

The background is a vibrant red color. On the left side, there is a vertical strip of overlapping geometric shapes in yellow, orange, and purple. Scattered across the red field are several circles in shades of pink, blue, and white. A large, semi-circular shape with white diagonal stripes is positioned at the bottom left.

**Pedagogical operating plan
for Playschool Mäntyviita, 2022–
2023**

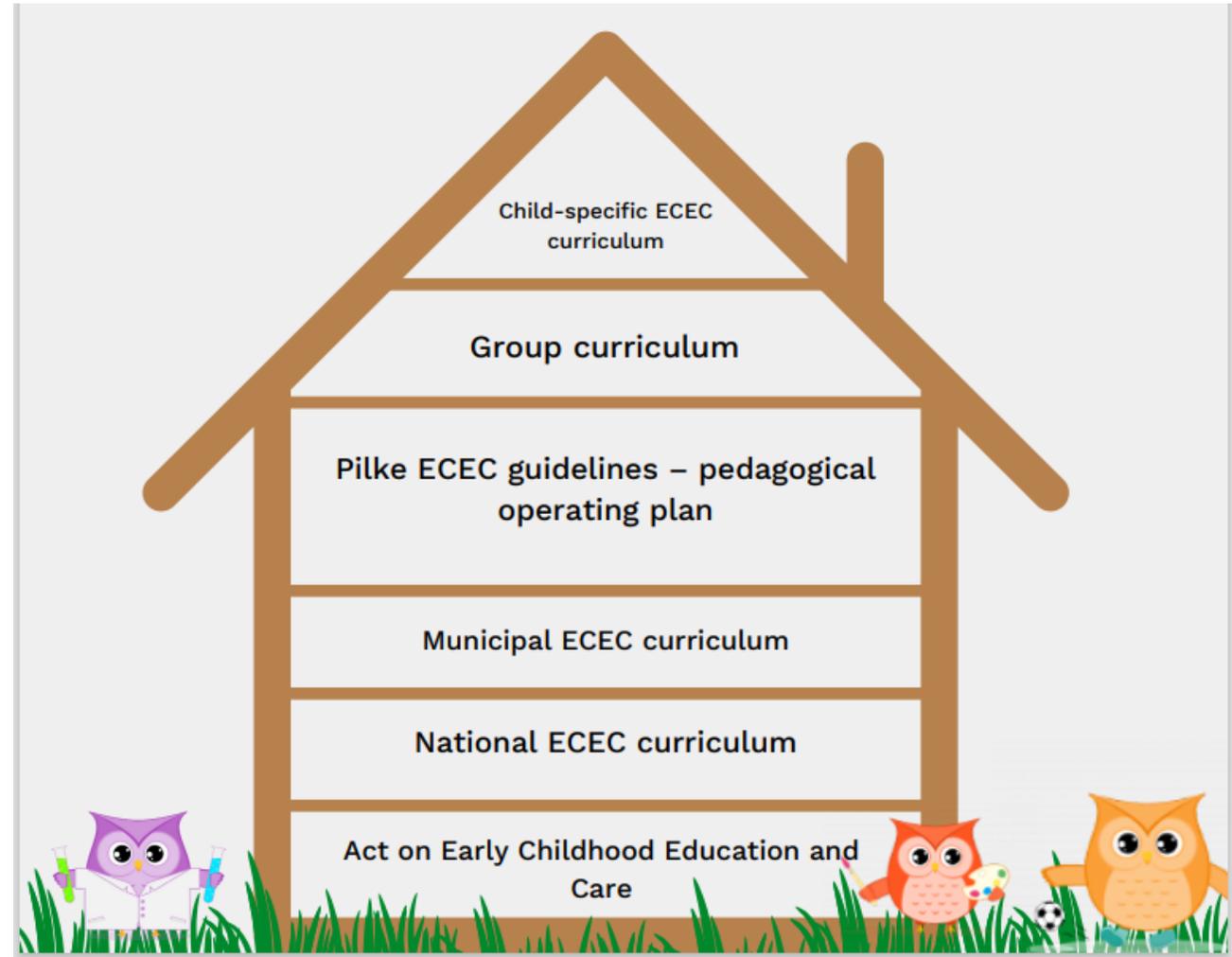
PILKE

- The unit-level pedagogical operating plan describes how Pilke's ECEC guidelines are implemented in daily activities.
- The unit's focus or theme is also included for 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 Microsoft 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 päivakodit Oy is 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 abridged overview of Pilke's ECEC policies. The Dibber manual is also used to prepare the pedagogical operating plan.



