



FINNISH NATIONAL
AGENCY FOR EDUCATION

The National Core Curriculum for ECEC

**Senior Specialist Merja Hautakangas and
Senior Adviser, Education Kati Kaplin-Sainio**



National core curriculum for ECEC in a nutshell | Finnish National Agency for Education (oph.fi)



Current issues ▾ Services ▾ Education system ▾ Education development and internationalisation ▾ Publications and statistics ▾ About us ▾

Home Education system Early childhood education and care in Finland National core curriculum for ECEC in a nutshell

National core curriculum for ECEC in a nutshell

Education and qualifications Early childhood education and care

On this page:

- National core curriculum for ECEC obligates
- The child has a right to high quality ECEC
- ECEC with a pedagogical emphasis
- An ECEC plan for every child
- The right to play, learn and participate
- Cooperation with the guardian
- ECEC builds transversal competences
- Development of the operating culture of ECEC
- Evaluation at many levels
- National core curriculum for ECEC

Share page

The early childhood education and care is guided by the Act on Early Childhood Education and Care and the National core curriculum for ECEC (2022), which is a national norm. The ECEC providers shall prepare the local curricula for ECEC based on the National core curriculum for early childhood education and care. ECEC providers are mostly municipal providers (84 %).

As an expert agency for early childhood education and care (ECEC), the Finnish National Agency for Education draws up and decides on the National core curriculum for early childhood education and care, based on which the local curricula for ECEC are drawn up. In ECEC centres and family day care, an individual early childhood education and care plan is created for every child.

National core curriculum for ECEC obligates

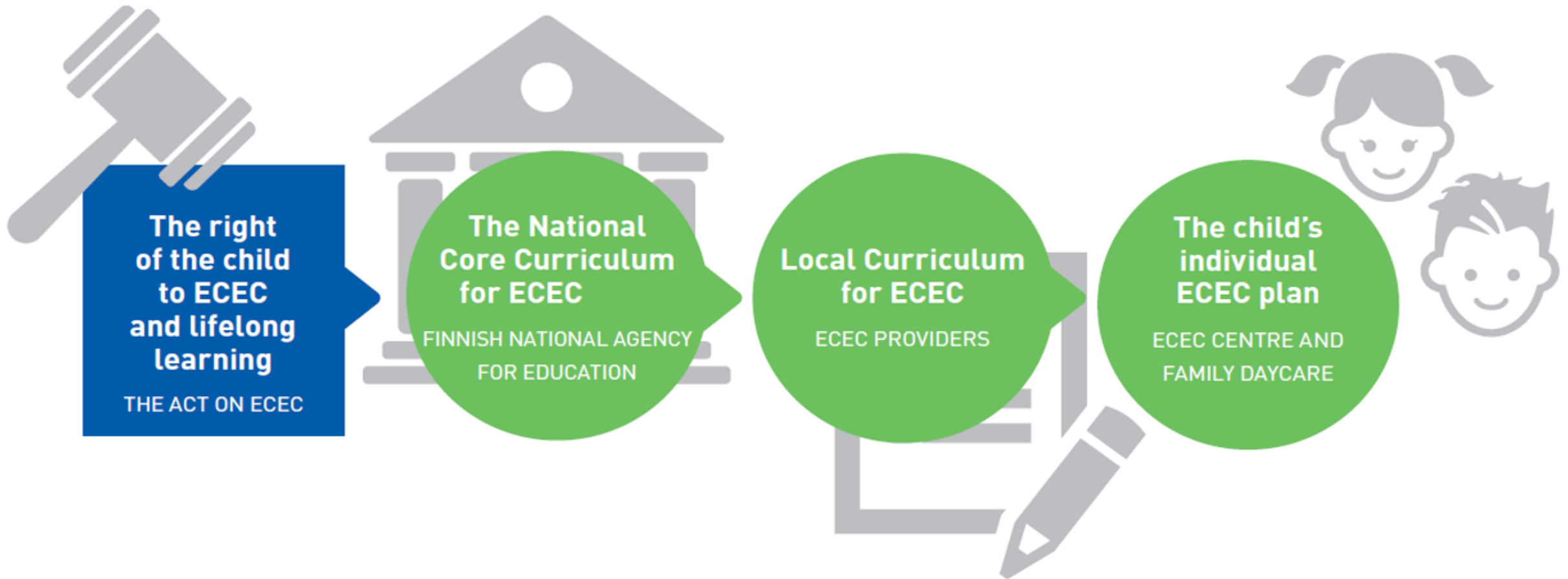
Webinar program

The first part focuses on general principles

The second part focuses on inclusion and the support for a child

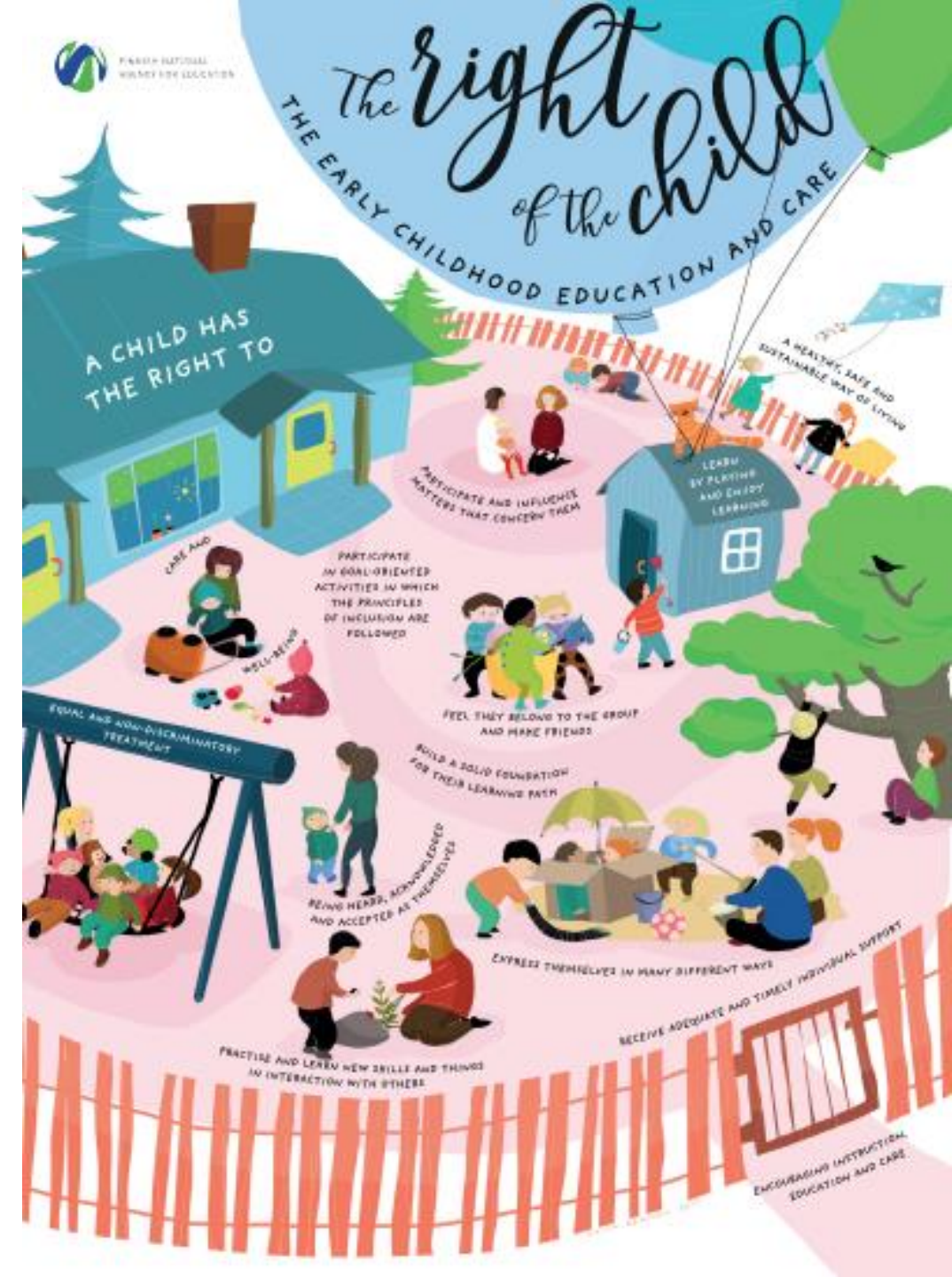


Steering documents and levels of implementing ECEC in Finland



Local Curriculum for ECEC

Local curricula may add detail to the national core curriculum, but they may not exclude any goals or contents stipulated by an act, a decree, or the core curriculum for ECEC.



