

Theme	Session title	Presentation title	Abstract of the presentation	Presenters
Socially strong ECEC: Session 3	Children's rights and social justice - from ambitious goals to daily pedagogies	Child Rights-based Early Childhood Education	This presentation focuses on the child rights-based early childhood education: how to create child rights-based culture in early childhood education and how to teach children about child rights? Are children in early childhood education too young to learn about child rights? What are the core principles of child rights and how to promote them in early childhood education? The presentation uses approaches taken by UNICEF to developing education cultures based on child rights. UNICEF Finland has finished a two-year pilot programme in two primary schools focusing on developing Child Rights-Based Schools. UNICEF has implemented child rights-based education in different countries through Child-Friendly School (CFS) and Rights Respecting School (RRS)-models, with some experiences also from early childhood education context, for example, UNICEF UK Rights Respecting Nursery Schools. UNICEF Finland's pilot programme draws on some of the ideas from UNICEF RRS scheme and evaluation, with both approaches aiming to support schools to develop a values-based, vision and structures to enhance and implement a child rights-based school culture. Findings from the evaluation of RRS indicated that where schools adopted a rights-respecting approach, adults and young people in schools considered that this had a significant and positive influence on the school ethics, relationships, inclusivity, and understanding of the wider world and the well-being of the school community. The presentation identifies factors to support the development of tools for enhancing child rights-based cultures.	Mia Malama, PhD, Senior Adviser UNICEF
		Gender sensitive early childhood education	Gender sensitivity and advancing gender equality are prominent features of Finnish early childhood education according to legislation and national core curriculum. However the practical meaning of these values are still taking shape. Gender Equality in Early Childhood Education -project has been educating hundreds of early childhood education professionals during the years. Oral presentation will shed a light to what gender sensitivity means in practice and how adults can support children's equal rights to wellbeing, inclusion and equal chances to develop themselves regardless of gender. The presentation will focus on a practical point of view of how to develop one's own educational practice to include gender sensitive pedagogy. The presentation includes practical tips sourced from the early childhood education professionals who have been participating in trainings provided by the Gender Equality in Early Childhood Education - project.	Nea Alasaari, Project manager Feminist Association Unioni
		Social justice and gender equality for a strong early childhood education	Early childhood education today in the Nordic countries has a unique position to reach all children. In all Nordic countries national curricula there is a strong emphasis on equality in early childhood education, meaning that all children should be equally included and be given equal opportunities to play, learn and develop. Gender equality and social justice are worked on, but there are seldom sustainable results shown. Earlier research have shown that this is not always accomplished and development of ECE settings and larger structures of ECE is needed. In this presentation focus is on how such development can be done - locally and nationally, based on research and development studies. From different earlier studies conducted synthesis are presented, showing the importance of knowledge level of personel, active leadership, goals for the ECE setting and resources available, amongst other aspects. Within this, this presentation will also discuss what implications the focus on school results have on ECE and the strive for equality, with a certain focus on gender equality.	Mia Heikkilä, Assistant Professor Åbo Akademi University
		Human rights in early childhood education	The UN Committee on the Rights of the Child recommends that early childhood education includes human rights education (HRE) which provide children with practical opportunities to exercise their rights in ways adapted to their interests, concerns and evolving capacities. HRE should be anchored in everyday issues with which young children can identify. Institute of Law and Welfare of the University of Eastern Finland offered a short interactive presentation on children's rights for early childhood education centers of Helsinki and Joensuu during children's rights week in November 2019. Lawyers specialized in children's rights visited several early childhood and care centers with presentation adapted for children. During the week we reached ca. 800 children at the age of 4-6. Our performance included several children's rights: right to development, health, protection from all violence and maltreatment, participation, non-discrimination, privacy, family life and play, rest and leisure. In our presentation we are introducing our findings on children's comments, questions and reactions to issues concerning their human rights. We will also present the feedback from the personnel of the centers. Children's rights will only become real when people interacting with children have adequate knowledge on them, respect them, actively promote them and intervene when the rights are at risk of being violated. This requires systematical and adequate training of personnel of early education and care as well as telling children about human rights and their meaning in everyday life.	Suvianna Hakalehto, Professor of Law & Virve Valtonen, Doctoral candidate University of Eastern Finland