The Pilke concept 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.

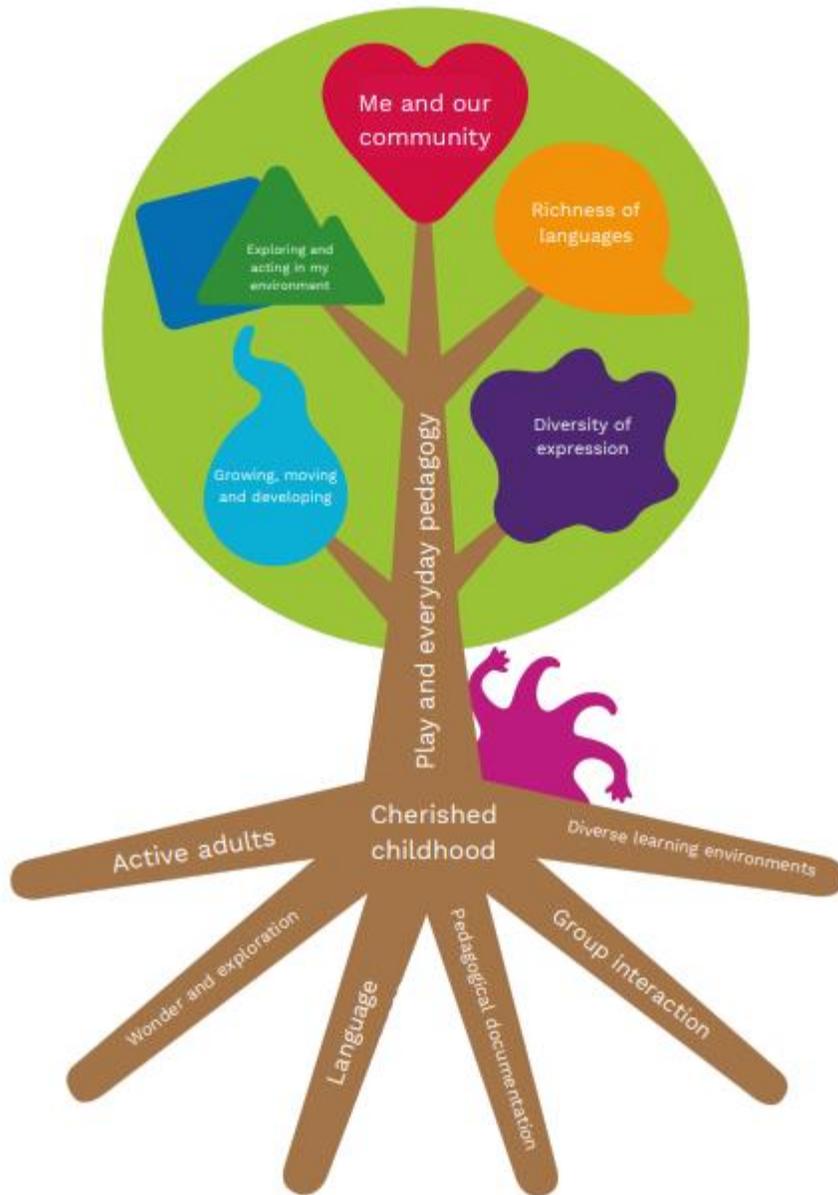
Learning tree

The “learning tree” is a framework and outline for our work.

“Cherished 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.