Inclusion as a principle, value and holistic way of thinking

The aim of ECEC is to support the conditions for a child's learning, to promote lifelong learning and the implementation of educational equality in accordance with inclusive principles.

(Act on ECEC)

The principles include equal rights for all children, equality, equity, non-discrimination, appreciation of diversity, and social participation and togetherness.

Inclusiveness is a broad concept and should be seen as a principle, value and comprehensive practice related to the organization of ECEC that includes all children.

Inclusive principles

Inclusion is a value-based concept that Finland is committed to when organising ECEC, pre-primary and basic education

An inclusive operating culture is the foundation for education and learning

Inclusive ECEC and pre-primary supports the participation, engagement and learning of all children, regardless of gender, origin, cultural background or other characteristics

Inclusion is the implementation and realization of these values in practice → structures, processes, procedures and working methods and experiences.



Inclusion in the operational culture 1/2

- Efforts to develop the operational culture start with inclusive ECEC in which each child may act, develop, and learn as a unique individual and a member of the community.
- An inclusive operational culture promotes children's participation and learning and responds to the different needs of all children.
- Each child has the right to belong to a group, participate in joint activities and grow into their full potential, supported by their strengths and positive learning experiences, together with their peers.
- Children are offered suitable learning challenges and provided with the necessary support (Chapter 5).
- Suitable learning environments are assessed and developed together with children.

Inclusion in the operational culture 2/2

- A prerequisite for delivering inclusive ECEC is high-quality pedagogical and special pedagogical competence and activities, taking care of children's well-being and the personnel's commitment to the principles of inclusion.
- Preconditions for an inclusive operational culture include leadership and development of inclusion and assessing its realisation.
- The development and introduction of participatory methods of operation are decided locally.

Inclusion in learning environments

- The goal of ECEC is to ascertain that the children's learning environment promotes development and learning and is inclusive, healthy, safe and, accessible.
- An adequate amount of versatile, age-appropriate, pedagogical, and safe toys and equipment must be available for the children's use. These must take into account children's needs for individual support and interests when needed.



Inclusion in play

- The task of ECEC is to offer all children opportunities for various plays.
- The personnel's task is to secure the conditions for play in accordance with inclusive principles, guide play in a suitable way and ensure that every child can participate in joint plays according to their own skills and capabilities.
- Policies are decided locally that support children's play in accordance with inclusive principles.



Chapter 1 The National Core Curriculum for ECEC and Local Curriculum for ECEC

- 1.2 From June 1, 2023, the Act on Equality between Women and Men introduces an obligation for functional equality planning in early childhood education, and the Non-discrimination Act an obligation for functional Non-discrimination planning.
- 1.3 The child's individual ECEC plan regarding the support and the effectiveness and evaluation of the support
- Matters to be decided locally:
- Collaboration with experts in the welfare area's social and health sector, the process of drawing up administrative decisions related to subsidies from a local perspective

Data transfer

- The guardian must be informed in advance what the information received from them will be used for and in which situations the information will be transferred and why
- The child's individual ECEC plan is about personal information → document protection
- Information necessary for the organization of ECEC/pre-primary education is transferred
- Generally, the guardian's consent to data transfer, except when there is a statutory obligation to report to child protection or the police
- Material to support OPH's work: Confidentiality and data protection in ECEC <https://www.oph.fi/fi/koulutus-ja-tutkinnot/salassapito-ja-tietosuoja-varhaiskasvatuksessa>



CHAPTER 2 Task and general goals of ECEC

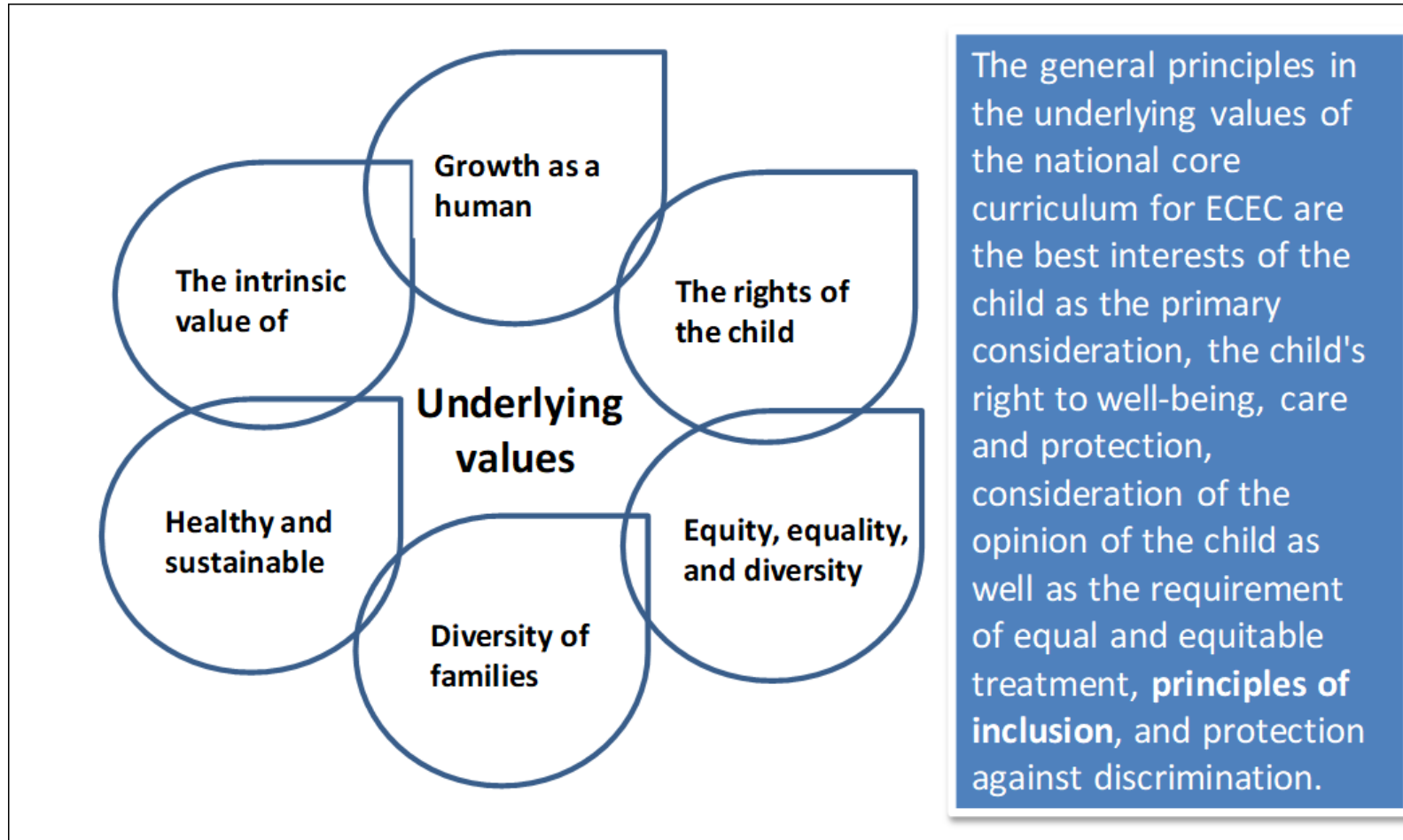
- The National core curriculum for ECEC is based on a **conception of learning according to which children grow, develop, and learn in interaction with other people and the immediate environment.**
- Learning is holistic and occurs everywhere. It combines knowledge, skills, actions, emotions, sensory perceptions, bodily experiences, language and thinking.
- Children learn by playing, moving, exploring, working on different assignments, and expressing themselves as well as through activities based on arts.
- Goals of the Act of ECEC (3 §) support the child's learning conditions and promote lifelong learning and the implementation of educational equality in accordance with inclusive principles.

