

Pedagogical Operating Plan 2024–25

Pilke ICEC Kauniainen

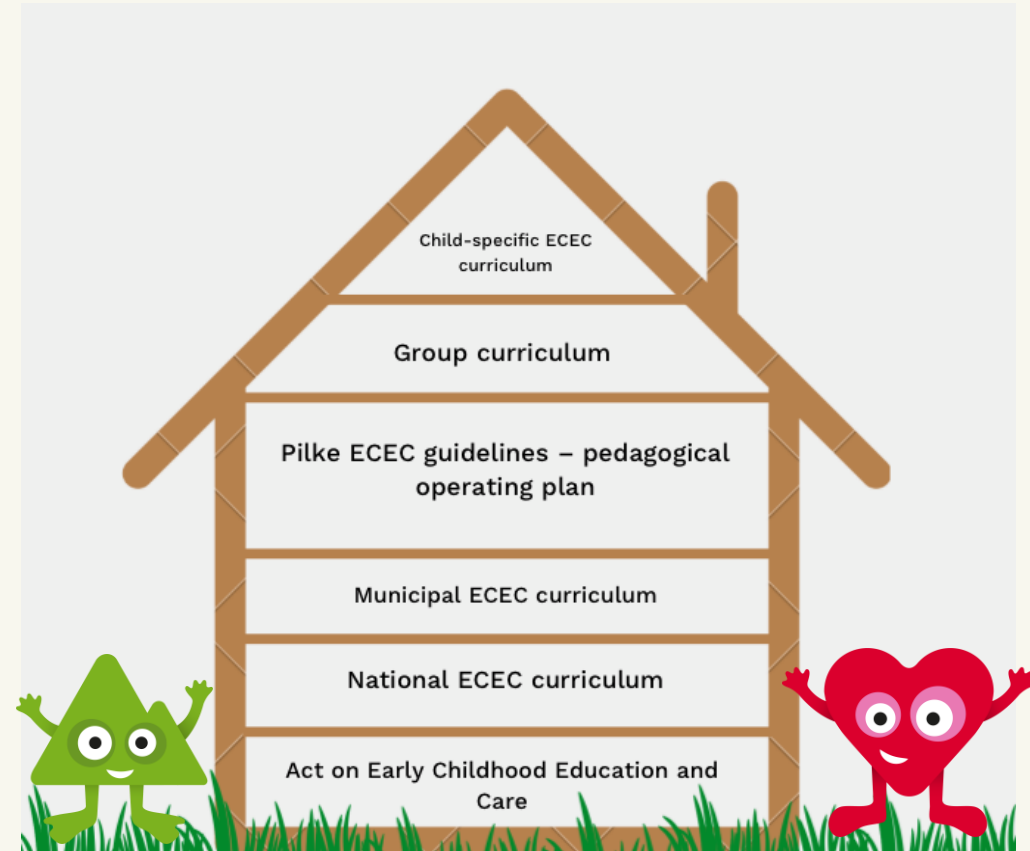


Pedagogical Operating Plan

- The unit-level pedagogical operating plan describes how Pilke's ECEC guidelines are implemented.
- The unit's focus or theme is included in the different areas.
- The plan is reviewed at least every six months with the evaluation tool.
- The plan is posted to the Daisy noticeboard for guardians and uploaded to the unit's private channel in Teams.
- The plan is a pedagogical tool that steers the unit's operations throughout the operating period.

Pilke's early childhood education and care in the national framework

- The ECEC operations of Pilke are based on the Act on Early Childhood Education and Care, the fundamentals of the national ECEC curriculum, and the municipal ECEC curriculum.
- In addition, Pilke day-care centres have an ECEC manual that supplements the curricula. The manual is an overview of Pilke's ECEC policies. The Dibber manual is also used to prepare the pedagogical operating plan.



