculum for Early Childhood Education and Care 2017 was in use for two years. According to the Finnish National Board of Education, the Act on Early Childhood Education and Care will be amended gradually, which means that the National Core Curriculum and Hyvinkää's Curriculum for ECEC will need to be updated again in the near future. We are still waiting for details such as a definition for three-step support in the Act on Early Childhood Education and Care.

The implementation of Hyvinkää's Curriculum for ECEC in different forms of operations is steered and evaluated at an organiser level using the annual schedule for pedagogical management and guidance.

Orientation of staff to the Curriculum for Early Childhood Education and Care is carried out with the help of pedagogical leadership, training and Hyvinkää's Guide to the Curriculum for ECEC. Structures of pedagogical leadership and guidance help ensure that staff and heads of daycare centres receive the support they need to provide high-quality early childhood education and care.

In Hyvinkää, in May 2019

Appendix

Towards early childhood education and care professionalism

A professional meets children

- Genuinely cares about children and works for them
- Is empathetic towards children and their feelings and needs
- Is sensitive, and speaks respectfully with a warm tone of voice
- Is physically close and psychologically available, commits to interaction with children
- Listens to children appreciatively and aims to understand children's interpretations of situations
- Is interested in and capable of noticing children's messages, thoughts, feelings, experiences, and goals
- Provides children with enough space to be themselves and be accepted just the way they are
- Gives encouragement and positive feedback to children often and acknowledges children's individual strengths
- Recognises children's individual needs and supports children sufficiently and appropriately for the situation
- Is sensitive to identifying opportunities for children's participation and enables children's active action
- Is flexible with plans and can alter activities to fit the interests of children

A professional meets parents and carers

- Takes the initiative and is active in relation to parents and carers, building trust, equal interaction, and mutual respect
- Works in regular cooperation with parents and carers openly, appreciatively, and equally
- Is open and respectful towards diverse families and families' different languages, cultures, world views and religions, traditions, and views on education
- Provides encouraging messages about children that positively describe the development of the children
- Communicates that parents and carers are welcome at the daycare centre
- Creates opportunities for parents' and carers' true participation and influence on ECEC operational culture
- Acknowledges the parents and carers of every group – every employee represents early childhood education and care
- Can talk about early childhood education and care as a service, and activity contents pursuant to the Curriculum for ECEC 2019
- Advises and guides parents and carers on the use of the Muksunetti system in connection with personal meetings

A professional and pedagogy

- Bases pedagogical activities on knowledge of children's growth, stages of development, and learning
- Carries out pedagogical operations in interaction with children and through shared activities
- Sees children as active learners and understands the significance of early years as a period of intensive learning and development
- Sees education, teaching, and care as closely connected and builds pedagogy around them
- Organises activities in differently sized and pedagogically appropriate groups in which every child can participate in activities and interaction
- Is capable of adapting the goals and plans set for activity in a manner that allows the integration of the initiatives and interests of children
- Enables play, physical activity, expression, and exploration for children in pedagogical activity
- Builds a learning environment that provides children with possibilities for active learning, together with the children
- Involves children, parents, and carers in the planning and development of activities based on their initiatives and wishes

A professional in ECEC operational culture

- Is conscious of their ways of working and the effects of the working approaches on the operational culture and atmosphere of the community
- Supports and respects the choices families have made regarding ECEC
- Has a common understanding with the rest of the staff on how to best promote children's learning and well-being
- Respects children's, parents', carers', and staff's different initiatives, views, and opinions
- Knows how to develop ECEC by reflecting on the effects of operational culture and by identifying and fixing its undesired features
- Regularly assesses and develops working practices and tries new working approaches
- Understands that appreciative dialogue, which involves the whole community and builds trust, is important for work development
- Performs regular self-assessment, shares information and skills, and develops themselves professionally
- A leader makes shared operational principles and goals visible in practice by creating leadership structures for a participatory and learning work community

We play fair together in the spirit of the Hyvinkää Playbook

A professional

- Creates a positive image of Hyvinkää's early childhood education and care through their actions
- Does their part of the agreed work in multidisciplinary cooperation
- Is committed and maintains work motivation
- Builds good community spirit by valuing people's diversity
- Communicates constructively and clearly, makes sure the matter is understood
- Encourages and helps colleagues
- Does their best, learns from mistakes
- Uses received feedback to develop operations
- Has a positive approach to work and takes joy in their own success and that of others
- Actively cooperates with different ECEC actors and other partners
- Takes care of their own well-being

Introduction to curriculum for ECEC and professional support

The introduction to the curriculum for ECEC is entered in the unit's operational plan.

- Introduction for new employees and students
- Mentoring
- Individual ECEC plans
- Group ECEC plans
- Team meetings
- Pedagogical cafés of houses
- Development days
- Development discussions
- Education markets
- Training