

Finnish Early Childhood Education

Planning, evaluation and development

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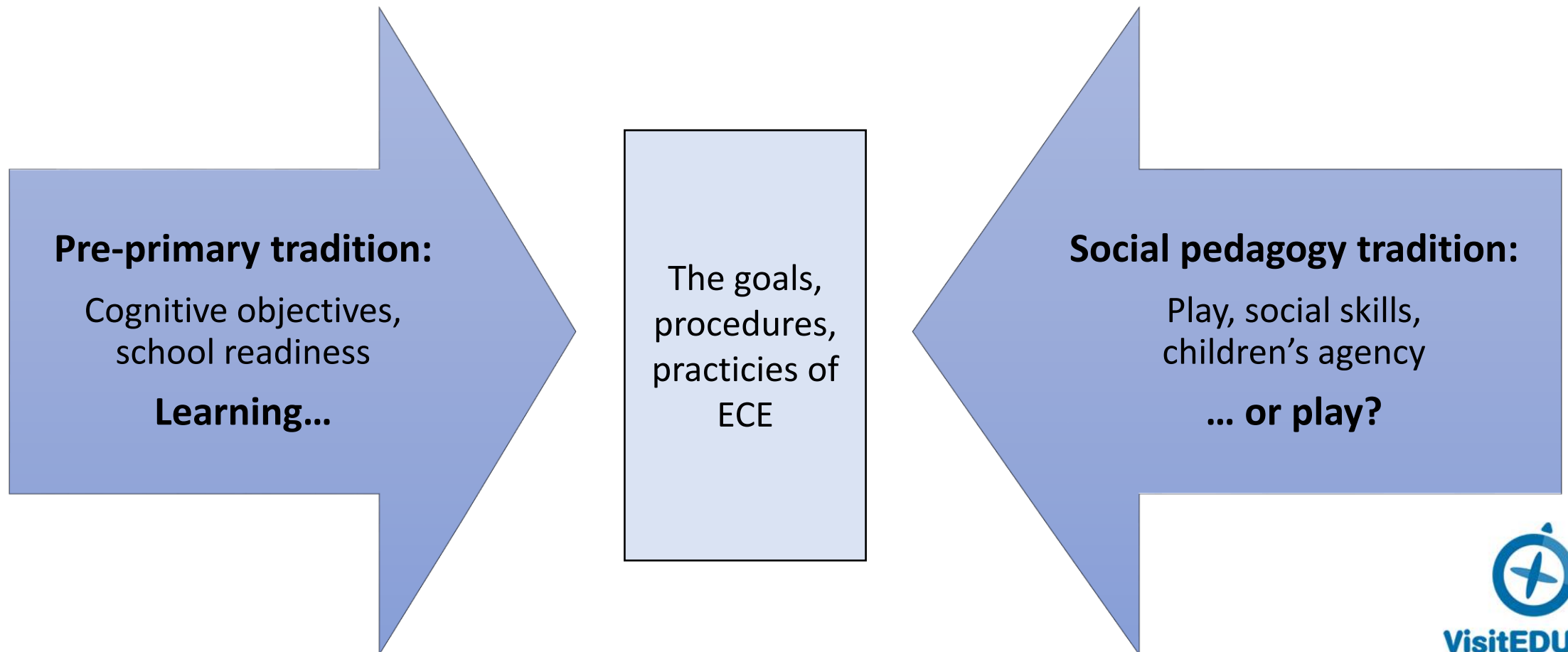
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“Sometimes you have to travel far to see what’s nearby”



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Different traditions of ECE



How to define pedagogy?

Based on...