According to the Act on Early Childhood Education and Care, the aim of ECEC 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 in keeping with the principles of inclusion;
- 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;

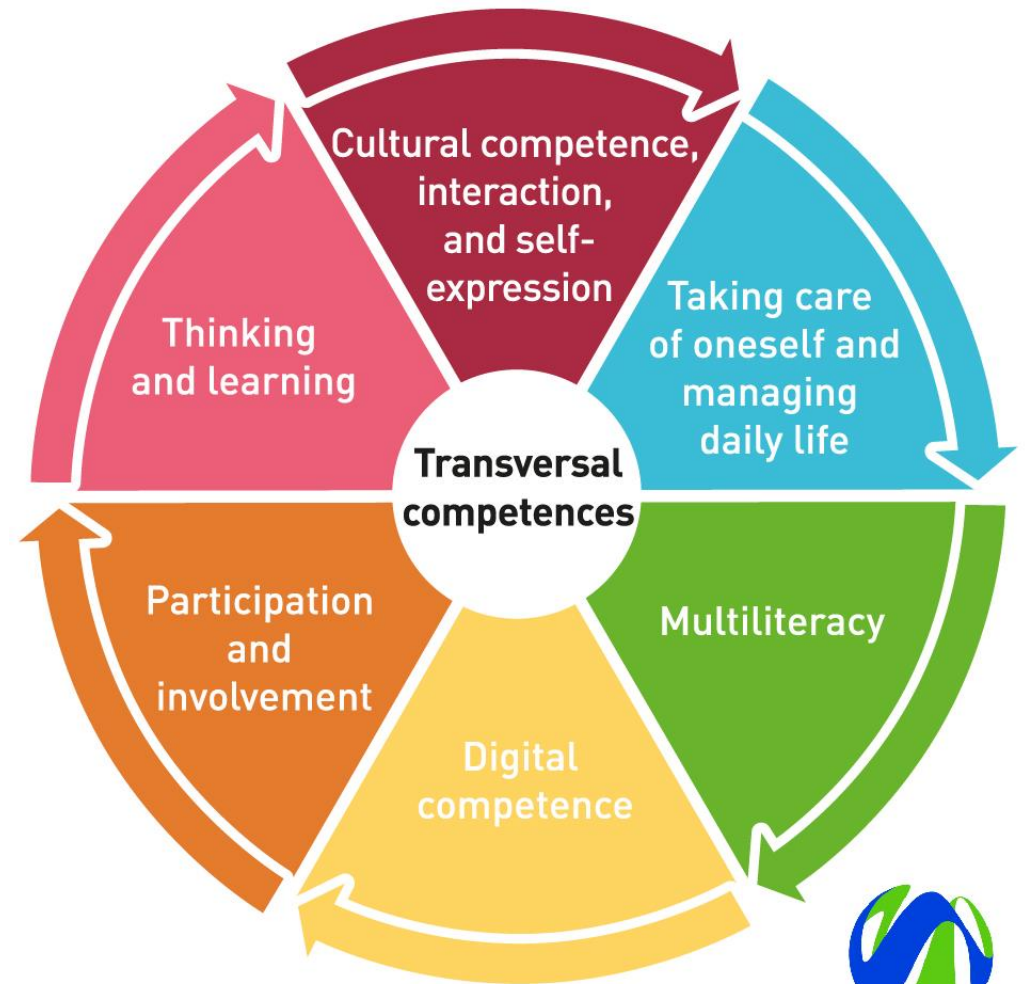
- 6) provide all children with equal opportunities for early childhood education and care, promote parity and gender equality, and help the children develop their capacity to understand and respect the general cultural heritage and each other's linguistic, cultural, religious, and ideological background;
- 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 of other people and membership of society;
- 9) ensure that the children can participate in and influence matters concerning them;
- 10) act together with the child and the child's parent 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 with the child in their task of bringing up the child.

Underlying values - National Core Curriculum 2022 for ECEC



ECEC lays the foundation for children's transversal competences

- Combination of knowledge, skills, values, attitudes and will.
- Also ability to apply knowledge and skills and act in a given situation.



Multiliteracy

The task of ECEC is to promote children the development of multiliteracy skills.

WHY?

- The central importance of children and families in everyday life, in interaction between people and in social participation
- Multiliteracy promotes children's equality in education

Digital competence

The task of ECEC is, together with the home, to support the child's understanding of digitalisation.

WHY?

- Part of the society in which the child grows up.
- Digital competence is needed in interaction between people, participation in society and learning.
- Strengthening digital competence promotes children's educational equality.



Chapter 3 The operational culture of ECEC

Cultural diversity and language awareness

- ECEC appreciates and draws upon diverse cultural heritage and the national languages as well as cultural, linguistic, and philosophical diversity in the community as well as in its environment.
- personnel members must have knowledge of cultures and worldviews and an ability to see things from different perspectives and put themselves in the place of others.

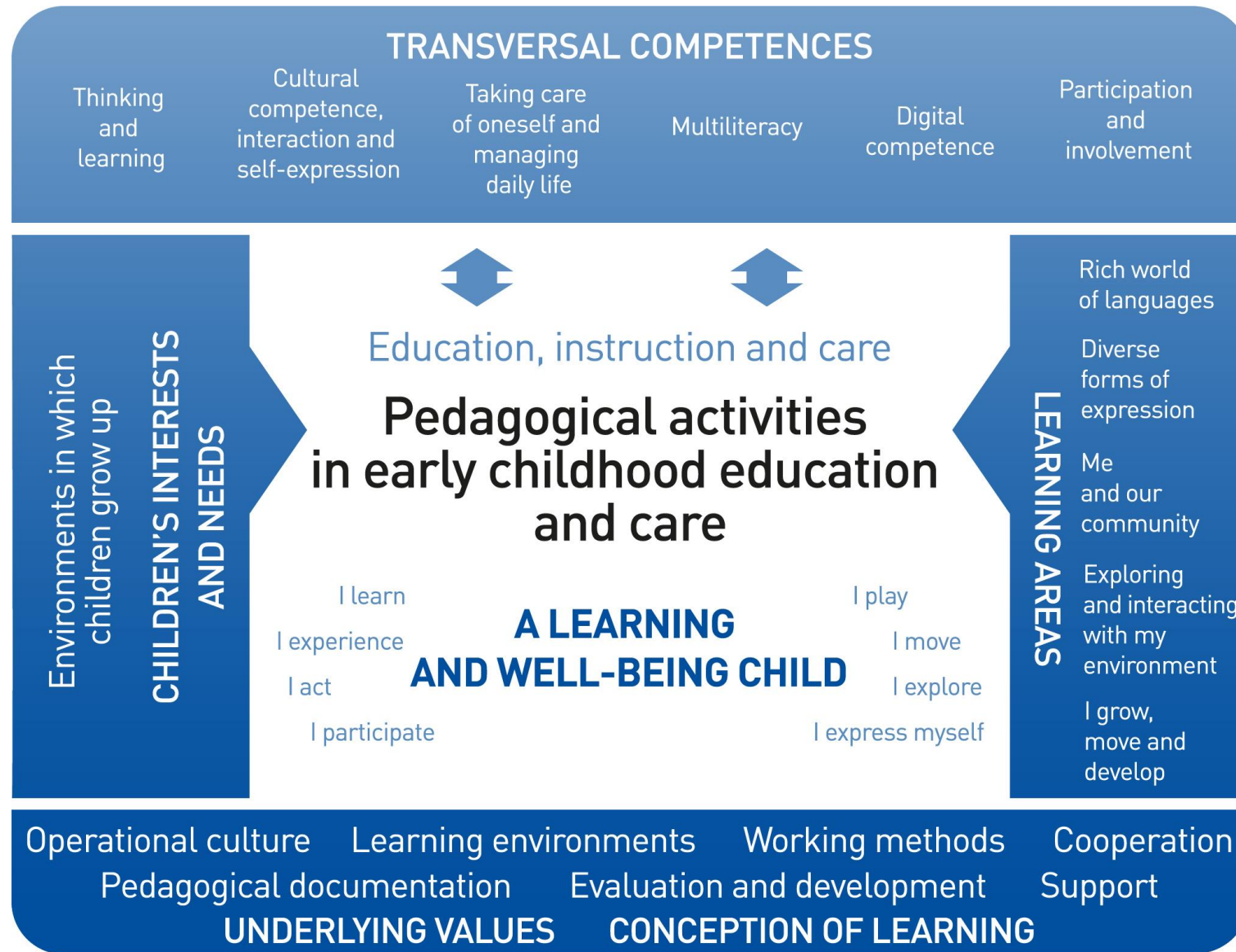
Cooperation with different entities

- Expanded to include parishes and other communities based on a worldview
- **Cooperation and development between municipal ECEC service organisers and private ECEC service providers operating in its area and municipalities is important.**
- ECEC service organisers can work together with higher education institutions, educational institutions, research institutes and authorities to develop their activities.

