

Pedagogical Operating Plan 2024– 25

Kiddy House

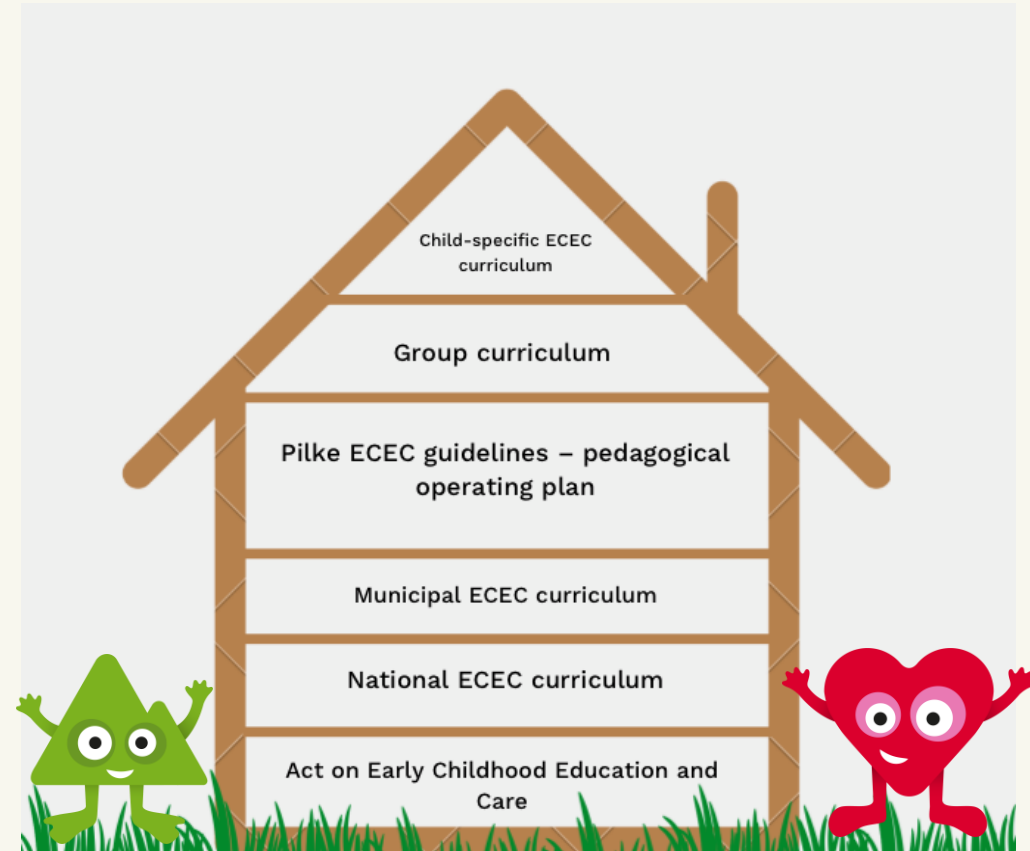


Pedagogical Operating Plan

- 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





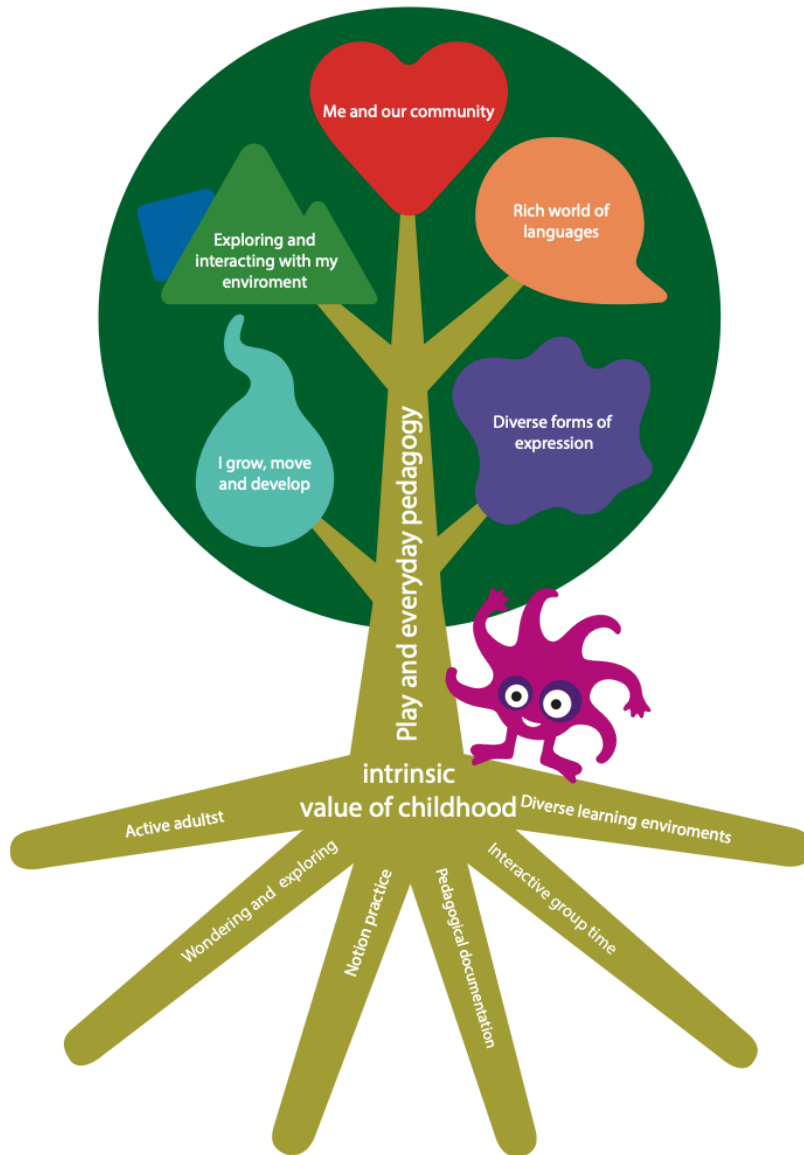
Children are seen as active builders of information at Pilke day-care centres: children filter and interpret the information they receive. Children's active inclusion is a vital part of their learning process. Besides being a process, learning takes place in interaction with the environment. Learning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