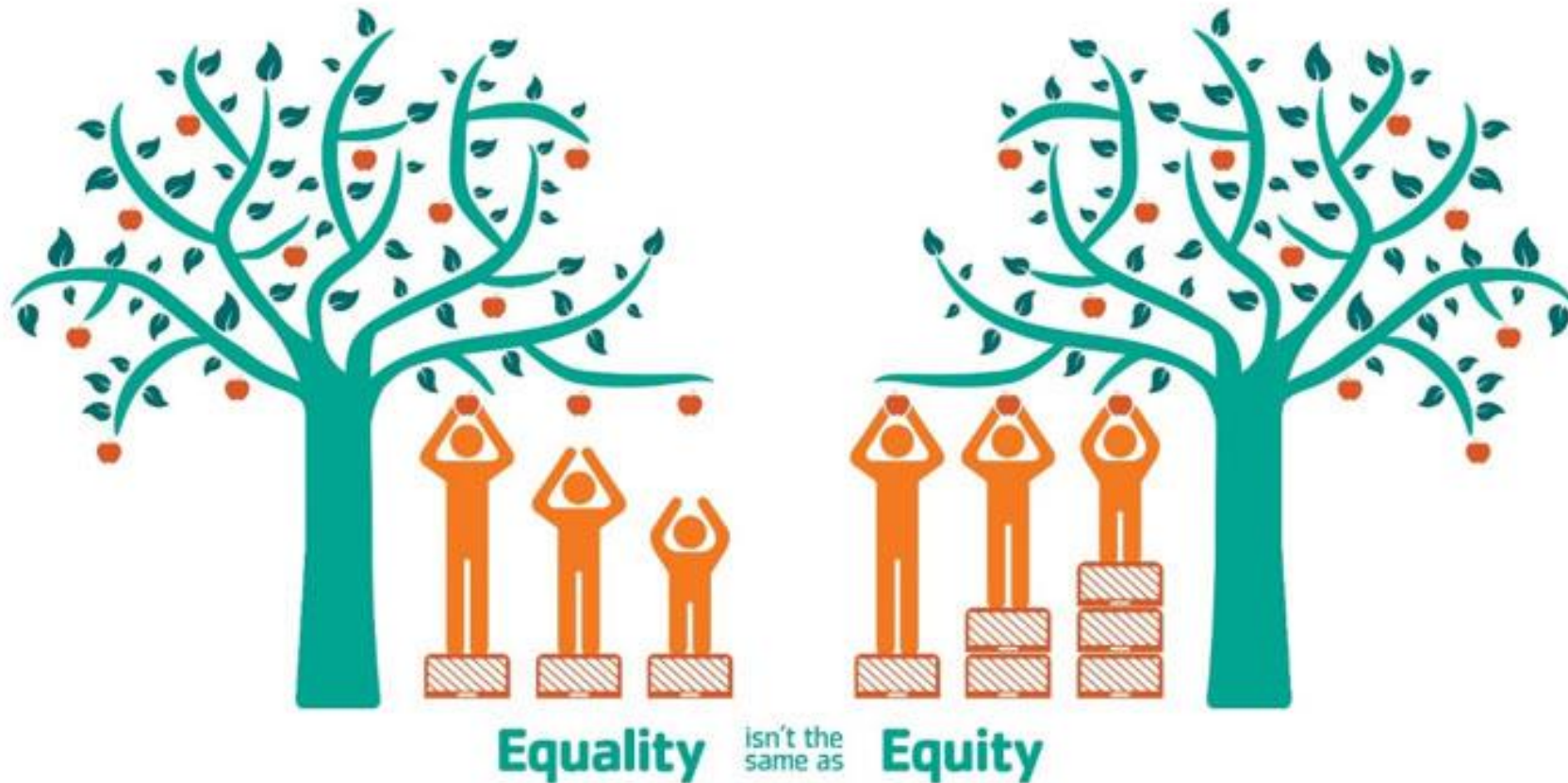
- Underlying values
- Conception of child / childhood
- Conception of learning
- Multidisciplinary knowledge

And...

- Systematic and goal orientated
- Professionally managed
- Implemented by professional personnel