Chapter 4 Planning and implementation of pedagogical activities in ECEC

- Chapter 4.1 Reference framework for pedagogical activities in ECEC
- **Strengthened operational culture perspective.**





Learning areas

**Rich world
of languages**

**Diverse forms
of expression**

**Me and our
community**

**Exploring and
interacting with
my environment**

**I grow, move
and develop**

A rich world of languages



- The task of ECEC is to strengthen the development of children's linguistic skills and capacity as well as their linguistic identities.
- Supporting linguistic development is connected to the development of the child's multiliteracy and among other things, transversal competences associated with children's cultural skills and interaction.
- The developing linguistic skills provide the children with new ways to influence and to participate actively.
- ECEC supports the development of each child's skills in the language of instruction.
- The fact that children grow up in different linguistic environments and may learn several languages simultaneously is taken into account in the education and instruction.

Diverse forms of expression

- **A task of ECEC is to support the development** of children's musical, visual, crafts as well as verbal and physical expression in a goal-oriented manner as well as to familiarise them with different art forms and cultural heritage.
- The children practise planning skills, creative problem solving, fine motor skills, knowledge of structures, materials and techniques, and design with the help of crafts suitable for children (both technical and textile).
- The goal of crafts expression is to bring to the children the joy of experimenting, exploring, doing things together, experiencing and making discoveries as well as the enjoyment of seeing the result of their creativity and personal touch.
- Children are provided with opportunities to independently experiment with, explore and combine different materials as well as to learn different craft techniques. Children get to produce and implement ideas for different kinds of artwork and objects.
- Crafting traditions related to the children's backgrounds as well as the local area can be observed and utilised with the children.

Me and our community

- The mission of ECEC is to develop children's capabilities of understanding the diversity of the local community and practise acting in it.
- This topic is approached from the perspectives of **ethical thinking, worldviews, the past, the present and the future** of the local community as well as the media.
- The development of ethical thinking skills is supported by reflecting together on ethical questions that arise in different situations or that concern the children. Ethical questions are discussed in a manner that enables the children to feel safe and accepted.



Me and our community

- **Worldview education** in ECEC focuses on examining together the religions and other worldviews present in the group of children. Religions and worldviews can also be examined more extensively with the children. Irreligion can also be examined.
- The goal is to promote mutual respect and understanding of varying worldviews as well as to support the development of the children's cultural identities and worldviews.
- Room is given for the children's wondering, and life questions that puzzle them are reflected on together.



Me and our community

Addition to environmental education

- It is important to ensure that children feel they can contribute to a sustainable way of living through their actions, however without having to bear too much responsibility for maintaining it as children.

The share of technology education has been strengthened

- Technological solutions available in the surroundings, such as toys and other everyday technology, can be used in the activities and their operating principles can be examined.



I grow, move and develop

The learning area of I grow, move, and develop includes objectives related to physical activity, food education, health, and safety.

The task of ECEC is to

- build a foundation for children's way of living which values health and well-being and promotes physical activity together with guardians
- develop children's knowledge of their bodies, body management as well as fundamental movement skills
- promote positive attitudes towards food and eating and support versatile and healthy eating habits
- support the children's sense of security and to provide them with capabilities for asking for and seeking help and for operating safely in different situations and environments



Special perspectives of language and culture

- Perspectives related to language and culture are considered to apply to every child participating in ECEC.
- In linguistically and culturally aware ECEC, languages, cultures and worldviews are integrated in all activity.
- The language skills as well as the development of children`s linguistic and cultural identities and self-esteem are supported.
- The family's linguistic environment, language choices, formation of plurilingual and multicultural identities as well as the stages and importance of the development of mother tongue(s) are discussed with the guardians.
- Guardians are informed about the goals, contents and methods of Finnish ECEC.
- **Familiarisation** with ECEC is an important stage.
- **Finnish/Swedish as a second language teaching; as a part of regular group activities, small group activities or sometimes individual teaching is needed.**

Chapters 6 ECEC based on an alternative pedagogy or a particular worldview and 7 Evaluation and development of operations in ECEC

No changes to chapter 6

Chapter 7 emphasizes assessment from the point of view of child support

- The implementation of child support is a central object of assessment.
- The local curriculum shall include decisions on and descriptions of how the implementation of support for the child is monitored, assessed, and systematically developed at early education centres and in family daycare.

10 minutes break



Inclusion and the support for a child



Inclusion and the support for a child

- It is ensured in ECEC that each child **feels accepted as himself or herself and as a member of the group.**
- Encouraging children and providing them with opportunities for experiencing success support **the development of the child's positive self-image.**
- As a basic premise, **children have the right to receive support in their child group** delivered through different flexible arrangements.
- The support measures are planned pedagogically, ensuring that **the child's participation and right to learn and act as part of the peer group are realised in keeping with the child's best interests.**
- In ECEC, support is provided as general, intensified, and special support **in keeping with the principles of inclusion.**

Chapter 5 Support for the child

5.1 Principles that guide the provision of support and responsibilities

- Responsibilities for organising and delivering support

5.2 Cooperation while support is being provided

- Cooperation with the child and the guardian
- Cross-sectoral cooperation

5.3 Implementation of support in early childhood education and care

- General support, Intensified support, Special support, Forms of support

5.4 Evaluating support provided for a child

5.5 Child's early childhood education plan during the provision of support

5.6 Decision on intensified and special support and support services

5.7 Issues subject to local decisions

Child has the right to receive support

- A child who attends ECEC has the right to receive general, intensified, or special support as provided in the Act on Early Childhood Education and Care.
- Timely, individually targeted support that meets the child's needs promotes the child's development, learning and well-being. → It also prevents the child's problems from growing and taking on more diverse forms as well as the risk of social exclusion.
- The organisation of support is based on each **child's strengths and needs related to learning, development, and well-being.**
- The child is heard, taking child's age and development into account



Photo: Niina Rodionoff

5.1 Principles that guide the provision of support and responsibilities



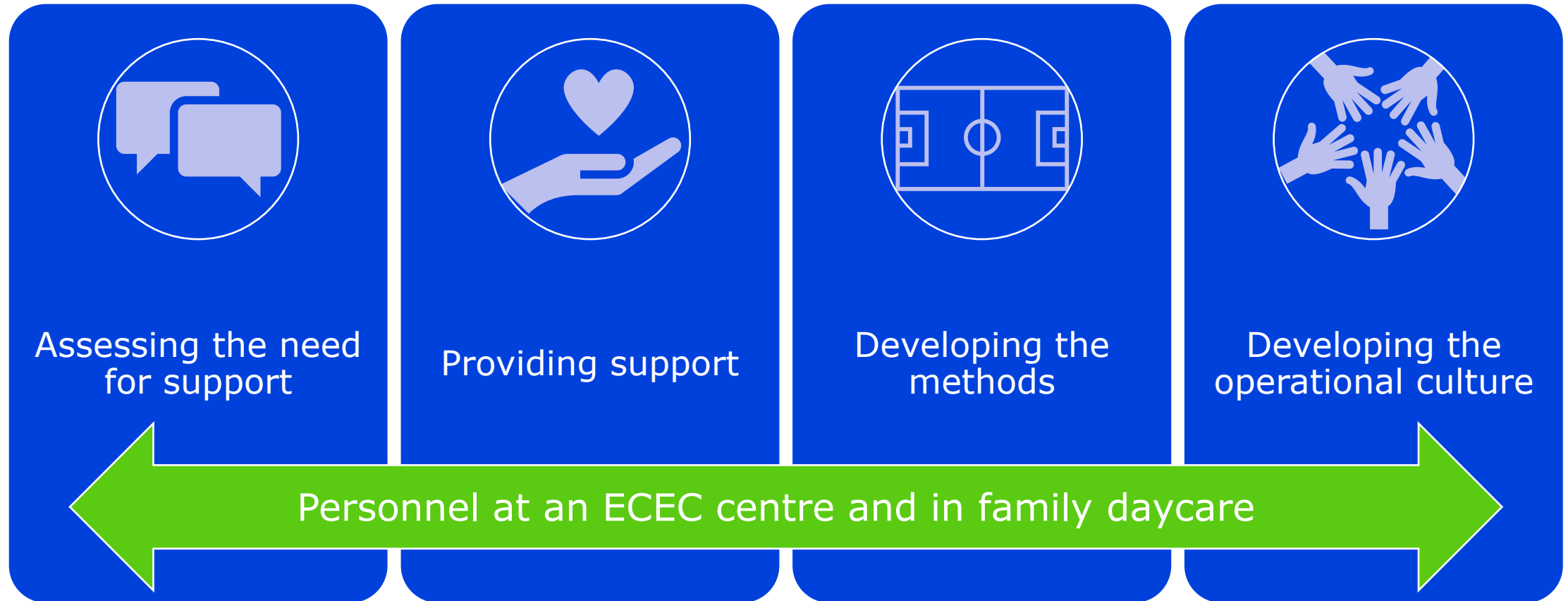
Principles that guide the provision of support