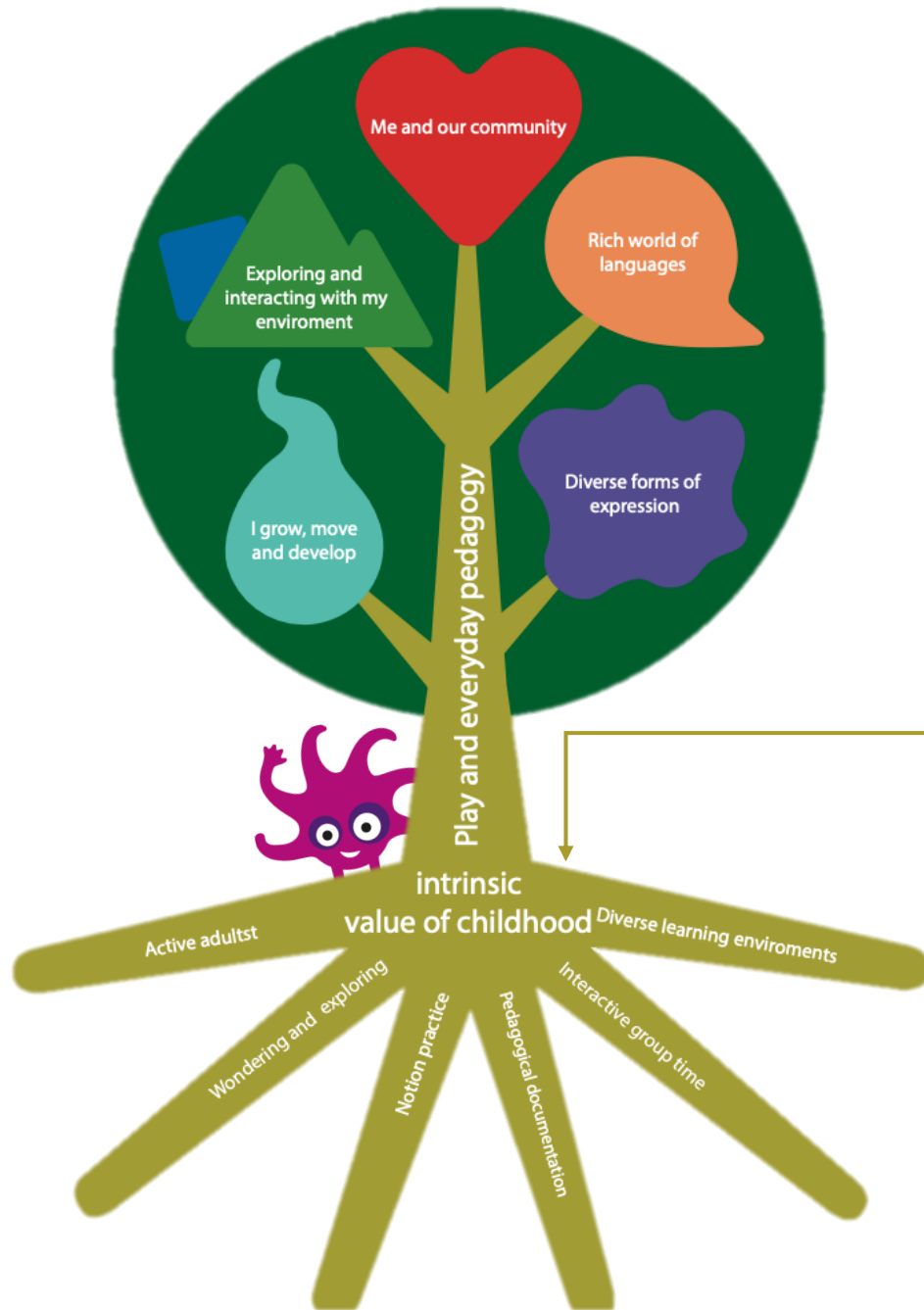


The Learning Tree represents a framework and outline for our work

“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.