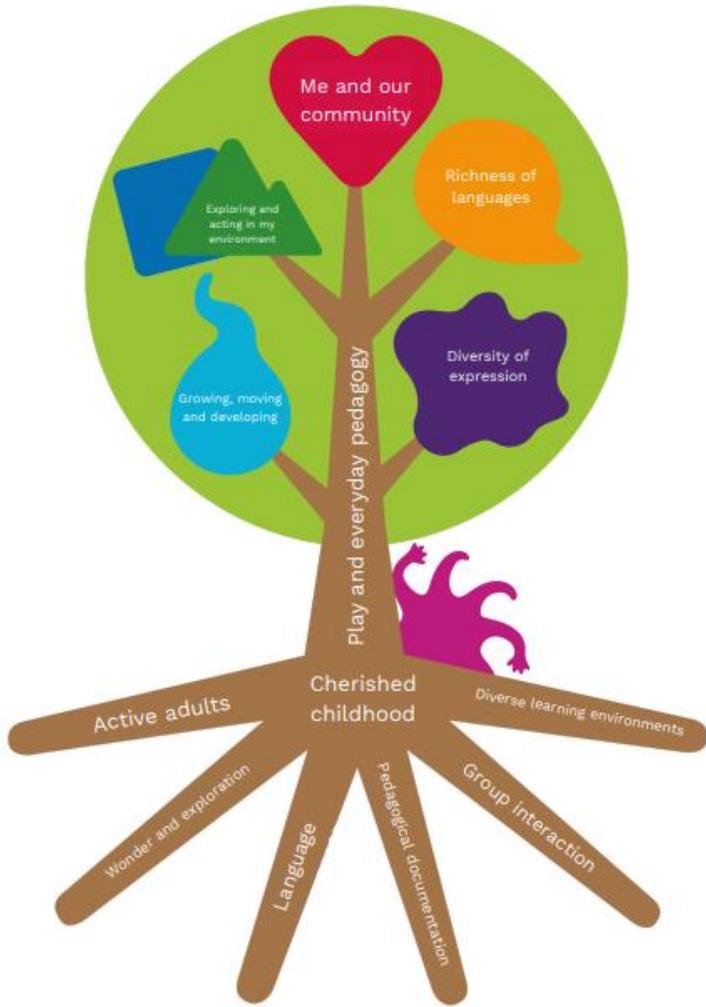
The roots of the tree are the Pilke ECEC guidelines. They describe the methods and strategies we use to provide children with a good, successful day. The roots also explain the basis of our work.



Cherished 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)



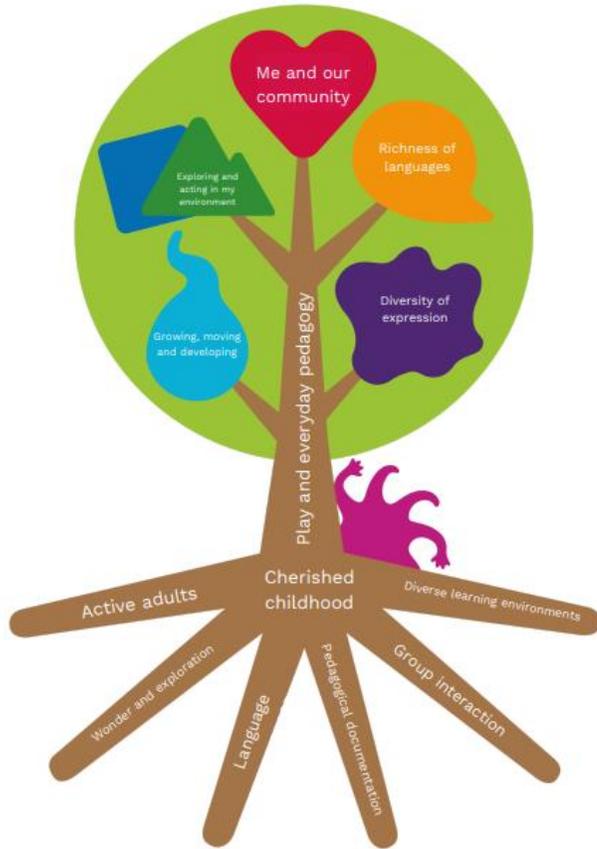
Play and everyday pedagogy

Most of a preschooler'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.



Active 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:

Adults **create** the learning environment, **encourage, support and guide, participate** and **observe**.

Adults **create** the space and conditions to play, wonder and explore. Adults are responsible that children are exposed to different options and have tools to decide for themselves.

Adults **encourage** children. Adults are actively involved during play and activities, are sensitive to the imagination and thoughts of each child, creating possibly a narrative around it and make even the most daily action into a game or exploration.

Adults **support and guide** children. Adults interact with children, are sensitive to their thoughts and to social situations or opportunities that arise. Adults enrich each moment and give children the tools. Adults are aware of the different windows of opportunity and are able to adjust to each child individually.

Adults **participate**. Adults alternate their role between leading and following, between guiding and letting the child guide, between listening and enriching...

Adults **observe** children. Adults observe and build a rich and varied view on each child's personality and development. Through observing, adults become aware of social skills, empathy, conflict solving and emotional regulation amongst the children.

Adults **model** behavior. Adults are aware that they are important role models to children on different levels: communication, emotional regulation, hygiene etc.