Socially strong ECEC: Session 4	Inclusive approach - how to make it work?	“Let’s do it together” - The Community Based Speech and Language Therapist and The Finnish as a Second Language Teacher as Part of a Multidisciplinary Early Childhood Education in Everyday Life	<p>The number of children with various needs, including children with communication challenges and children learning Finnish as a second language, has increased in early childhood education. In addition, both the perspective and needs of providing support in children’s everyday environment are changing, as The National Core Curriculum for Early Childhood Education and Care (ECEC) obliges educators, the rehabilitation field is in the course of a break as well as immigration is constantly increasing. This situation has required us to develop new working methods and approaches to address the changing needs. We work both from a preventative and a rehabilitation perspective.</p> <p>Everyday life and peer groups are essential for the development, learning and inclusion of the child. Multidisciplinary teamwork plays an important role when creating support. Speech and Language Therapist and Finnish as a Second Language Teacher consult and train educators, model different means (for example AAC), guide small groups and enable dialogue. Their professional skills strengthen the expertise of educators in supporting speech/ language development and learning, accessible communication and quality interactions. The means used to support interaction and language development are largely the same as those used to support second language learning.</p> <p>We strongly believe in the community-based model and in multimodal interaction in supporting participation, communication and language development.</p> <p>“Let’s do it together” as one little girl asked with communication device.</p>	<p>Taina Olkinuora, Speech and Language Therapist, & Virpi Hämäläinen, Finnish as a Second Language Teacher & Hanna Kekonen, Teacher</p> <p>City of Hyvinkää</p>
		Early childhood education and care, family services and child welfare work together for the best interests of the child	<p>The task of the early childhood education and care is to protect and promote the right of every child to a good and safe childhood. Among other things, this means that if there is concern related to a child’s learning, development or well-being, the support must be planned and organized for the child. Sometimes, in order to meet the needs of the child, we need to support the parents and the whole family too. It is important that the services for the child and the family form an appropriate entity. Both the Act on Early Childhood Education and Care and Child and Child Welfare Act stress the meaning of cross- sectoral cooperation. According to the Child Welfare act, the public authorities that work with children and families must support parents in their child upbringing and must endeavour to provide families with the necessary assistance at a sufficiently early stage.</p> <p>It is quite easy to agree on the importance of cooperation, but it requires commitment of all personnel and good leadership to put the ideas into action. In our thematic working group, we will introduce and discuss new ways to increase the well-being of children and their families and share examples of good practices of cross-sectoral cooperation (common agenda for network meetings and cross-sectoral coordination group for example). The thematic working group is organized together with Central Union for Child Welfare and the city of Vantaa. Besides presentations, our working group will offer possibilities for questions and discussion.</p>	<p>Annikka Paasivirta, Senior Advisor & Hanna Pösö & Katjamaria Halme</p> <p>Central Union for Child Welfare & City of Vantaa</p>
		Every child matters! Building socially sustainable Espoo	<p>According to the ecosystem model of inclusive early childhood education (2017) our pedagogical approach should change when macro climate surrounding us is changing. There have been plenty of changes in early childhood education during recent years; new law of early childhood education (ece), increase of social and cultural diversity among ece and immigration are some of these changes affecting macro environment. We have had to face the new demands and invent some new approaches. In our presentation we clarify our idea of inclusion and how we aim to secure that every child has possibility to have support in her/his own environment – in day care center near home. We provide support and resources for a child without child having to move anywhere from her/his own day care place. We aim to support every child to be a member in one’s day care community. This inclusive approach is executed and developed by decreasing the amount of integrated groups and organizing resource differently. Now we utilize peer teaching and modeling best practices in actual work. Whole personnel work with inclusive approach. Our main resources are our special teachers and language and culture teachers who work as an extra resource in day care groups supporting both children and personnel. We also use small group based interventions, which have research proven efficacy. We aim to provide early childhood education pedagogic serving every child. Personnel has given positive feedback about inclusive approach. By reflecting constantly and critically our actions, we are ready to face new challenges.