Photo: Hanna Anttila

- An ECEC service organiser has the duty to provide the support a child needs at **an early education centre or in family daycare**
- The child's need for support is assessed, and support is arranged **without delay**.
- **If the child's support needs so require**, the child has the right to participate in ECEC provided in **a small group or a special group**.
- It is important for the child that the support forms a coherent continuum while the child attends ECEC and pre-primary education and when the child transitions to basic education.

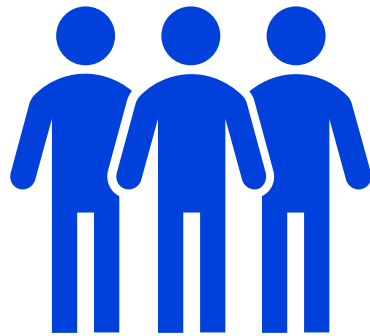
Assessing the need for support, providing support, and developing the operational culture and methods are the responsibility of the entire personnel



Responsibilities for organising and delivering support: ECEC service organiser

- **The ECEC service organiser** decides on the practices, delivery, operating methods, and evaluation of support provision at an early education centre and in family daycare. The ECEC service organiser monitors and assesses the effectiveness and adequacy of the support provided.
- The ECEC service organiser decides on the structures, responsibilities and operating methods related to cooperation with guardians as well as multidisciplinary cooperation. In the context of multidisciplinary cooperation, the division of labour between different actors in the provision of support should also be decided.
- The ECEC service organiser is responsible for ensuring that the child's right to receive the services of a special education teacher and the interpretation and assistance services and aids required for participation in ECEC is realised.
- The decisions on intensified and special support and support services are made by the municipality responsible for organising ECEC .

Responsibilities for organising and delivering support: Head of early education centre



The head of early education centre is responsible for providing high-quality support in ECEC, its delivery, and the personnel's up-to-date competence in a manner that meets the children's needs.



The head ensures that the personnel plan the support for the child as part of child's ECEC plan. The planned support is reviewed in the light of the child's needs, at least once a year.

Responsibilities for organising and delivering support: Special education teacher (ECEC)

- The child has the right to the services and instruction provided by **special education teacher (ECEC)** if their need for support so requires.
- The special education teacher participates in planning and assessing the child's need for support, support measures and their implementation if necessary.
- The special education teacher may provide support as instruction for individual children and/or child groups. The support may be regular, part time or full time. It may be delivered by means of team teaching or co-teaching with the teacher of the child's group.
- The expertise of the special education teacher is also drawn on when consulting personnel and guardians.
- A person qualified as teacher (ECEC) or special education teacher (ECEC) is responsible for planning the support to be recorded in the child's ECEC plan and for assessing its delivery.

Responsibilities for organising and delivering support: Family daycare provider and Assistant

- **A family daycare provider** is responsible for delivering support for children in their group. The support may be planned and assessed together with a teacher (ECEC) and/or special education teacher (ECEC). When the child's best interest so requires, moving the child to an early education centre to enable him or her to access the support he or she needs may be discussed with the guardian.
- **Child or group specific assistants**, whose task is to support the child or children in the group as well as to enable their participation in activities, may work in ECEC. This may also mean that the assistant helps other children while the teacher (ECEC) works with the child in need of support and introduces pedagogical contents associated with the child's individual objectives to the interactive situation.

5.2 Cooperation while support is being provided



Cooperation with the child and the guardian 1/2

- The starting point for providing early and adequate support is **sharing information about the child and the child's needs** between the guardian and ECEC personnel.
- **The child's right to support, the key principles of organising support, the support provided for the child and the forms of delivering the support are discussed with the guardian.**
- The child participates in the cooperation in a way that is appropriate and suitable for the child's age and development. The child is heard, and the child's opinions are taken into account.
- The personnel contact the guardian directly as developmental or learning problems appear or when there are concerns over the child's well-being.

Cooperation with the child and the guardian 2/2

- The guardian is provided with information on the **handling of issues regarding the child and the provision, transfer, and confidentiality of information.**
- **If necessary, an interpreter is used in these discussions.**
- The goals of delivering support for the child can be optimally accomplished when all parties work together.
- The child may also receive support through other services for children and families.
- It is important that the local services for children and families form an appropriate entity for providing support for the child.

Cross-sectoral cooperation 1/2

- **The best interests of the child as the primary consideration shall guide the cross-sectoral cooperation.**
- Collaboration practices and principles must be determined with the child health clinic, child protection services, educational advice centre, family counselling centre and other services of the social administration for situations where the child's issues are discussed or intervention by the authorities is required.
- The cross-sectoral cooperation is **primarily implemented with the guardian's consent.**
- **Provisions on confidentiality and exchange of information must be complied with in the cooperation**

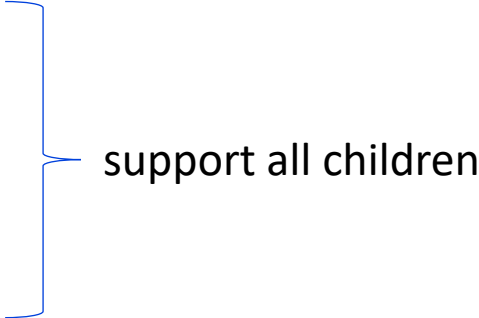
Cross-sectoral cooperation 2/2

- ECEC is also provided within **the scope of specialised medical care**.
 - Cooperation between ECEC services and a hospital or other similar institution ensure the continuity of the child's ECEC as indicated by the child's condition and ability to cope.
 - Particular attention is paid to maintaining the child's safe interpersonal relationships.
- A child may need **extended compulsory education** due to a severe disability or illness.
 - Decisions on beginning extended compulsory education are mainly made before the compulsory education starts.
 - The child's guardian must be provided with timely information on matters related to the implementation of extended compulsory education.
 - Decisions on and alternative ways of implementing extended compulsory education are specified in the national core curriculum for pre-primary education

5.3 Implementation of support in early childhood education and care



Basic principles

- **Participation in ECEC lays a good foundation for the child's development, learning and well-being.**
- Difficulties are **prevented by pedagogical arrangements and different working approaches.**
- These include
 - systematic differentiation of activities
 - flexible changes of groups
 - shaping of learning environments
 - clear daily routines and rhythm of daily activities

support all children
- If high-quality pedagogy does not meet the child's individual needs, a suitable level and forms of support are determined following the principles that guide support provision.
- **The forms of support in ECEC refer to the pedagogical, structural, and care-related support measures needed by the child.**

Child is entitled to support in ECEC

- **The child has the right to receive support at an appropriate level as soon as the need for support has been identified.**
- The initiative for stepping up the support provided for the child may come from the personnel of the child's group, the guardian, or other experts.
- **No medical diagnosis or other opinion issued by the health care or social welfare services is needed in order for the child to access support.**
- The child also has **the right to support services and aids** as indicated by child's need for support.
- **The ECEC service organiser is responsible for the support measures and aids that the child needs in order to participate in ECEC.** They include
 - arrangements related to mobility and other physical activities, including wheelchair ramps and handrails; or
 - aids related to communication, vision, hearing, mobility, or the child's other physical need, including toys that support communication, digital applications, games, or audio books.