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:

In Playschool Mäntyviita we explore and wonder the world together, adults and children. Adults have a curious attitude and show active interest in everything a child talks about, points out,....

We try to create time for exploration and wonder and actively try to reduce the feeling of 'hurry and rush'.

Children and adults work in constant interaction, where children are invited to play and explore and adults show interest and enrich what the child offers. In return children take their ideas further and expand their imagination, attention span, vocabulary....It is a constant interaction.

When children bring on ideas that seem difficult, adults actively adjust so that things become possible and children can push their boundaries in a safe and accepting environment.

We want to increase focus on STEM (Science, Technology, Engineering and Math) and use STEM to stimulate children to ask questions, wonder and explore. We don't want to give immediate answers to the thousand questions children have but give them tools on how to find answers themselves.

In Playschool Mäntyviita we allow mistakes and we welcome mess!

Language awareness

We make it fun to learn a language! 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 theirs 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 Playschool Mäntyviita we are placing active focus on language development. Both families, children and staff represent a very diverse cultural group. This natural diversity of our playschool creates a rich environment for exposure to different cultures and languages. Staff invites families to share important celebrations...

Language is present everywhere: in written and spoken form. Books, labels, flash cards, pictures, songs, rhymes, poems, nursery rhymes.. are part of our learning environment and support all actions throughout the day. Expressive skills such as facial expressions, body language, sounds are used to support the language learning.

Staff actively uses rich language (for example explaining even smallest actions, use of synonyms,...). There is room for mistakes, both for staff as well as children with a positive approach to learning.

There is never any stress placed on using English, but children are invited and tempted to join and use English language.

Digital tools are used in a pedagogically responsible way for example to document, to support learning, to enrich a topic or project...

Language awareness is also supported through projects. Projects are based on children's interests and ideas and enrich the language even further through specific vocabulary and exploration.

Pedagogical documentation

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 Playschool Mäntyviita all planning (with and without children) is documented and saved for evaluation and future use.

Planning which happens together with children is displayed in the room so that children can see their input (empowerment). This makes learning visible!

Each child also has a portfolio, in which art work etc is saved. According to the developmental age of the child, children are responsible for adding own work to portfolios, take pictures of their own creations, points of interest etc.

Portfolios are shared with guardians during vasu conversations and at the end of the year. Pedagogical documentation is an important tool to make methods and learning visible. It should contain different kinds of material: written educator notes, pictures, drawings, children's stories and remarks (use of phones and tablets!)

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.



Unit implementation:

In Playschool Mäntyviita we see high-quality interaction happen on three levels: educators – children, children amongst each other and staff – guardians.

Each child/family/staff is valued and accepted as is and we focus on strengths. Through positive enforcement & encouragement we want to create a secure, warm, happy, trusting environment. We believe that this encourages attachment and development and room for different opinions and emotions.

Each adult interacts with the children with genuine and active attention, adjusting speech and communication to child's developmental stage.

In Playschool Mäntyviita we strive for an atmosphere of participation, where children participate in planning, decisions, execution and evaluation as much as their developmental level allows.

Children's interests and ideas form the base for activities, themes etc.

Interaction with guardians happens via daily individualized feedback to caregivers, weekly sharing of Highlights via Daisy and monthly sharing of learning moments and pictures via Daisy.

Adults actively observe children, learn to understand their natural way of communicating and encourage them to interact with each other.

Adults model high-quality interaction and focus on good manners (using language to support good manners: thank you, please, would/could, ...)

Playschool Mäntyviita is a multicultural environment. This increases the importance of self-knowledge from staff: strong professional background, understanding of different communication patterns as well as sensitiveness to cultural differences are important aspects to make the most of the rich diversity.

Diverse learning environments

Our learning environment is 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. \(National ECEC curriculum, 2022\)](#)

Unit implementation:

Schedules are designed to have groups rotating within the learning environment to create a calmer environment and better use of the space
Environment is child-friendly, developmentally appropriate and visually stimulating.

Environment reflects projects, themes, children's learning and interests and as such, changes regularly

Toys are rotated regularly as well

Educators understand their role in creating a learning environment that is inviting to explore and play.

Artwork is also displayed by children themselves, enhancing feeling of accomplishment, ownership and pride

Everything is labelled (text and picture) so children can function and explore freely and independently.