</p>	<p>Saara Salmi-Rautiainen & Marianne Leppänen, Specialists in ECE</p> <p>City of Espoo</p>

Culturally strong ECEC: Session 5	Culture and arts education - tools and practices	Tampere paper 2019: recommendations for implementation of children's cultural rights	<p>International panel of researchers and practitioners shared their perspectives and formed a consensus on the central role of rich and diverse children's culture and arts in the international children's culture forum in Tampere in 2019. Culture education was seen as a tool for building a well-functioning and democratic society. The scholars and practitioners have stressed that the child is an active agent in their own life and an active contributor and creator of culture. Furthermore, the panel of participants identified that the key challenge in implementing children's cultural rights is to ensure and secure meaningful participation and engagement for all children. The following recommendations target the six critical issues in this task:</p> <ol style="list-style-type: none"> 1. Securing every child's right to participation 2. Advancing multi-professional co-operation and partnerships 3. Understanding diversity and the advancement of wellbeing 4. Encouraging critical thinking and self-expression 5. Building and supporting sustainable communities 6. Arts education and cultural education founded on current research <p>Presentation showcases recommendations to all six issues addressed in the paper. The Tampere paper was published by the Association of Finnish Children's Cultural Centers and the European Network of Observatories in the Field of Arts and Cultural Education (ENO) following the forum.</p>	<p>Aleksi Valta, Executive Director & Maarit Mäkinen, Coordinator</p> <p>Association of Finnish Children's Cultural Centers</p>
		Culture Education Guide for Early Education in Tampere	<p>In our presentation we will introduce our recently launched guide book titled Art Grows in Me - the Cultural Education Guide for Early Education in Tampere. The guide book was produced in cooperation between the early education sector and the culture sector of Tampere City, to help education professionals to execute the curriculum of early education. It is an easy-access, easy-to-use tool for early education professionals, specially for those who are not that familiar with cultural education. It's main goal is to make cultural education fun and easy, and to give early education professionals courage to throw themselves in the world of art with children.</p> <p>The guide includes basic information about different art forms and art institutions in Tampere, and it also gives an insight on why cultural education is important in the aspects of children's rights, cultural competence, wellbeing, personal growth, participation and sense of community. And in the aspect of curriculum, too. In the guide book cultural education is divided in three levels: the everyday level, the level of close surroundings and the level of cultural institutions and professional art. The guide offers tips of easy art projects that can take place in the day care center, and also tips on how to prepare to a trip to a cultural institution (museum, theatre etc) and what to expect to happen there.</p>	<p>Marianna Lehtinen, Senior coordinator</p> <p>City of Tampere</p>
		Cultural Call - to improve equality by the use of art and culture	<p>About 17 % of the residents in Espoo have a multicultural background. A good way to improve equality is to bring more art and culture to every child. In Espoo we started something called Culture Call which brings the art and culture to the day care centers. Every year each day care center receives a visit from one arts or cultural professional in the autumn and one in the spring. The visiting professionals also educate the teachers and give them pedagogical tools how to incorporate more arts and cultural education in their daily work with the children. The city has been divided into eight areas, each of which has its own annually changing theme. This to entitle a greater spread of knowledge of different methods to the teachers. In this workshop you will learn more about the idea behind Cultural call and other arts and cultural education methods used in Espoo to make sure that all children will get the possibility to equality experience and create art.</p>	<p>Sanja Honkanen Skoog, Senior specialist</p> <p>City of Espoo</p>