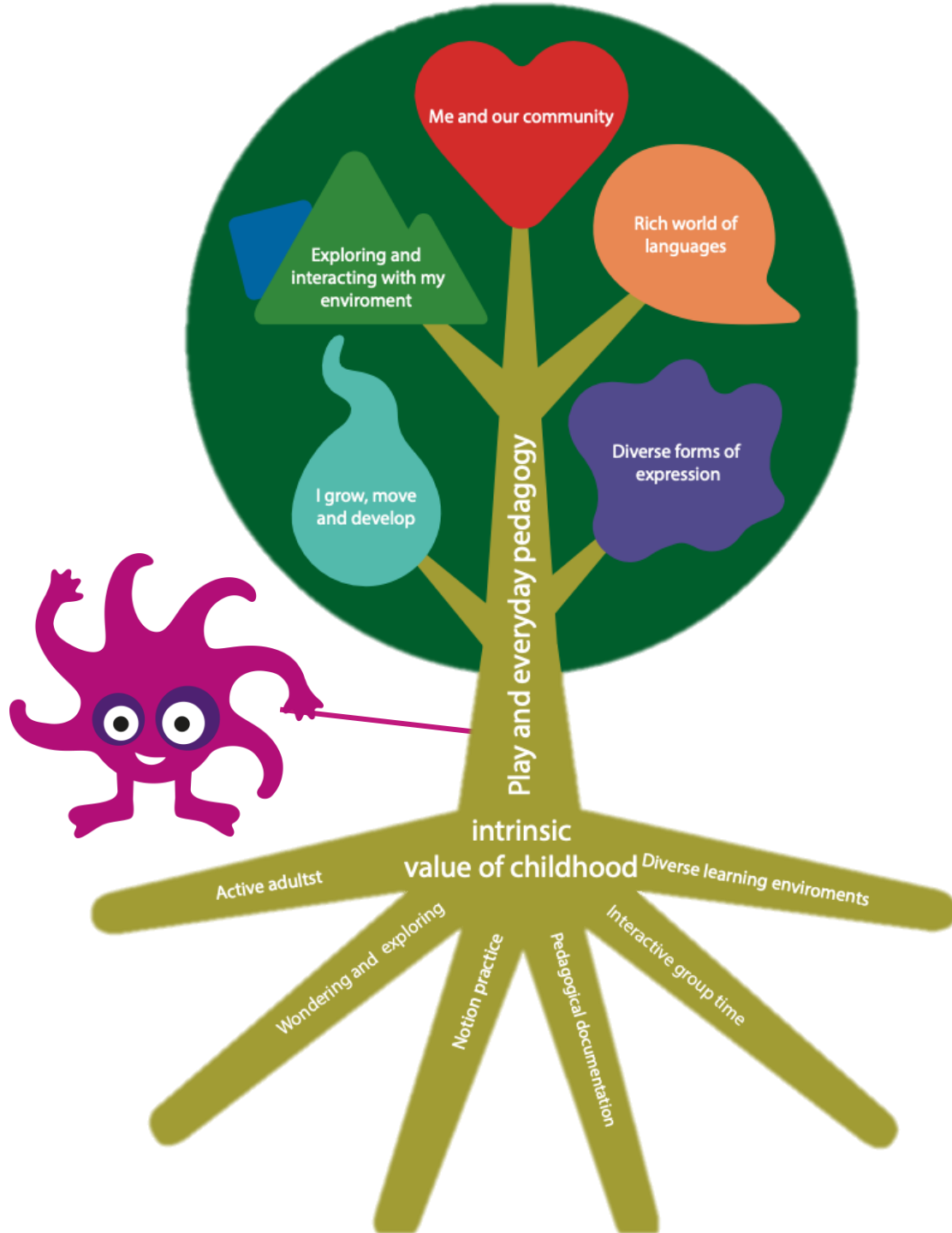
The intrinsic value of childhood

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.

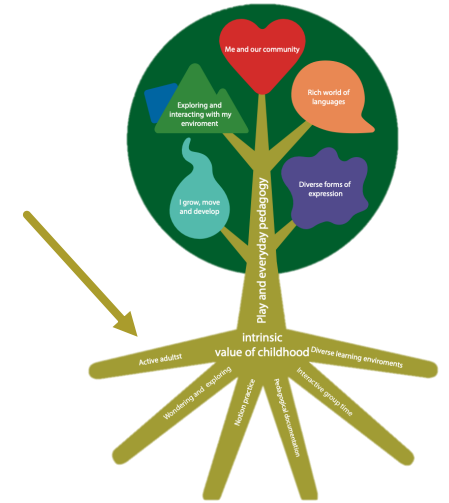
In small group activities, pedagogical grounds are used to divide children into smaller groups. Small groups enable goal-oriented support in everyday situations for every child's growth, development, and learning. They also allow for good interaction and for the children to be approached and considered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

Unit implementation:

- We observe children throughout the daycare day. We are aware of the social relationships between children, their strengths and interests. The children's own wishes and possible support needs are also seen and taken into account.
- We involve children in the planning, implementation and evaluation of activities, for example by organizing children's meetings and voting.
We empower children to make decisions about their own lives every day.
- Create a group environment, that promotes safety, both mentally and physically. Adults are active members, keeping the peacefulness.
- We take children's wishes into account in the games and play with the children. The participation of the educator commits the children to play and helps the children develop their interaction skills.
- In so-called free play, the educator inspires and enriches play, not acts as a guide or prescriber. In case of conflict between children, the educator helps to clarify the situation by negotiating by listening to the children.
It should also be noted that adults do not disturb children's play, but are sensitive in their observations and can see where they are needed.