The Pilke conception of learning





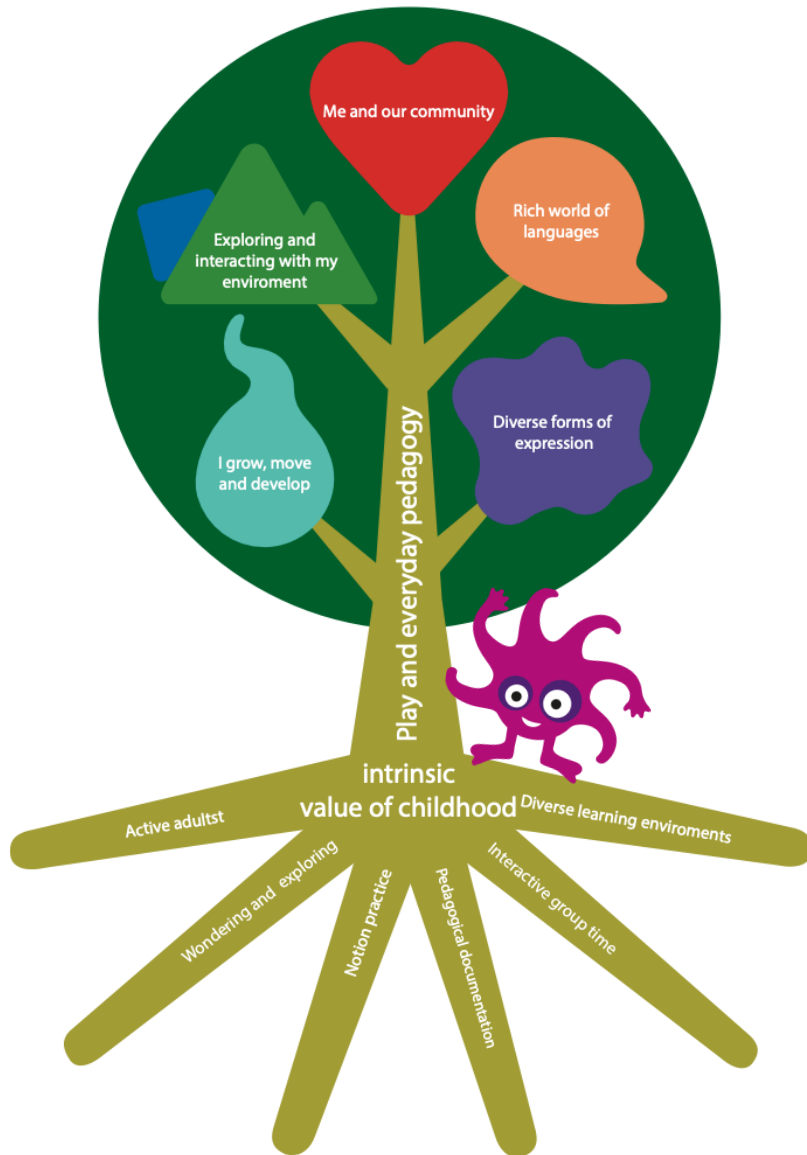
Children are seen as active builders of information at Pilke day-care centres: children filter and interpret the information they receive. Children's active inclusion is a vital part of their learning process. Besides being a process, learning takes place in interaction with the environment. Learning is the product of the child's own actions.

Children structure new information according to their prior experiences, knowledge, and views. Lessons must be connected to the child's experiences and interests.



Learning requires the child to feel happy and safe. Good interactions and positive emotional experiences give children the opportunity to act according to their character. Children are naturally curious, creative, and active. They play to make sense of the world around them.

Positive feedback maintains the motivation to learn and the child's self-image as a learner. Learning must be fun and motivate the child to learn more. Children are actively included in the learning process from the beginning and are allowed to influence it with their actions and ideas.