The forms of support

- **The different support forms are used as required by the child's needs.**
- Different forms of support can be delivered simultaneously as part of basic ECEC activities as soon as the need for support emerges.
- **The working methods and ECEC learning environments** are adjusted to meet the child's individual needs.
- **The support measures are planned pedagogically, ensuring that the child's participation and right to learn and act as part of the peer group are realised in keeping with the child's best interests.**
- The support for the child may include **pedagogical, structural, and care-related** forms.
- Support for the child is organised as part of the daily activities of ECEC.
- **When determining the size of the child group, children's best interests and support needs as well as the possibility of achieving the goals set for ECEC in the group are taken into consideration.**

The forms of support:

Pedagogical support

Solutions related to the structure and daily routines of the child's day in ECEC

Solutions related to learning environments

Required special pedagogical methods

Interaction and communication methods, including the use of signs and images

Practices that enable the child to participate in the activities of the peer group, including addressing accessibility.

Paying attention to accessibility

Structural support

Building the personnel's skills in delivering support and competence in special pedagogy

Solutions related to the staffing ratio and structure

Solutions related to the size and structure of the child group

Interpretation and assistance services and the use of special aids

A small or special group or other group pform as required

Part-time or full-time teaching provided by or in consultation with a special education teacher (ECEC)

Care-related support

Care-related forms of support refer to methods and practices that respond to the child's needs for care, attention, and assistance

Health care needs are addressed as part of the care-related forms of support, including assistance needs and aids related to the treatment, medication, diet, and physical activity associated with the child's chronic illnesses

Cooperation with social welfare and health care specialists, for example with regard to guidance and consultation for ECEC personnel

Structural support
enables if needed

Structural support
enables if needed

General support, intensified support and special support

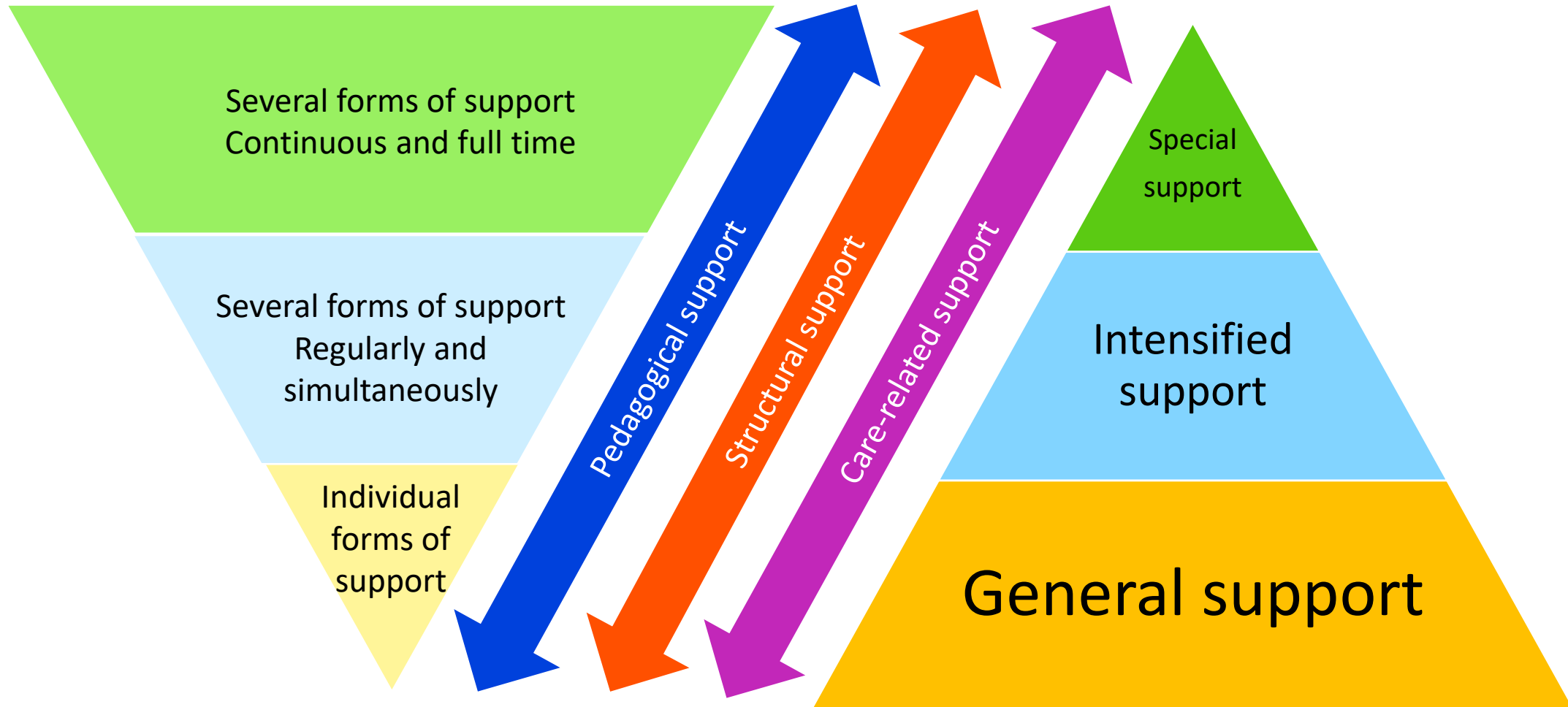
- The levels of support used in ECEC are general support, intensified support, and special support.
- **The child may move flexibly from one level of support to another, and the level of support needed is always assessed on a case-by-case basis.**
- **Having first received support at a lower level is not a precondition for receiving intensified or special support.**
- **A child receiving intensified or special support must be taken into account in the staffing ratio of the early education centre and family daycare.**



Photo: Aleksi Kuitunen

General support	Intensified support	Special support
For all children individually and communally planned		
Consists of individual forms of support	Consists of several forms of support delivered regularly and simultaneously	Consists of several forms of support and support services
Lower intensity	Higher intensity	The most intensive level of support pr
Shorter duration (mostly)	Shorter or longer period of time	Continuous and full time
An administrative decision is made on any support services	An administrative decision is made (including support services)	An administrative decision is made (including support services)
High-quality pedagogy		

The different support forms are used at all levels of support as required by the child's needs



5.4 Evaluating support provided for a child



Evaluating support provided for a child 1/2

- The support provided for a child is evaluated at all levels of support in early childhood education and care.
- The child's need for support as well as the adequacy and realisation of support are **evaluated as necessary, however at least once a year**, for example as the child's ECEC plan is reviewed or the need for support or the learning environment changes.
- The process for assessing the child's need for support may be triggered by observations made by ECEC personnel. The initiative may also come from the guardian, the child health clinic or social welfare and health care personnel.



Photo: Niina Rodionoff

Evaluating support provided for a child 1/2

- When examining the delivery of support as a whole, **the optimal solutions for promoting the child's best interests are always determined for each child.**
- **The child's need for support, support measures and their delivery are assessed together with the guardian, and the child's opinion and wishes are taken into account.**
- **A special education teacher (ECEC) participates in assessing the child's support as necessary.**
- The social welfare and health care authorities participate in producing the assessment on request by the ECEC service organiser **if pedagogical expertise other than that held by the ECEC personnel is also required to assess the child's need for support and to justify support solutions.**

5.5 Child's early childhood education and care plan during the provision of support



ECEC plan during the provision of support 1/3

- **The support needed by the child, or the support forms and levels and their implementation as well as the responsibilities and division of duties related to them are included in the child's early childhood education and care plan.**
- A person qualified as a teacher (ECEC) and/or special education teacher (ECEC) is in charge of preparing and assessing this document in collaboration with other personnel and the child's guardian.
- **The personnel's task is to support the guardian's and the child's participation in preparing and assessing the plan.**
- The aim is to achieve mutual understanding between the ECEC unit, the child, and the guardian.
- The child's opinion is heard and taken into account in preparing and evaluating the plan.