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.



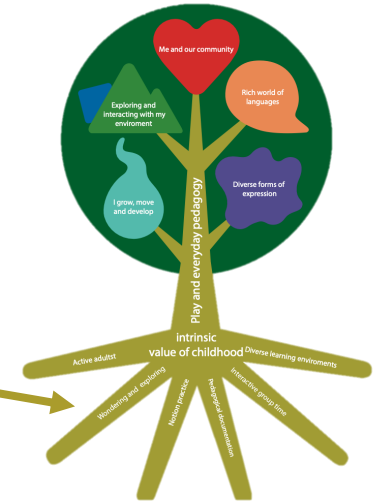
The adult is responsible for creating the space and conditions for play, encouraging the children to play, supporting and steering the children during play, participating in play themselves, and observing how the children play. Adults must work to provide a rich and exciting day for the children with 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:

- The starting point for learning is curiosity, the desire to acquire new knowledge. Children have endless questions that we educators can tackle and go together with the children in search of information. We don't give ready-made answers, but learning becomes fun when we do it together.
- When interesting things grow into themes, educators can help with access to information and combine areas of broad-based learning with the theme. Projects grow and enhance children's learning, but you also need to know how to let go of them when their time is over. Then room can be given for a new question.
- It is also not necessary that all the children in the group work on the same project, they may have something else going on.
- Organize trips to nearby cultural places, and in the city in the nearby area.

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.

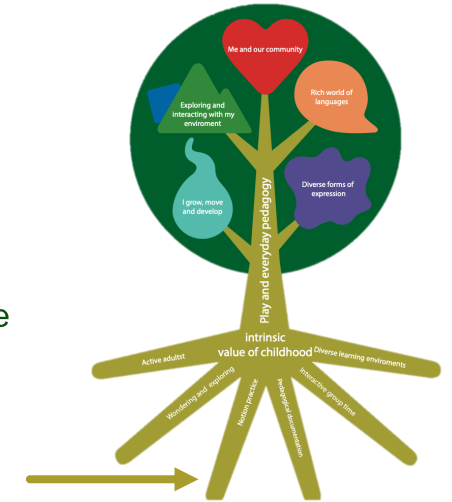
Unit implementation:

- We support the development of children's linguistic identity and strengthen their role as active actors in language learning and use situations.
- We also have the capacity to use communication methods that support and replace speech.
- We use diverse and rich language and say things, situations and feelings to children, taking into account their age and developmental level.
- We read fairy tales, poems and rhymes and sing songs in a variety of ways.
- We make multilingualism visible by taking into account different countries and cultures.
- We read in multiple languages and are keen on bring guests that can show their culture.

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)

Pedagogical documentation

Unit implementation:

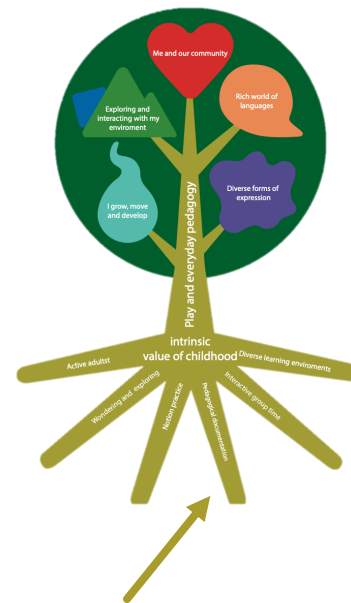
- Through pedagogical documentation, we get to know each child better. We observe children daily, and we also discuss, interview and photograph.
- Project work also helps with pedagogical documentation, describing the different phases of the project and observing children's learning.
- Thanks to pedagogical documentation, children's learning and opinions are better expressed. Children's learning is documented through drawings, verbal descriptions and photographs.
- Using the group's room to exhibit our work and what we have been doing in the group.