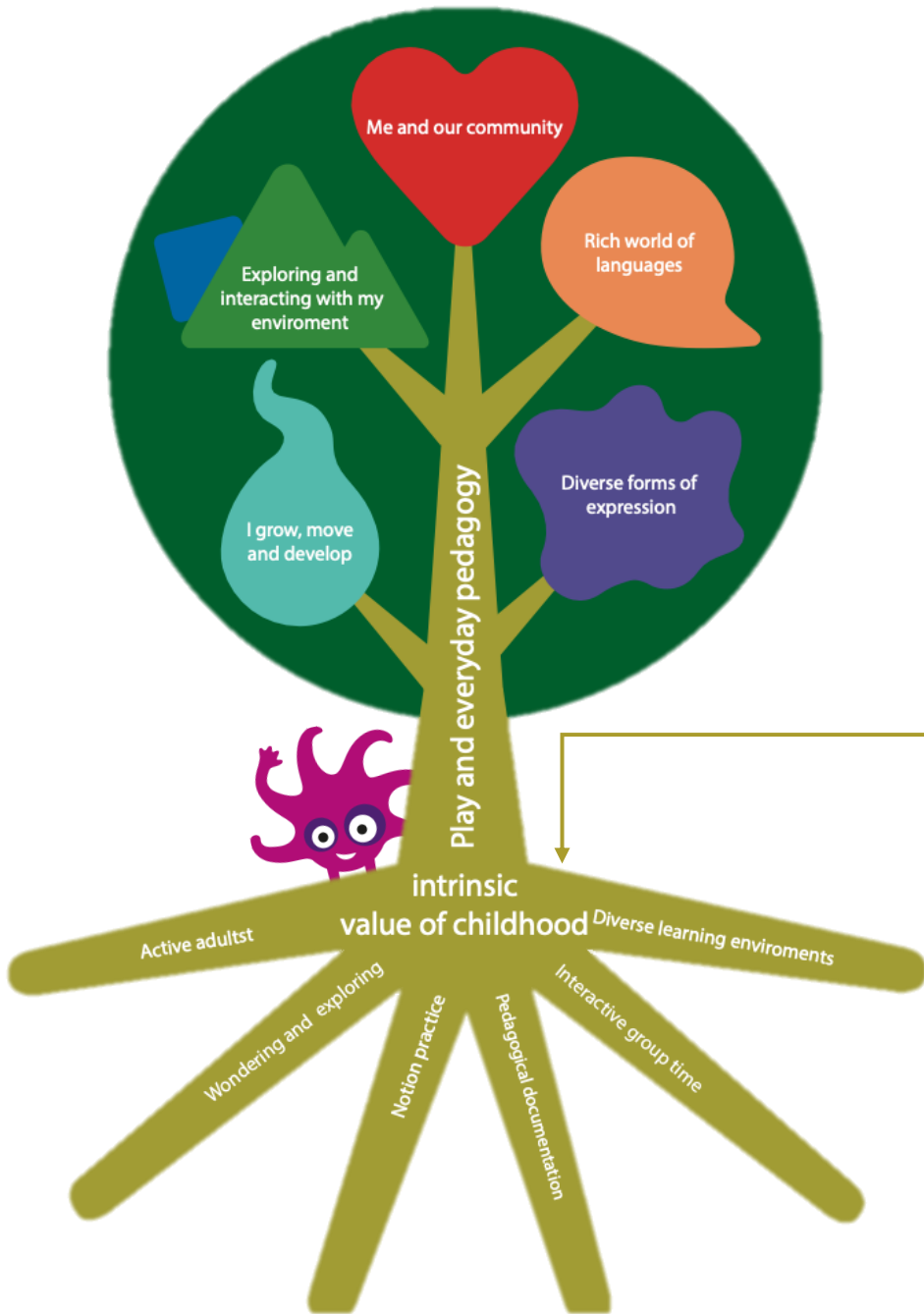


The Learning Tree represents a framework and outline for our work

“The intrinsic Value of childhood” and “Play and everyday pedagogy” form the trunk, the body of our operations.

The leaves of the tree are the different areas of learning.

The roots of the tree are the Pilke ECEC guidelines. They describe the methods and strategies we use to provide children with a good, successful day. The roots also explain the basis of our work.



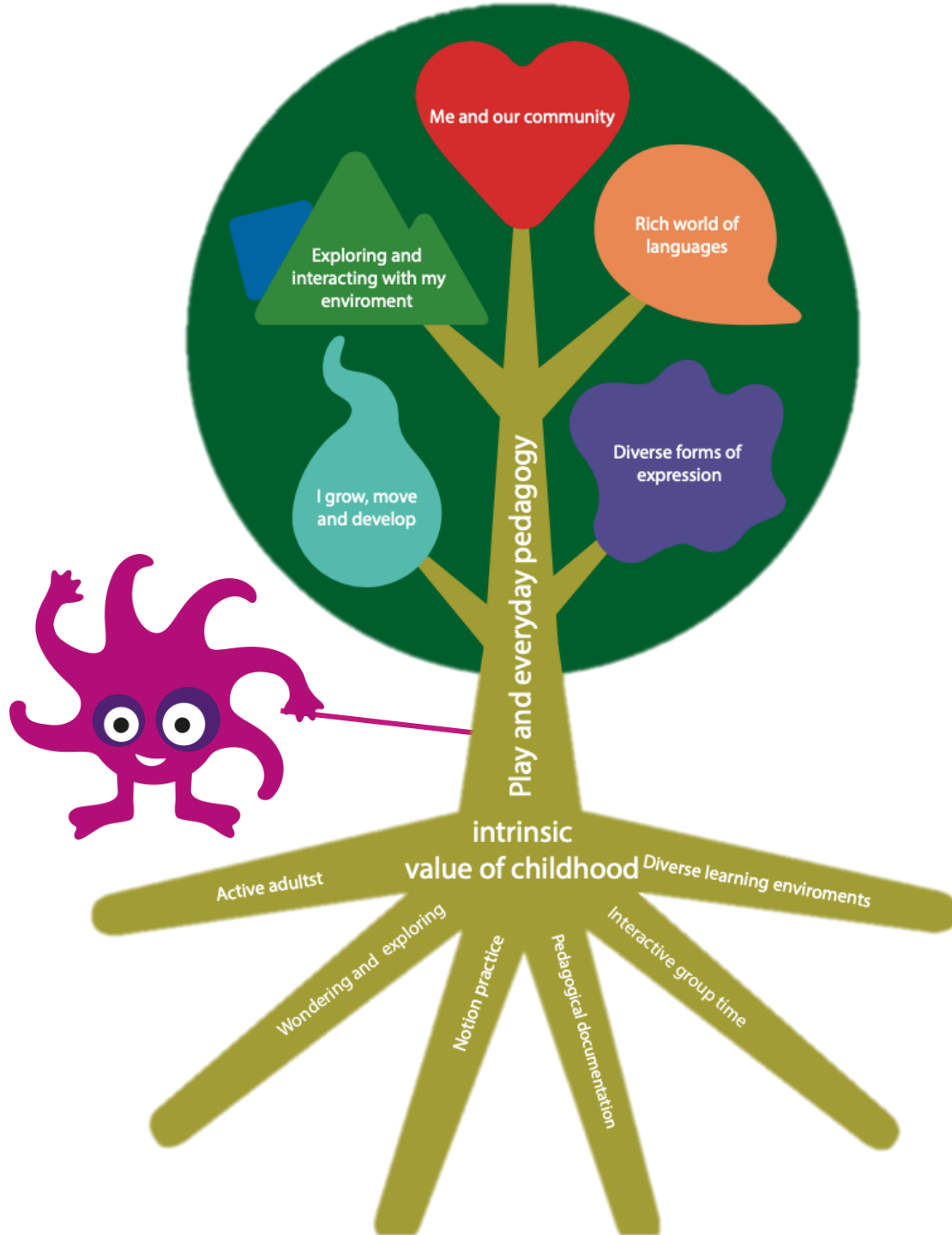
The intrinsic value of childhood

Pilke day-care centres support and protect childhood and its unique value.