ECEC plan during the provision of support 2/3

- **The need for and delivery of support are assessed, and the plan is reviewed as necessary at least once a year or as the child's need for support changes.**
- **The achievement of the activities' objectives is recorded, and the objectives are modified to meet the child's changing need for support.**
- The plan must indicate if support is no longer needed and if the measures have been discontinued.
- **The need for support is always assessed when the child begins pre-primary education.**
 - Regulations on support for the growth and learning of children participating in pre-primary education are given in the National core curriculum for pre-primary education.
 - With regard to ECEC that complements pre-primary education, any support must be coordinated with the support provided in pre-primary education and recorded in the child's ECEC plan.

ECEC plan during the provision of support 3/3

- Before the provision of intensified or special support is initiated, an assessment of any previous support measures and their effectiveness is recorded in the child's ECEC plan.
- This assessment includes **a description of the support measures, an assessment of how effective they have been and how they should be developed, and justifications for the types of support measures that the child benefits from and that optimally promote the individual child's best interests.**
- The child's ECEC plan can be used when making an administrative decision on the provision of intensified or special support or support services.
- **If the child's need for support has been assessed in the individual ECEC plan, this assessment must be taken into account when issuing an administrative decision on intensified or special support or a decision on support services.**
- The child's ECEC plan is updated in keeping with the content of the administrative decision.

The content of ECEC plan during the provision of support

- In addition to what is stated in Chapter 1.3, when a child receives support in ECEC, child's ECEC plan should include the following:
 - Forms of pedagogical support
 - Forms of structural support
 - Care-related forms of support

} the optimal solutions needed for promoting the child's best interests

- Cooperation and services required for the support
- Evaluation of the effectiveness of the support
- In addition, any social welfare and health care services, including rehabilitation received by the child, are recorded in the child's ECEC plan **if this is essential for organising the child's ECEC**

Renewed Child's ECEC plan template and instructions for preparation

CHILD'S EARLY CHILDHOOD EDUCATION AND CARE PLAN

Confidential

Section 40(3) of the Act on Early Childhood Education and Care (540/2018)

1. Basic information

Child's name

Date of birth

ECEC unit

Guardian(s)/other legal representative

Contact details of guardian(s)/other legal representative

Further information about communication between the guardian(s) and the ECEC unit

2. Preparation of the ECEC plan

2.1 Name and contact details of the person responsible for the ECEC plan

2.2 Other personnel members/experts who participate in the preparation of the ECEC plan

2.3 How were the child's viewpoint and opinions taken into consideration?

2.4 How are the guardians' views taken into consideration and how are they arranged?

3. Multidisciplinary cooperation

3.1 Organisations, individuals and contact details

3.2 Agreed methods of cooperation, responsibilities and roles

CHILD'S EARLY CHILDHOOD EDUCATION AND CARE PLAN

Confidential

Section 40(3) of the Act on Early Childhood Education and Care (540/2018)

4. Assessment of how the objectives and measures in earlier child's ECEC plan have been realised

4.1 Achievement of objectives and realisation of measures

4.2 Assessment of support provided for the child

4.3 Other observations on a previous ECEC plan prepared for the child

5. Objectives of pedagogical activities and measures for achieving the objectives

The objectives and measures concern education, instruction and care as a whole and support provided for the child.

5.1 The child's strengths, interests and needs and how they are taken into consideration

5.2 Objectives of pedagogical work

5.3 Measures and methods for achieving the objectives

5.4 Additional information related to language and culture

5.5 Any other needs related to support provided for the child's development, learning and well-being as well as objectives and forms of support related to the delivery of support for the child (pedagogical, structural and care-related)

5.6 Administrative decision on provision of support for the child

Support services (general support)

Intensified support

Special support

date/issued

date/issued

date/issued

date/repealed

date/repealed

date/repealed

Other notes

6.7 Detail added during the year as required by the child's needs

date/notes

date/notes

date/notes

Issues to be addressed in the child's early childhood education and care

Documents and plans used to prepare this plan

For monitoring and assessment

OPELUSKESKUS
UTBILDNINGSSYSTELEN

INSTRUCTIONS

22 June 2022

1 (9)

Instructions for preparing a child's early childhood education and care plan

The preparation of a child's early childhood education and care plan (later ECEC plan) is based on the Act on Early Childhood Education and Care (540/2018) and the National core curriculum for early childhood education and care (2022).

The basis for a child's ECEC plan should be the child's best interest and needs. The ECEC plan sets out how systematic and goal-oriented education, instruction and care are delivered to each child attending early childhood education and care in keeping with inclusive principles. Inclusive principles include equal rights for all children, equality, equity, non-discrimination, appreciation of diversity as well as social inclusion and togetherness¹. Any support for individual development, learning and wellbeing² provided for the child (later support for the child), its delivery and any support services are also recorded in the child's ECEC plan.

As a pedagogical plan, the child's ECEC plan is part of the pedagogical documentation process in early childhood education and care. The ECEC plan is an evolving document that forms a continuum while the child is attending early childhood education and care. This means that the objectives and measures recorded in the ECEC plan are up to date and essential from the perspective of the child's development, learning and wellbeing. The objectives set in any previous ECEC plan prepared for the child and their attainment are also taken into account in the ECEC plan to be prepared.

An ECEC plan is drawn up for each child at an ECEC centre and in family day care. When preparing an ECEC plan for a child, it is important to be aware of the child's knowledge and skills, strengths, interests and personal needs. The ECEC plan brings together the child's, the guardian's and the personnel's observations and views. The objectives recorded in the ECEC plan describe how pedagogical activities are used to promote the child's development, learning, wellbeing and participation in the group. Its preparation is also guided by areas of transversal competence and learning. In addition, the child's linguistic, cultural and worldview-related background is taken into account when preparing the plan. The objectives arising from the children's ECEC plans are the starting point for planning and carrying out the child group's activities and developing learning environments and ECEC culture. The objectives recorded in the ECEC plan refer to the personnel's pedagogical activities.

When a child attends supplementary ECEC in addition to pre-primary education, the objectives of pedagogical activities related to early childhood education and care can be recorded in the child's learning plan for pre-primary education. The contents of the ECEC plan related to supplementary early childhood education and care should be recorded in the child's learning plan for pre-primary education. If no learning plan for pre-primary education is drawn up, the child's ECEC plan is prepared, which may take into account the objectives of pre-primary education and describe how the child's learning, growth and well-being are supported in pre-primary education. The learning plan of a child receiving intensified support and the individual educational plan (IEP) of a child receiving special support take ECEC that supplements pre-primary education into account as set out in the National Core Curriculum for Pre-primary Education (2014). With regard to early childhood education and care

¹ Chapter 1 of the National Core Curriculum for Early Childhood Education and Care 2022

² Section 15a of the Act on Early Childhood Education and Care (540/2018) and Chapter 5 of the National Core Curriculum for Early Childhood Education and Care 2022

FINNISH NATIONAL
AGENCY FOR

Utbildningsenheten E, P.O. Box hel +358 295 393 000
380 00516

UTBILDNINGSSYSTELEN

Uopetuskeskus E, PB 380
00516 Opetuskeskus

Uopetuskeskus E, PB 380
00516 Opetuskeskus

5.6 Decision on intensified and special support and support services



Administrative decision

- The ECEC service organiser shall, without delay, make an administrative decision on intensified or special support and support services based on an assessment of the child's need for support.
- The administrative decision procedure laid down in the Administrative Procedure Act should be followed.
- Before making a decision, the ECEC service organiser must **consult the child's guardian or other legal representative**.
- A guardian may also apply for intensified or special support for the child.
- **The administrative decision is made by the municipality responsible for organising ECEC services**, and the decision is valid until further notice.
- **The reasons for the decision shall always be supplied**
- **Appeal instructions must be attached to it**, as the guardian may request a review of an administrative decision.