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.



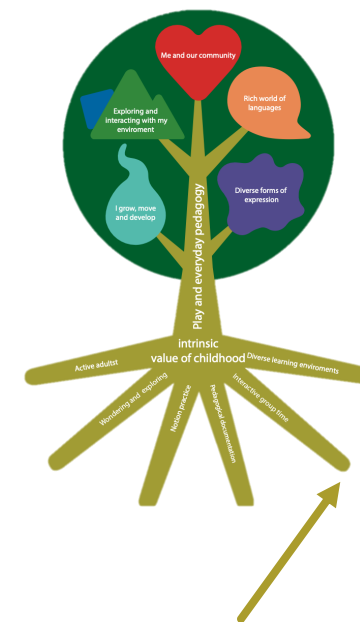
Unit implementation:

- We are present for each child, providing embrace, warmth and constancy. By setting our own example, we create an accepting, positive and unhurried growth environment. We respect every child's opinion and right to be exactly who they are.
Cooperation with families is also part of high-quality interaction.
- We also practice friendship skills with people who are not everyday friends.
- Children have the right to choose their own friends and to receive teaching, upbringing and care from each educator in the group.
- It is important to us that every child and adult feels accepted as they are.
In the mornings, everyone is welcomed.
- Everyone has the right to be comforted.
- The adult also nonverbally communicates acceptance and warmth.
- The entire staff takes responsibility for the positive atmosphere.
- Let's see the good in all people.
- Children should be active members in their groups, being able to influence their routine, and its organization.

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:

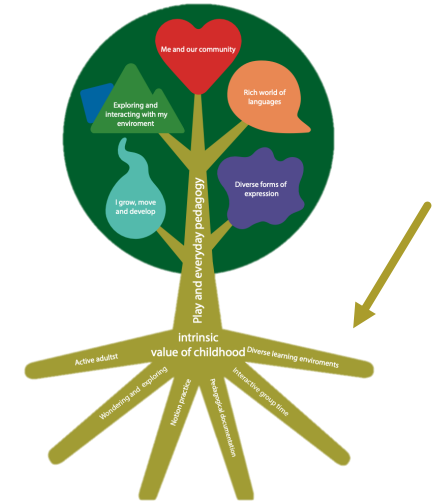
- Kiddy House's learning environments are designed to promote children's growth and development, taking children's interests into account. In design and material procurement, we take into account children's different needs and also ask for children's opinions.
- Learning environments are adapted and designed together with the children, and they are also flexible with play. Thus, it is possible to take bricks for car play or take supplies from the doctor's play to the store.
- We utilise different means of learning: exercise, fairy tales and rhymes, music and handicrafts.
- We also organise activities in the daycare centre's yard and on forest trips.
- Learning environments change during the year according to children's interests and projects.
- Constant updating and keeping on with the newest discoveries

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.