We see children and respect them as themselves. Our day-care centres help build a foundation for a good life and prepare children to be participating members of society.

The inclusion of children in their early childhood education and care means giving them the opportunity to be heard and contribute to decisions that affect their lives and welfare. This gives children the experience of possessing adequate ability, having a relevant role, and receiving responsibility in their community. In practice, this means including the children and their guardians in both the ECEC planning process and daily functions.

Pedagogical work is based on understanding the significance of childhood and knowledge of children's growth, development, and learning. It is equally important to know each child and account for their individual development. To know a child, the relationships between personnel and children must be as permanent as possible. (National ECEC curriculum, 2022)



Play and everyday pedagogy

Most of a young child's learning takes place during play and daily activities. In everyday situations, including play, our personnel engage children as individuals, activating and motivating them to explore and express their creativity in different learning environments. Play and learning are intertwined – one often results in the other. Playful learning combines free-form play with programmed activities that vary over the course of a day.

A play-positive operating culture recognises the importance of play for children's welfare and learning. Personnel must identify factors that limit play and develop operating methods that promote playing and improve the learning environments. Space, time, and peace must be given to children's experiences, experiments, and initiatives to play. (National ECEC curriculum, 2022)

We use everyday situations for learning. Important situations include, for example, getting dressed, eating, etc. Our personnel must be quick to make good use of these moments of learning. Separate activity periods supplement the lessons learned in everyday situations.

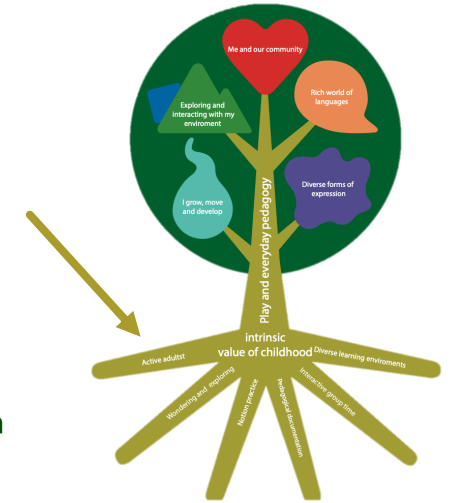
In small group activities, pedagogical grounds are used to divide children into smaller groups. Small groups enable goal-oriented support in everyday situations for every child's growth, development, and learning. They also allow for good interaction and for the children to be approached and considered as individuals. Small groups make high-quality learning experiences possible by calming down and simplifying activities.

Unit implementation:

- To be an adult who can build up a trustworthy and warm environment for both children and parents.
- To have enthusiastic educators that explore and experiment (i.e. if an educator has these kinds of characteristics, it will lead to encourage the child to always learn through experiences and to create opportunities for children to explore).
- To be able to be open-minded to different cultures. We believe that it is important to be open-minded and to respect and understand every culture, social norm, beliefs, etc. regardless of our own. It will create an environment for the children to develop their humanity and empathy.
- To be a role model by displaying and handling own emotions.
- To be a person who addresses negativity in a positive manner.

Active and sensitive adults

Active adults interact with children. Playful learning includes many kinds of learning functions and games in which the adult's role changes over the course of the day. The children must be active participants, not just passive recipients. This requires good adult-child interaction and active participation from the child.



The adult is responsible for creating the space and conditions for play, encouraging the children to play, supporting and steering the children during play, participating in play themselves, and observing how the children play. Adults must work to provide a rich and exciting day for the children with many opportunities for learning and success. Children are now explicitly seen as individuals who have their own voice, a natural curiosity, and personal experiences and thoughts. Children are not passive vessels to be filled with information. Children learn in interaction with adults while we explore and play together, acquiring new information.

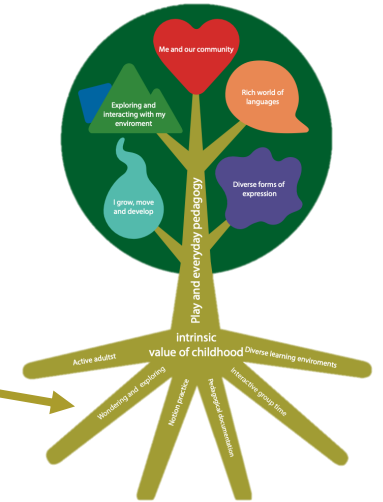
Unit implementation:

In ICEC Kauniainen we

- wonder and try to find answers together.
- give children responsibilities for their environment.
- give freedom to choose.
- involve children in decision making.
- enhance their creative skills by involving them in the whole process e.g. toy making.
- repeat things not only through dialogue but through different methods like songs, games, etc.
- teach children to explore and learn through experience.
- are aware of the theme, topics, questions and things that interest children.
- are aware that children are able to learn and enrich their learning all the time.
- encourage children to explore and find answers to their questions.
- expose, guide and create a SAFE ENVIRONMENT (safe = physically, socially and emotionally) for children to explore freely their emotions and to make them understand that all the emotions are valid and valuable.
- exciting, make changes so children feel they can explore in their everyday environment. Toys rotations. Observing children is an important part of our job.
- discuss beforehand everything that we explore through trips and so on, so that we could prepare the children for their new learning.
- wonder and explore every moment: Food & baking; trips; STEM (Science, Technology, Engineering & Math); sensory activities; Sports; Emotions. All the spaces, moments and routines are important.
- provide children with resources to fulfil their own interests.
- are in contact with their next real environment, nature, culture, society. We let them explore their different surroundings.
- build their knowledge starting from their interests (projects), focused on the process more than on the result.
- show children that it is okay not to know something, but we can explore together. We walk with them through the process, being actively present.

Wonder and exploration

Wonder and exploration form a sound foundation for development, learning, and happiness. The natural curiosity of children makes them little geniuses who may teach us as well. As they wonder and explore, children acquire skills for learning. They are very keen to examine everything. Even small discoveries will yield much joy.



Children's thinking and learning develop through diverse and meaningful experiences. There must be room for wondering, realisations, and the joy of learning. Children must be given space to wonder. (National ECEC curriculum, 2022)

We can support children on their journey of exploration by showing infectious enthusiasm, propelling the children towards new achievements and understanding.

Pedagogical documentation

Unit implementation:

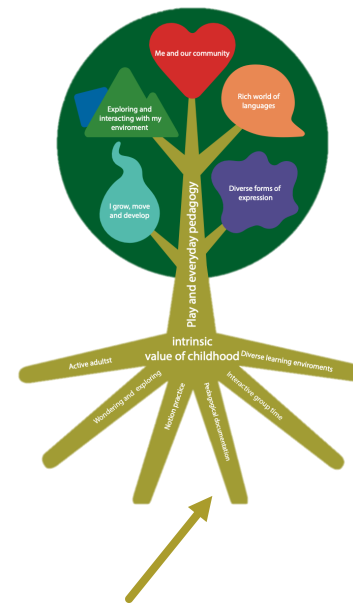
- Pedagogical documentation focuses on positive things and on the skills that children have. It should have a positive tone.
- Documentation should be up to date.
- We can use the space to collect all children's displays, activities done and put them in one place to encourage them everyday.
- Observations are collected in each child's learning plan, which forms the base for the group's 'Team pedagogical commitment'.
- Every day, we make a daily feedback form about the learning and development of each child and send it to guardians. We also encourage families to share important moments of the child's home life with us.
- We notice the child's interests, ideas and input, which form the base of each child's own 'learning' as well as the group's projects and themes.
- Observation of children in everyday situations together with the activity and play give us new ideas to make plans for them.
- The children's feedback from the activities gives us more insights on the children's interests.

Pedagogical documentation is a key working method for the planning, implementation, evaluation, and development of early childhood education and care. It is a continuous process where observations and documents, with interactive interpretation, create an understanding of pedagogical activities. Pedagogical documentation produces information about the lives, development, thinking, and interests of children. (National ECEC curriculum, 2022)

We use diverse and concrete methods to collect information about children's learning and needs, as well as the activities of their group.

Our activities' content is planned and developed according to the observations of both children and personnel, as well as children's documentation, such as photographs and drawings.

Pedagogical documentation is supported with tablets and other tools. It explains what has been done and why, and what learning objectives have been achieved. Pedagogical documentation is required to assess the need for support and develop the support. Projects are often started based on pedagogical documentation.



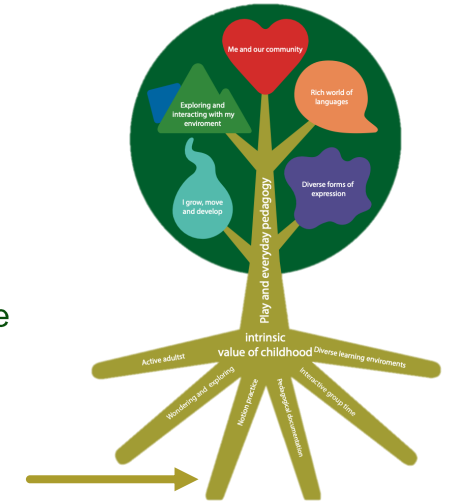
Unit implementation:

- In ICEC Kauniainen we follow the children's interests and prepare activities that enrich their vocabulary.
- Interaction is key. Interaction happens on different levels: among children, between children and educators and between educators and guardians.
- To make a safe environment for the children, so that they can share their ideas together and with the teachers. This way they feel comfortable to ask as many as questions as they want and explore freely.
- To add theme-based activities in our regular routine to improve the children's vocabulary in relation to a topic but still to give them the chance to share and come up with their own thoughts and ideas.
- To make the learning not only in the daycare but also at home. For example, to give them weekend task or a weekend book which they can take home and will be talked about in the daycare.
- Educators enrich play, games and all learning situations so that children are invited and tempted to interact and communicate more. Daily activities and care moments are also used as language-rich learning moments, regardless of the age of the children.
- In ICEC Kauniainen groups are formed partly based on age, but we want to create moments in which we break this so that children of different ages play together: groups visit each other, joined reading moments and play times, etc. This enhances, amongst many other things, language awareness.
- Aside from focusing on high-quality interaction, in ICEC Kauniainen we want to create a language-rich learning environment through the use of pictures, songs, rhymes, repetition, books and written language, body language, rich expressions...
- ICEC Kauniainen is a multicultural daycare and community, where we want to celebrate this diversity and expose children to a wealth of languages (not only English, Finnish & Swedish). This can happen via music and celebrations from all over the world, joining Kauniainen's events...
- We mainly focus on the cultures present amongst families and staff.
- We aim at using a picture routine page for parents who do not have a common language with the staff.
- To use gender-neutral vocabulary with children and avoid using words like "boy" or "girl" with the children.

Language Awareness

We make language learning fun!

A rich vocabulary is built on making active use of concepts and words. This is vital for linguistic development.



Language-aware early childhood education and care recognises the constant presence of languages everywhere. Personnel must understand the central role of language in the development, learning, interaction, and cooperation of children, as well as in the forming of their identities and attachment to society. Making multilingualism visible supports the development of children in a multicultural world. Personnel must be aware that there is a model of language for the children, which requires careful attention to how they use language. Personnel must encourage children towards versatile language use. The children's linguistic abilities are taken into account, and they are given enough time and opportunities to experience different situations of language use. (National ECEC curriculum, 2022)

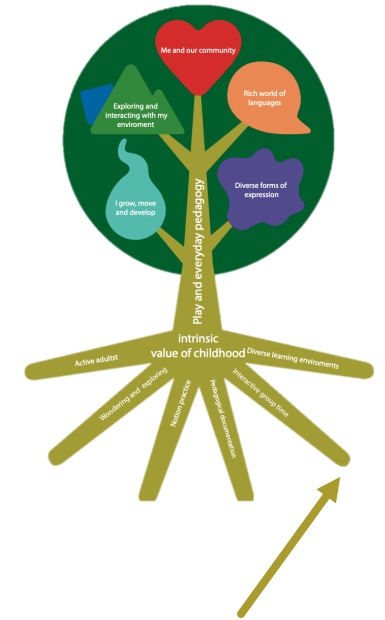
Unit implementation:

- In ICEC Kauniainen we want to focus on creating a positive connection between children and educators and between educators and guardians. In this atmosphere there is trust and joy of learning.
- As important aspects we see transparency, open communication, active and reciprocal listening as well as a feeling of 'unhurried practice'.
- In all groups we want to use visual support as a bridge.
- As a professional team, we recognize how important the modelling behaviour of the adults are: team spirit, respectful interaction, clear agreements and positive support.
- Understand that there is an integration between home and the day care. (Multi-disciplinary)
- Mediate and respect the child's choice.
- Discuss with the community about the importance of the day care as a first point of social interaction outside home.
- Open ethical communication with parents.
- Discussion about the role we play in the child's future.
- Welcome parents to the day care.
- Bring the child's reality to the day care.
- Practice equality by making sure every child has a chance of participation.
- Interact with children at the child's level.
- Use encouragement and gestures to accomplish their achievement.
- Encourage children to speak out, identify their emotions and express their emotions when they are bothered.
- Using soft voice when interacting with children.

Group Interaction

High-quality interaction means active and genuine presence; sensitivity to the child's emotions and thoughts. It enables safe interaction between a child, our personnel, and the guardians.

Positive and supportive personnel aid the development of children's inclusion and their capacity for sympathy and enthusiasm. A trusting and open atmosphere is conducive to a healthy community and children's learning.



The community encourages children in good interaction and acting as members of a group. The personnel support the emergence of peer relationships among the children and foster friendships. A safe community intervenes in conflicts and the children learn constructive ways of solving them (National ECEC Curriculum 2022)

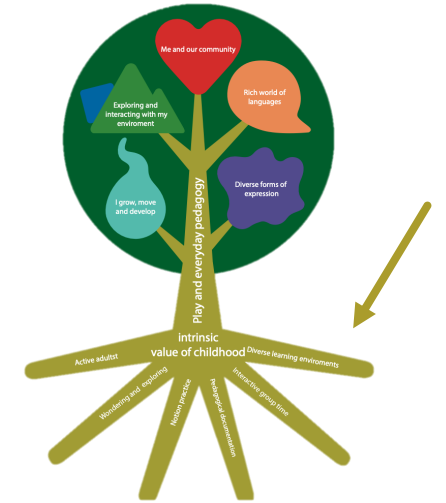
Unit implementation:

- In ICEC Kauniainen we want to use the daycare at large as well as the near (and further) environment as learning environments, which can be flexibly adjusted and 'used' according to the needs of the children. A word that we value is: Co-creation. Children and adults co-create their learning environments. There is a balance between daily routines and exploring the environment at large. Each group has an own space, but we also want to have groups visit each other or possibly swap spaces. We also use our own yard as a learning environment as well as the close surroundings (parks, sports fields, library, swimming pool) or further surroundings (Espoo & Helsinki museums and cultural centres).
- In all groups we want to use visual support as a bridge. We use pictures, drawings/paintings and banners to identify the spaces and learning corners. We use our learning friends as part of the learning areas. The way we divide and organise the spaces in corners and areas help the children to focus and achieve goals while playing. The use of a playboard also help the children to decide their activity, since they can visualize all the areas at once and it is easier to make a choice. We are taking into account children's wishes and tastes to create certain corners or areas.