		Participating methods with day care professionals	<p>Culture Education Plan, The Culture Path, ensures art and culture education and experiences for every child through day care in Hämeenlinna. The whole program is provided for the day care free of charge. It covers the culture education for children between ages 0-16 and it's organized by the Children's Culture Center ARX. It is tied to the early childhood education plan of the city of Hämeenlinna and it is a binding program for the day care centers. One really important part is participating day care professionals. Art educators create, plan and produce participating art methods with and for day care professionals. Through participating day care professionals diverse art methods can root to everyday life in the day care centers.</p> <p>One case example was theatre education project where a group of day care professionals made manuscript, directed a play, made costumes and set designs. They also acted the whole play by themselves. The play went for a tour and it was played the whole spring. The art educator worked in that project as a facilitator, coach and a peer companion.</p> <p>The other case example is interactive play method designed by art educators. Art and culture methods vary from visual arts to drama education and music education for example. Methods are open to everyone to load and use from ARX's websites. There are also material banks which include all of the material and instructions to teach a workshop from a different theme in a class room. Lately really popular has been material which is built to train social skills and interaction and prevent bullying.</p>	<p>Annastiina Papinaho & Ann-Marie Fageström, Producers & Sarina Pulkka & Taina Maria Savimäki, Art educators</p> <p>Children and Youth Culture Centre ARX / City of Hämeenlinna</p>

Culturally strong ECEC: Session 4	Heritage of languages	Collaboration with Parents for South Sámi Language Learning - A Study in an Indigenous Preschool in Norway	Collaborating with parents in an educational setting is of great importance for children's learning and development. This becomes even more important, when children are learning an indigenous language simultaneously in ECEC and home environments. In this presentation we take a closer look at how parental collaboration is conducted in a South Sámi indigenous preschool regarding children's language learning. In 2018 the South Sami population in Norway consisted of around 300 people with South Sámi as their primary or secondary language, all of them being multilingual. Therefore, South Sámi is classified as severely endangered by UNESCO. The data for this study was collected with the help of structured interviews in a South Sámi preschool in Norway. In total three preschool teachers were interviewed. With the help of content analysis the practices teachers use for parental collaboration in an indigenous setting was highlighted. Both the teachers and parents had a shared cultural understanding, shared goals and shared responsibility regarding children's language learning. The methods teachers use in order to collaborate with parents regarding children's South Sámi language learning, could be divided into two main categories. The main categories were 'Seeing preschool as an open arena regarding language learning' and 'Supporting parents in south Sámi language usage'.	Heidi Harju-Luukkainen, Professor & Karianne Berg & Asbjørn Kolberg Nord university
		Supporting Children's Heritage Language Learning	Heritage languages are spoken by children of immigrants across the world. This presentation explores how Finnish immigrant families, where at least one adult in the family speaks Finnish language, support the heritage language development of their child and what type of challenges they face in this work. Children speaking heritage languages often have limited exposure to the heritage language. Therefore, also heritage language learners have varying educational needs regarding the development and maintenance of it. In this study, Finnish immigrant families were asked to describe how they support the Finnish language development of their child and what type of challenges do they face in this work. The data was gathered with the help of ethnographical approach, in a closed social media platform, from Finnish families across the world. In total 23 families responded to the questions and the answers were analysed by means of content analysis to explore patterns in the textual data. According to the results attitudes by the closest social network towards the heritage language became important enablers as well as possibilities to actively use the language in everyday contexts.	Heidi Harju-Luukkainen, Professor Nord university