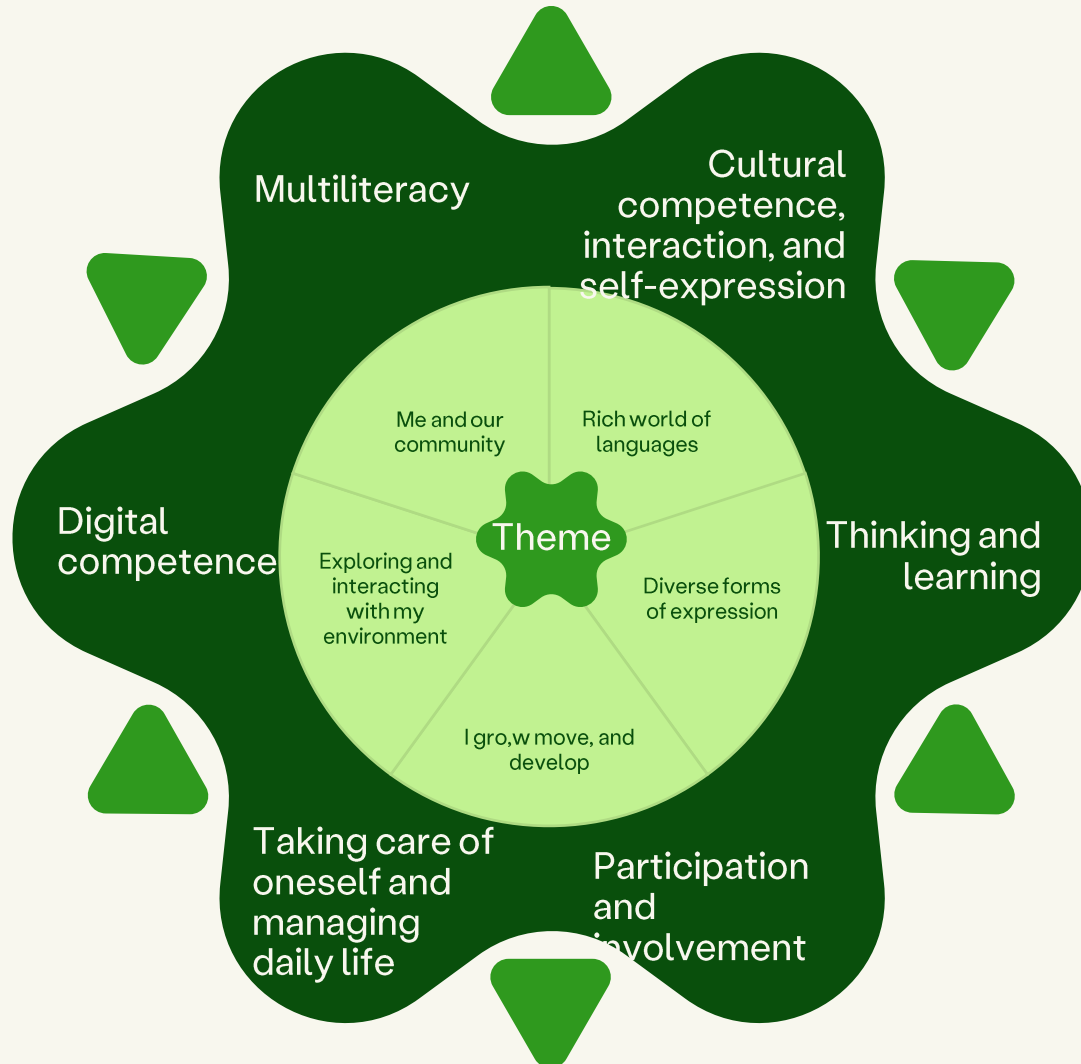
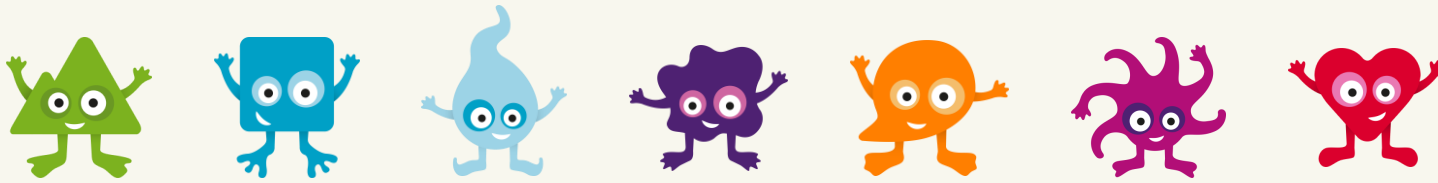
The environment is developed according to the children's growth and learning objectives. The children are active agents in their learning environment – they are included in the planning and building of the learning environments. Our personnel support and encourage children to create varied and inspiring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