Principle 1: EQUITY



=> Different children, different needs

=> Need for variation in pedagogy

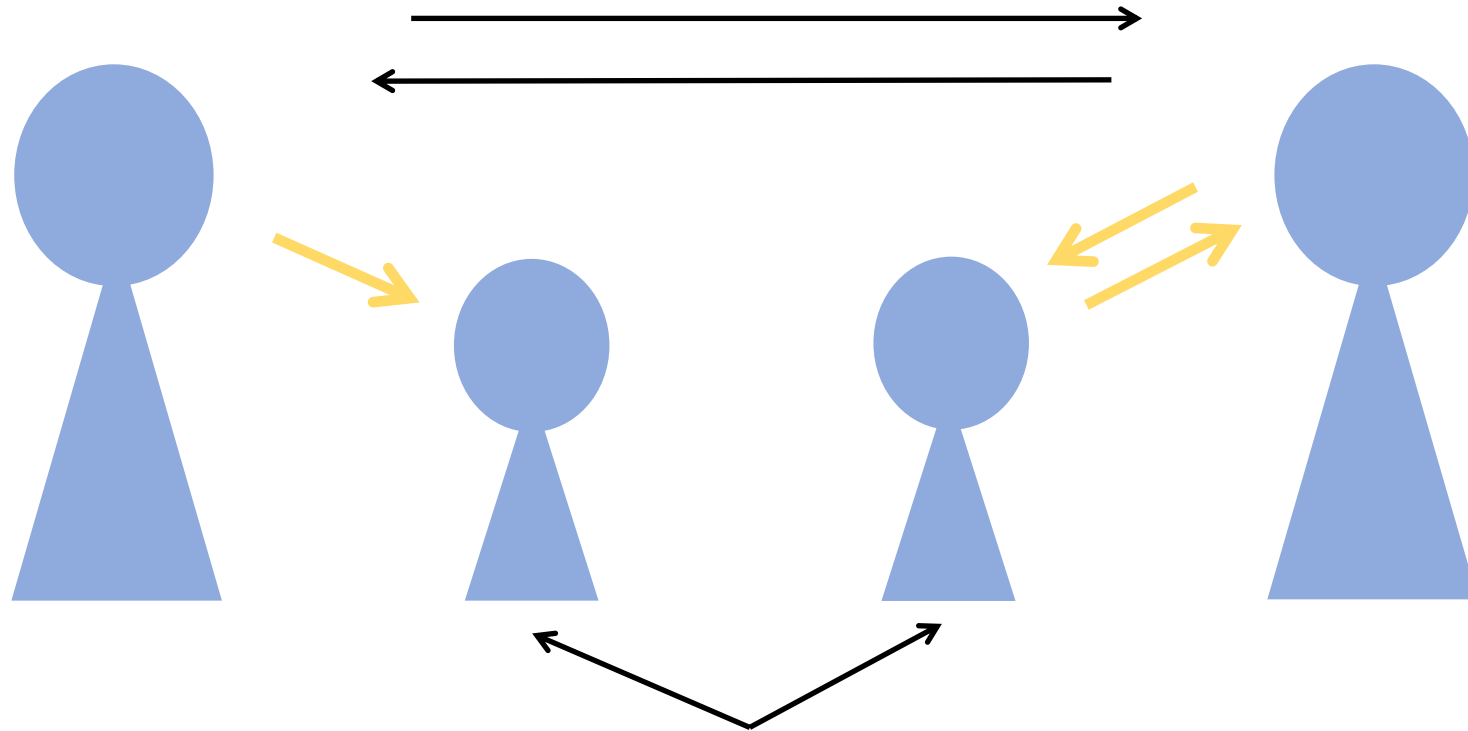
Principle 2: PARTICIPATION



“Do I have to?
If I do, WHY?
If I don’t, WHY?”



Principle 3: INTERACTION

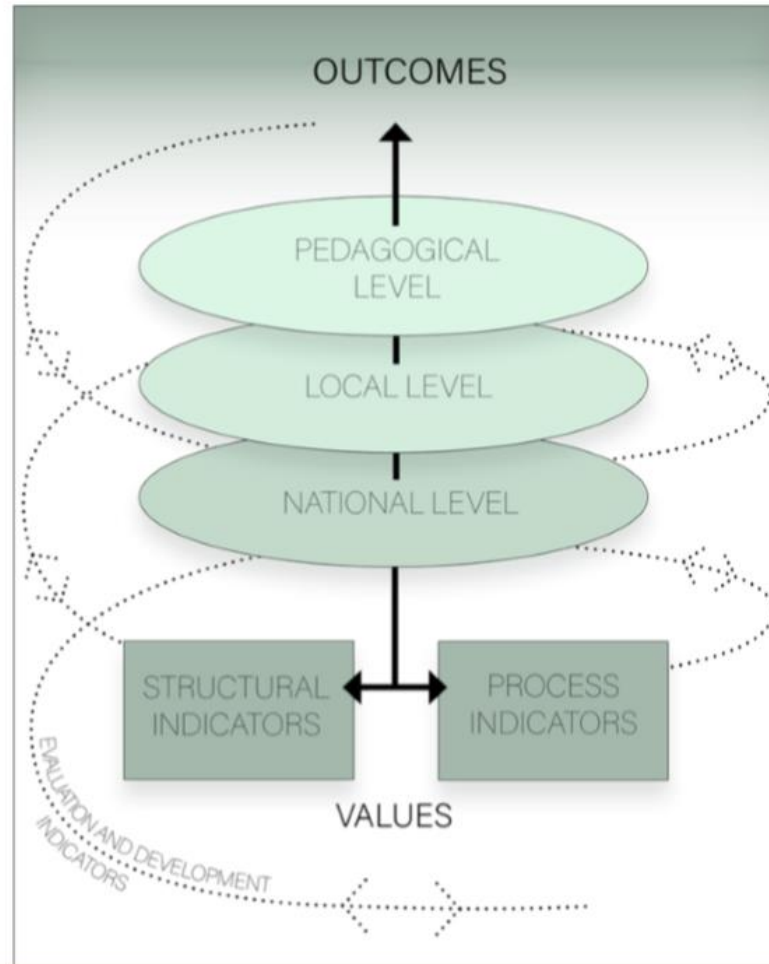


(Roos & Vlasov 2013)