		Developing a complex portrait of the contents and pedagogy - Linguistically and culturally diverse learners of the Sámi language	We will present the ongoing research of the Sámi language teaching in a diverse complex context. In our paper, we will talk about research conducted as a case study. Nowadays, more and more early childhood and primary school age Sámi children live outside the Sámi Homeland Area. How they reach the teaching in their mother tongue or Sámi as a second language is sometimes problematic. New ways and pedagogical arrangements should be actively developed. The objective of educational policies and practices is to provide fair, if not equal, opportunities for all learners. However, Sámi education poses a unique challenge to achieve these conditions. This is not only due to long distances but also due to the cultural and linguistic situation and lack of competent teachers and learning materials. For example, well-planned and culturally and pedagogically meaningful distance learning may provide solutions to a demanding situation. The article sheds light on Sámi teaching through a case study of Sámi teaching. In addition, the teacher was interviewed several times. The material highlights the heterogeneous language situation of the pupils, the lack of teaching materials and the pedagogical skills of the teacher in a variety of teaching situations. The research questions are: - What happens in Sámi language lessons? - How does the teacher describe the course and the questions/problems that arise? - What kind of needs for further development of Sámi teaching will arise from the material? The school ethnographic data describes the Sámi teaching, which is analyzed thematically.	Pigga Keskitalo, University researcher, Title of Docent & Tuija Turunen, Professor & Suvi Lakkala, Professor University of Lapland
		Early language teaching in Finnish basic education	Before 2016, a mere 10% of Finnish pupils started their studies in the first foreign language or second national language before 3rd grade. As part of the previous Finnish government's aim to renew Finnish basic education, the Finnish National Agency for Education launched the Government Key Project for Languages in early 2017. The primary aim of the project was to promote early language teaching in Finnish basic education, pre-primary education, and early childhood education and care. 133 municipalities and private education providers were granted special subsidies for organizing regional projects. Due in part to the positive feedback the projects received from pupils, teachers, and parents, in 2018, the Finnish government decided to move the starting point of language teaching from 3rd grade to 1st grade. In addition, the government decided to add two weekly lesson hours to the instruction of the A1 language, i.e. studies in the first foreign or the second national language. Pupils now receive a minimum of 18 weekly lesson hours of instruction in the A1 language. The nationwide reform required updating the Finnish National Core Curriculum for Basic Education 2014 by specifying the task of the subject, objectives, and assessment of the pupil's learning in the A1 syllabus in grades 1 and 2. The Finnish National Agency for Education published the new core curriculum in May 2019. In our presentation we will introduce the new core curriculum and discuss possibilities for supporting and diversifying pupils' language repertoires as of the beginning of early childhood.	Annamari Kajasto, Project planner Finnish National Agency for Education

Ecologically strong ECEC: Session 3	Natural learning environments in ECEC	Activating and Learning in Nature - Teachers and Parents Challenges	<p>According to “The Whole Child” approach Early Childhood Education and Care main purpose is every child be healthy, safe, engaged, supported and challenged. These features are important in preparing an adult who can meet the demands of today's rapidly changing socio-economic and natural environment. Outdoors activities organized by teachers in preschool settings promote a multidimensional and ecologically strong learning and development of preschool children. Parents, on the other hand, often raise objections to children's activities in nature, showing excessive and dangerous overprotection. It is known that separation from nature can cause multiple developmental problems, such as impaired vision and motor skills, obesity, and reluctance to take initiatives or risks. Furthermore, it limits opportunities for learning in authentic environments.</p> <p>In this research an overview of parents' views and attitudes about outdoor activities is presented. The questionnaires completed by parents were analyzed with the SPSS statistical package. The findings show that Greek parents of preschool children, despite the good climate in the country, impose restrictions on outdoors activities. This raises controversy between them and preschool teachers who should manage it primarily for the benefit of children.</p> <p>Key words: Outdoors Activities, Preschool, Parents</p>	<p>Eleni Mousena & Eleni Kainouriou, Assistant Professors & Trifeni Sidiropoulou, Professor</p> <p>University Of West Attica</p>