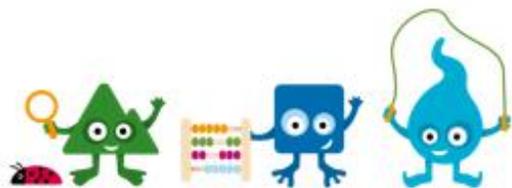
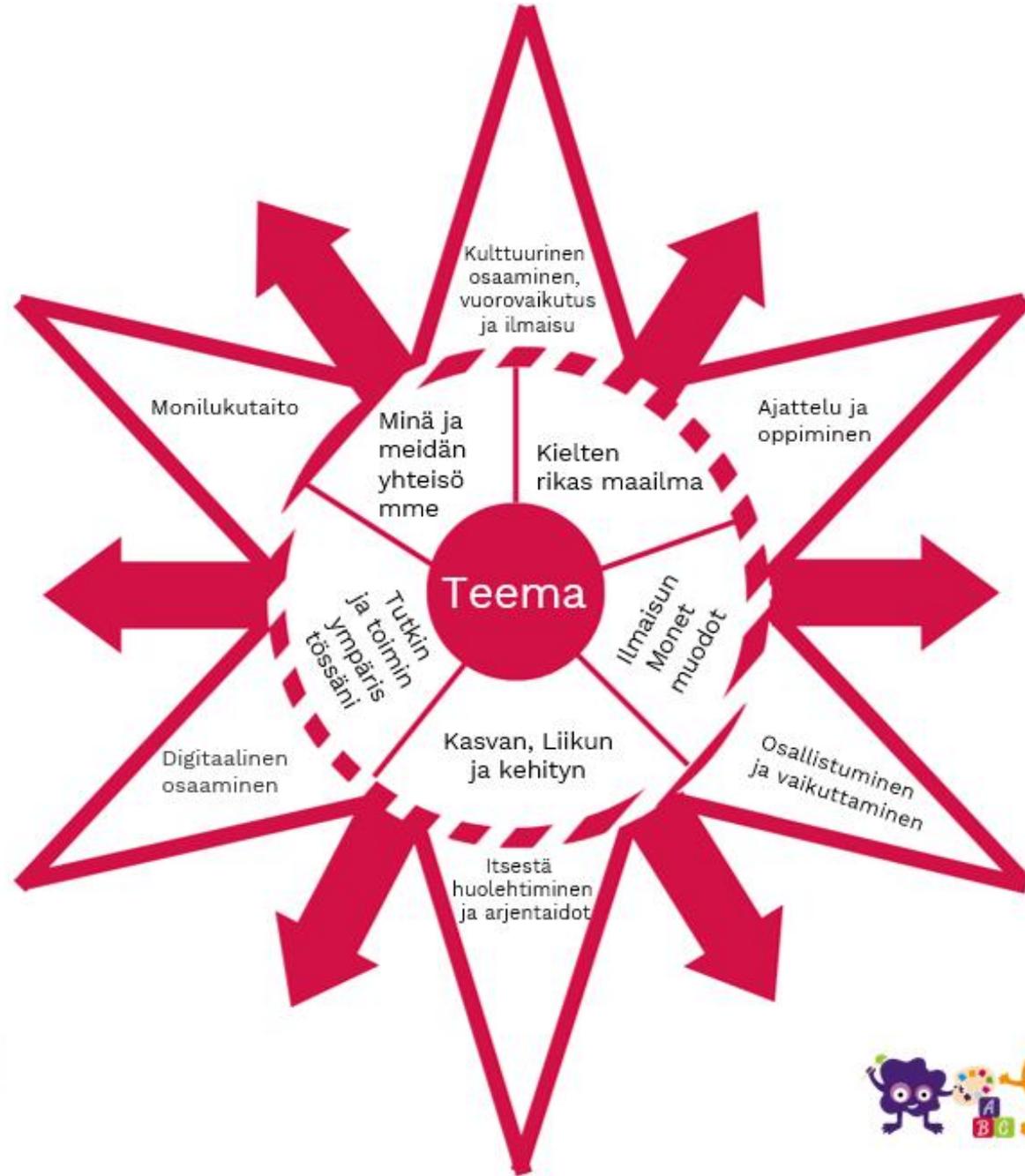
Print-rich environment

'If you can reach it, you can use it- policy

Learning environment is seen as larger than playschool premises: Tapiola, nature, field trips... Children go for weekly nature walks and trips.



Areas of learning and comprehensive competence



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 digest. Any time the star is updated, it is included in the digest. This lets the families see the whole process, not just the end result.



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

We work with children with a twinkle in our eye.

PILKE