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



Learning areas and transversal competences





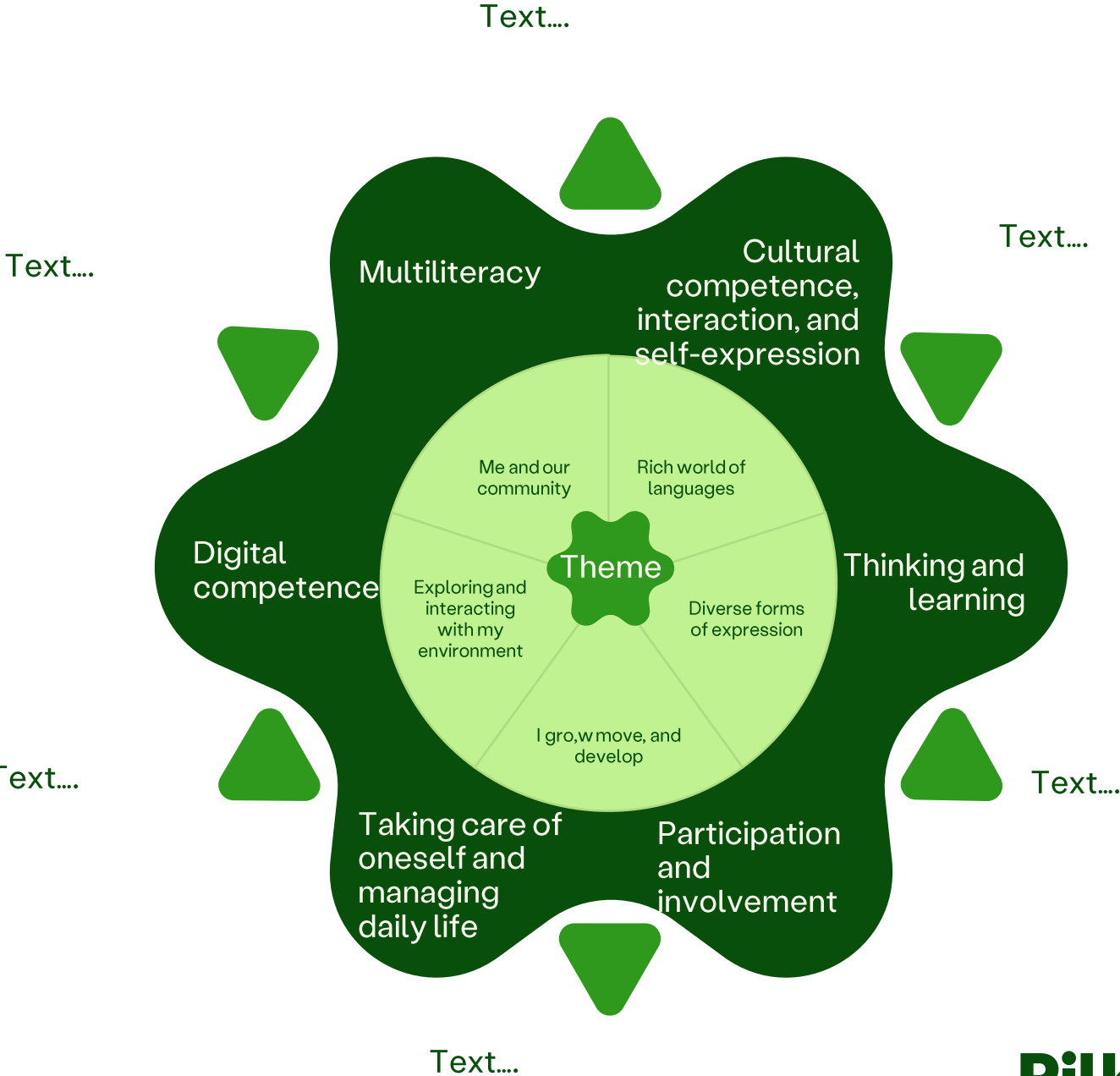
How we use the star model:

- 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:

Unit implementation:





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

We work with a twinkle in our eye.