Diverse learning environments

Our learning environments are founded on pedagogical grounds to be adjustable, flexible, and communal. Children navigate and act in the environment in small groups. For example, we have a music and exercise space, manual skills studio, child-oriented transformable play spaces, and staggered mealtimes in the canteen.

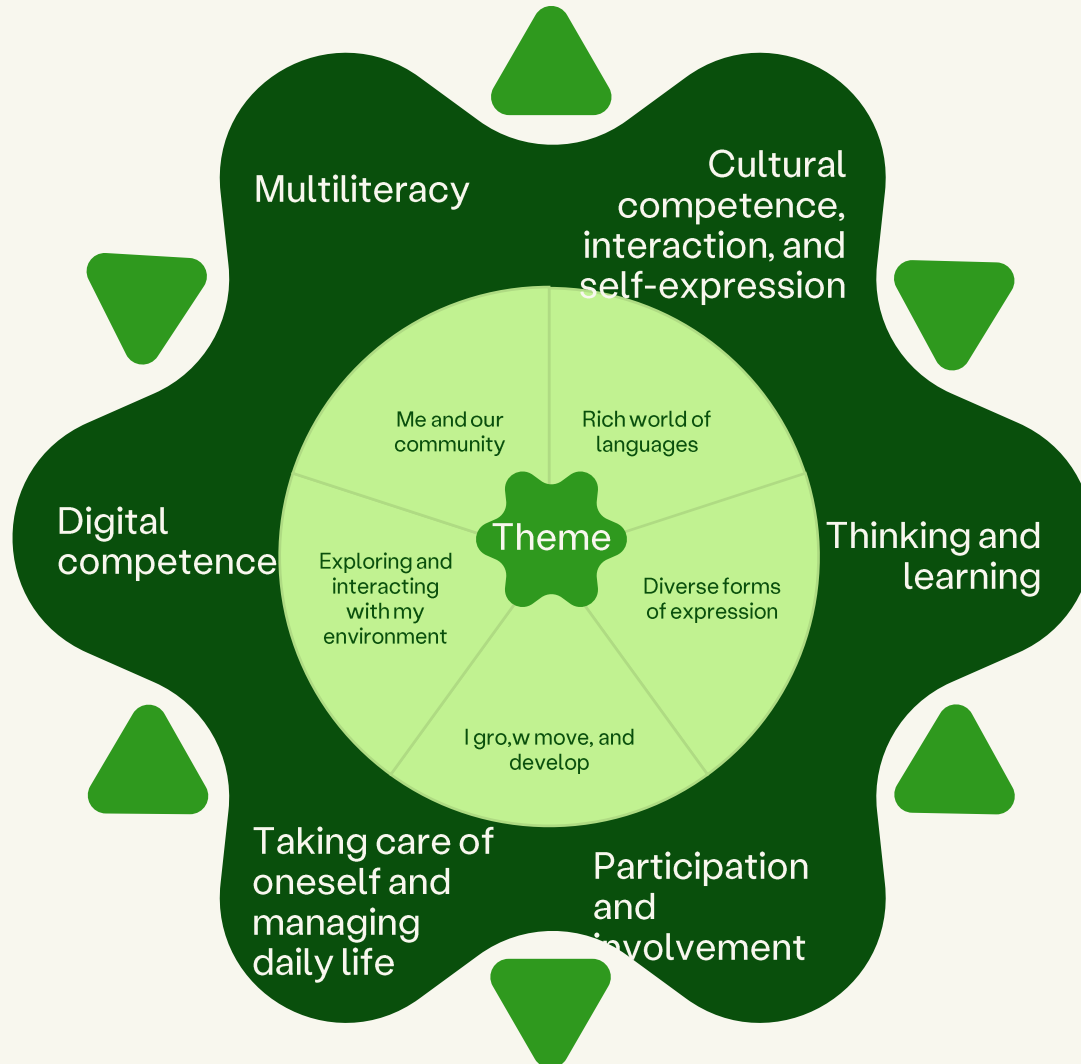
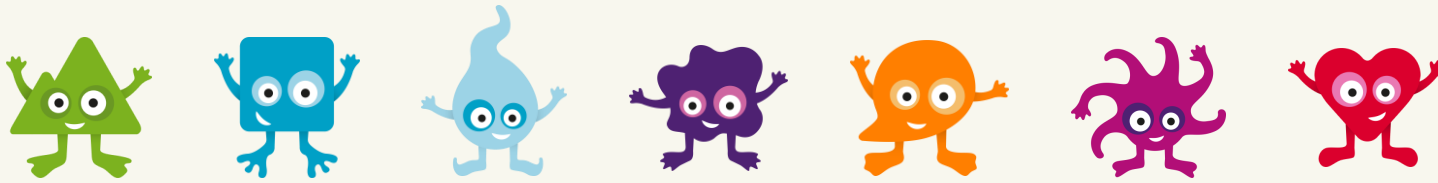
The environment is developed according to the children's growth and learning objectives. The children are active agents in their learning environment – they are included in the planning and building of the learning environments. Our personnel support and encourage children to create varied and inspiring learning environments.