National evaluation model for Finnish ECEC

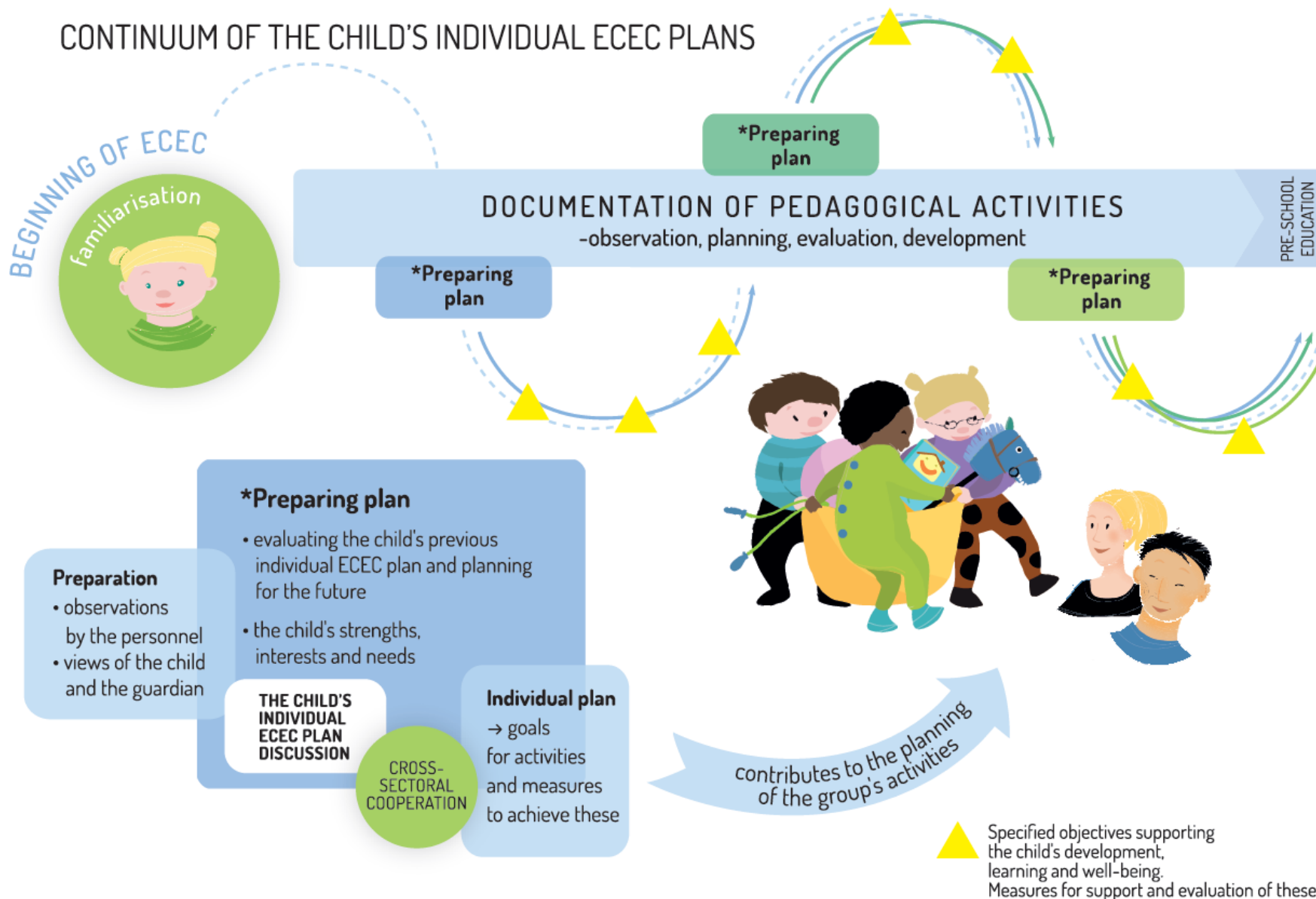
Model for evaluating and developing the quality of ECEC in Finland

Quality is seen as being composed of structural and process-related factors, which should be realized at the national, local and pedagogical activity level in order to deliver good quality early childhood education and care with an impact.



<https://karvi.fi/en/>

CONTINUUM OF THE CHILD'S INDIVIDUAL ECEC PLANS



shorturl.at/dkDH3

How could I as a teacher support children's learning / meet their needs?



KIITOS!

THANK YOU!

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