Decision on intensified and special support and support services 1/3

- A decision on intensified and special support states and determines the following:
 - forms of support
 - the ECEC unit where support is provided
 - support services
- If no decision on intensified or special support is made for the child, a separate administrative decision is made on the support services. The decision states and determines the following:
 - support services

Decision on intensified and special support and support services 2/3

- An administrative decision concerning a child attending **private ECEC** that falls within the scope of the Act on Early Childhood Education and Care **is made, on the service provider's proposal, by the municipality where the ECEC unit is located.**
 - When a child attends ECEC provided as an outsourced service, the administrative decision is made by the municipality responsible for organising ECEC services.
 - If ECEC services are paid for by a service voucher issued by a municipality, the administrative decision is also made by this municipality.
- ECEC may be provided for a child by more than one ECEC service organiser. If a child participates in ECEC organised by two different municipalities, for example when the child's guardians are separated, each municipality makes its own administrative decision.
 - In this case, ECEC service organisers have the duty to work together on the planning, delivery, and assessment of support, promoting the child's best interests.

Decision on intensified and special support and support services 3/3

- An administrative decision on intensified or special support or support services **must be implemented immediately**.
 - The decision may be implemented before it is final.
 - Implementation before the decision is final is essential in terms of legal protection.
- An administrative decision cannot contain decisions concerning the child's social welfare and health care services, including medical rehabilitation aids, or services and support measures provided under the Act on Disability Services and Assistance.
- The child's need for support and the adequacy and delivery of support are reviewed as necessary (see Chapter 5.4).
- **The administrative decision is amended or repealed if the child's need for support changes in connection with a review or other assessment of the child's ECEC plan.**

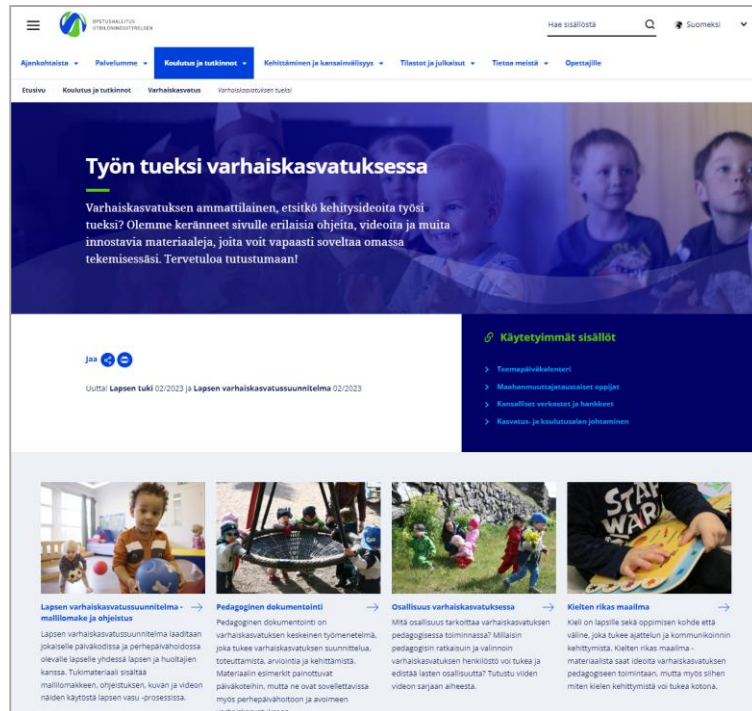
5.7 Issues subject to local decisions



The local curriculum for early childhood education and care

- The local curriculum for ECEC determines and describes the practices for providing support in centre-based and family-based ECEC.
- The local curriculum shall describe, e.g.
 - local principles and practices that guide the organisation of support for a child
 - practices and responsibilities related to assessing the child's need for support
 - delivery of support in ECEC: pedagogical, structural, and care-related forms of support
 - local responsibilities and practices related to drawing up and assessing the child's ECEC plan
 - cross-sectoral cooperation
 - activities related to transitions and practices connected to transfer of information while the child attends ECEC and when child transitions to pre-primary education
 - procedures related to administrative decisions on intensified and special support and support services (hearing the guardian and the child as well as drawing up, amending, and repealing the decision).

Some materials concerning the support for a child in Finnish and in Swedish



Työn tueksi varhaiskasvatuksessa

Varhaiskasvatuksen ammattilainen, etsitkö kehitysideita työsi tueksi? Olemme keränneet sivulle erilaisia ohjeita, videoita ja muita innostavia materiaaleja, joita voit vapaasti soveltaa omassa tekemisessäsi. Tervetuloa tutustumaan!

Käytetyt sisällöt

- Terveystieteiden
- Maailmanmuutos ja ympäristö
- Kansalliset verkot ja hankkeet
- Käytännön ja koulutuksen jaksaminen

Lapsen varhaiskasvatussuunnitelma

Pedagoginen dokumentointi

Osallisuus varhaiskasvatuksessa

Kielten rikas maailma

<https://www.oph.fi/fi/koulutus-ja-tutkinnot/varhaiskasvatus/varhaiskasvatuksen-tueksi>



Lapsen tuki

Lapsella on oikeus saada tukea varhaiskasvatuksessa heti, kun tuen tarve on havaittu. Oikea-aikaisella, yksilöllisesti kohdennetulla ja lapsen tarpeiden mukaisella tuella edistetään lapsen kehitystä, oppimista ja hyvinvointia. Lapsen tukeen liittyvä osio sisältää mm. luentovideoita ja niiden materiaaleja.

<https://www.oph.fi/fi/koulutus-ja-tutkinnot/lapsen-tuki>



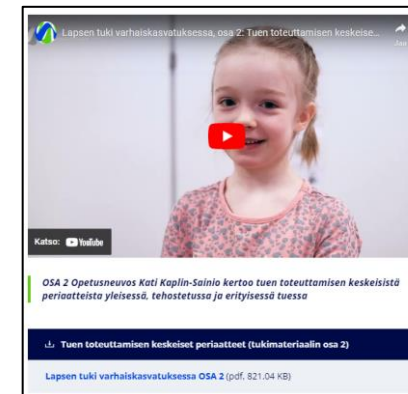
Lapsen tuki varhaiskasvatuksessa, osa 1: Lapsen tuki inklusiivisessa v...

OSA 1 Opetusneuvos Kati Kaplin-Sainio kertoo tuen järjestämisen periaatteista inklusiivisessa varhaiskasvatuksessa

→ Lisää tukimateriaalia inklusiivisen varhaiskasvatuksen kehittämisen tueksi

Lapsen tuki inklusiivisessa varhaiskasvatuksessa (tukimateriaalin osa 1)

Lapsen tuki varhaiskasvatuksessa OSA 1 (pdf, 843,19 KB)
Reflektointityökalu varhaiskasvatuksen inklusiivisuuden arviointiin (pdf, 152,66 KB)



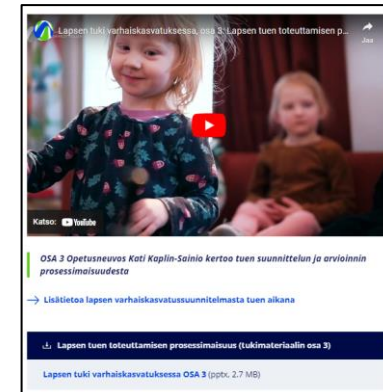
Lapsen tuki varhaiskasvatuksessa, osa 2: Tuen toteuttamisen keskeis...

OSA 2 Opetusneuvos Kati Kaplin-Sainio kertoo tuen toteuttamisen keskeisistä periaatteista yleisessä, tehostetussa ja erityisessä tuessa

→ Lisätietoa lapsen varhaiskasvatussuunnittelusta tuen aikana

Lapsen tuen toteuttamisen prosessimaisuus (tukimateriaalin osa 3)

Lapsen tuki varhaiskasvatuksessa OSA 2 (pdf, 821,04 KB)



Lapsen tuki varhaiskasvatuksessa, osa 3: Lapsen tuen toteuttamisen p...

OSA 3 Opetusneuvos Kati Kaplin-Sainio kertoo tuen suunnittelun ja arvioinnin prosessimaisuudesta

→ Lisätietoa lapsen varhaiskasvatussuunnittelusta tuen aikana

Lapsen tuen toteuttamisen prosessimaisuus (tukimateriaalin osa 3)

Lapsen tuki varhaiskasvatuksessa OSA 3 (pptx, 2,7 MB)



FINNISH NATIONAL
AGENCY FOR EDUCATION

Thank you!

Some questions?

varhaiskasvatus@oph.fi