In a play-positive learning environment, adults are learners as well. (National ECEC curriculum, 2022)

Learning areas and transversal competences





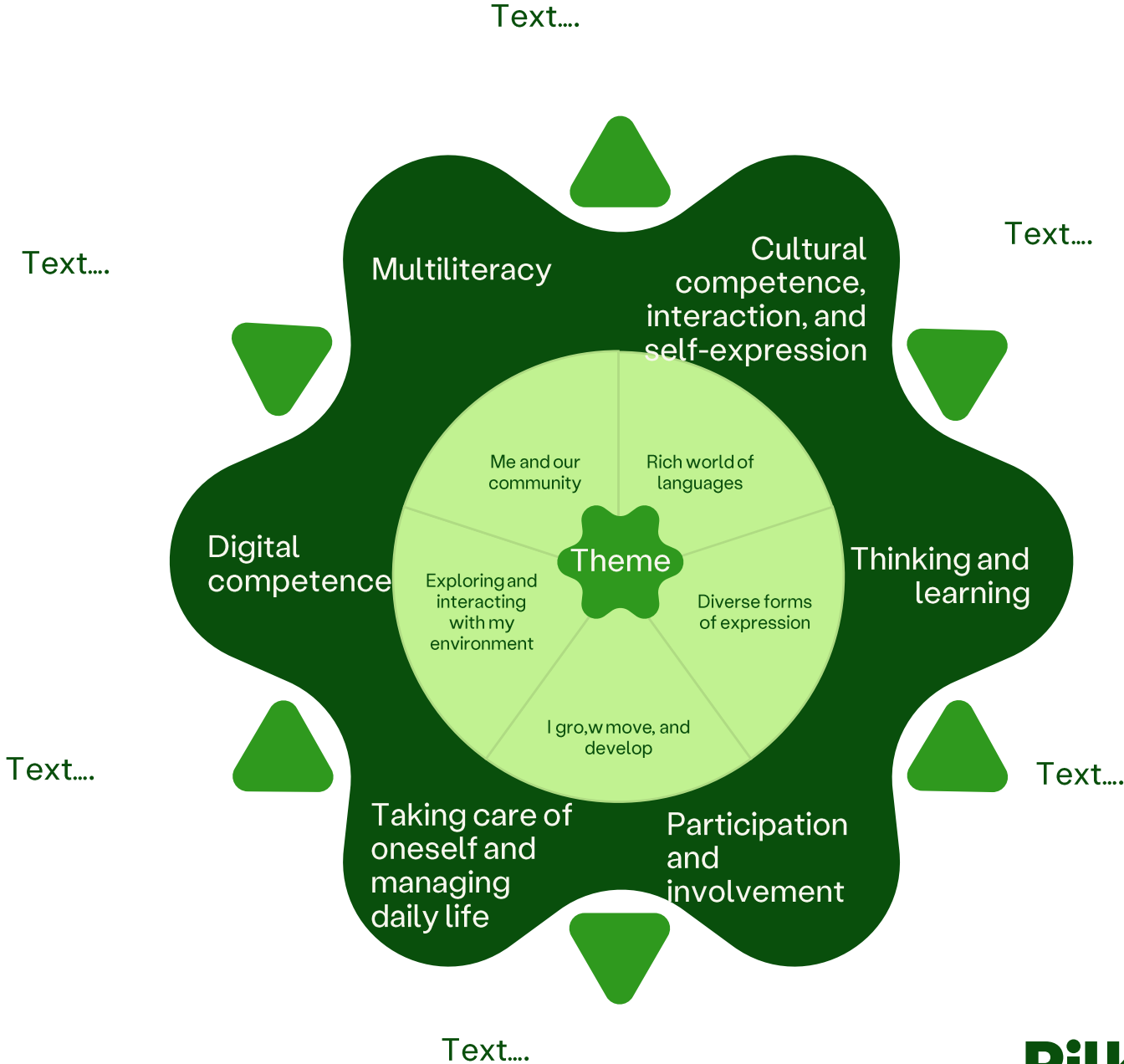
How we use the star model:

- The “star” may be used as a template for all planning or to plan an individual project.
- The theme, project name, or other core concept is placed in the middle.
- The plan, implementation, evaluation, and development are placed in the areas indicated by the arrows (differentiated by colours or other effects).

-> The star model is also useful for visualising our work for families. For example, we discover the children’s interests in the early planning stages, in this case “cars”. We write “Cars” in the middle and surround the centre with ways to explore cars, planned with the children: spot cars of different colours or registration numbers on trips, craft dream cars, etc. The star is then included in the weekly or monthly letter. Any time the star is updated, it is included in the letter. This lets the families see the whole process, not just the end result.

Theme: xxx

Unit implementation:





Pilke aims to provide children with the best day for learning, every day.

We work with a twinkle in our eye.