		Outdoor learning traditions in the Estonian pre-schools	<p>The Estonian National Curriculum for Preschool Child Care Institutions values study through games, observation, research and testing in different environments. There are no official guidelines on the frequency of outdoor learning or the content that children should experience but outdoor learning creates the best possibilities for that purpose. The main purpose of the present research was to find out which are the opinions of the teachers and the directors about using outdoor learning in the preschool activities. The method of the research was a written questionnaire. 204 directors and 490 teachers took part in the study. As a result of the research it was found out that teachers and directors opinions of the possibilities to use outdoor learning in Estonian preschools was different. Directors rate the opportunities and the feasibility of using outdoor learning in preschools higher than teachers. The survey showed that teachers do not practice outdoor learning very often, although they find studying outdoors to be important as well as supportive in terms of professional improvement. The results of the survey helped to determine how preschool teachers see themselves as practitioners of outdoor learning and how outdoor learning supports the development of children. Based on the findings we propose the necessity to emphasize outdoor learning in the teacher training process.</p>	<p>Lehte Tuuling, Lecturer in pre-school education</p> <p>Narva College of the University of Tartu, Estonian Preschool Teachers Association</p>
		Inspired by Nature! - Steps on our path to ecologically sustainable Espoo	<p>In our presentation we explain how nature is used as learning environment in early childhood education groups in different areas in Espoo. In Espoo we have nature and forests around the corner of many daycare centers. This gives us a good possibility to enjoy and explore it. We seek to expand our learning environment outside and plan education to take place in forests or another natural environment regularly. We present examples of our daycare centers and groups, where mainly all early childhood education and pedagogy take place in the woods on daily basis. Based on our positive experiences one of our goals for year 2020 is to increase the amount of nature groups.</p> <p>One of our goals is to strengthen children's relationship with nature, because we see that it is the key in building sustainable future. Therefore we are also studying ways of implementing Espoo's early childhood education plan diversely in the nature as well as in children's residential environment. Nature provides an equal and inclusive learning environment which has been proven to support mental wellbeing and self-regulation by decreasing stress hormone level. We present our ways of learning in and from nature and how our children benefit from playing and learning together in an environment that cannot be played out. We also present a way of bringing natural elements to daycare centers in Espoo. Our daycare centers also utilize urban farming to strengthen children's relationship with nature.</p>	<p>Minna Kokora & Mirku Häggman, Early childhood education specialists</p> <p>City of Espoo</p>
		Nature Step towards Wellbeing to Promote Children's Health and Ecological Sustainability	<p>Early childhood education is a promising platform for developing sustainability competencies and children's holistic wellbeing. Urbanisation, climate change and biodiversity loss require creative approaches to improving people's health while promoting ecological sustainability. Win-win solutions that enhance these both include plant-based diets and regular contacts with nature. The basis for nature connectedness, sustainable behaviour and healthy eating habits is established in childhood, and a diverse exposure to microbes is essential for developing a strong immune system. New pedagogical practices combining these two aspects in day-care centres' everyday activities are needed.</p> <p>Nature Step towards Wellbeing is an operating model for early childhood education co-created with kindergartens and food catering personnel in a pilot project in 2018-2019. The aim of the model is to support day-care centres to build a sustainable culture that promotes children's health and wellbeing, learning, and positive relationship to nature and food. In this presentation, we will discuss how nature steps, including regular and diverse contacts with nature, eating plenty of vegetables, fruits, and berries, sensory-based food education, and minimisation of food waste, support children's wellbeing and quality education. We will discuss practical ideas and solutions for implementing nature steps based on the pilot day-care centres' experiences. We will also contemplate challenges that were faced during the pilot and their implications for cross-sectoral collaboration and urban planning.</p>	<p>Iida-Maria Koskela, Researcher & Marianne Aulake, Assistant Researcher</p> <p>Finnish Environment Institute SYKE</p>

<p>Workshop 2</p>	<p>Playing BIG - Playpower!</p>	<p>Which education and teaching practices promote children's wellbeing and advance their growth and learning?</p> <p>The training / workshops introduces Hannelandia's idea of developing play pedagogy in early childhood education. Power of play refers to the different roles and professional skills of an adult. Environment of play is seen as the third breeder, and the play steps out of the box in 3D. Power of play is the ability to influence a child as the starting point for action. The child is seen as the builder of his own environment and as an active constructor of creative play. Play, with the power of play, brings together the adult and the child in a playful world where learning by fun and experience plays a key role. Experiential learning packages support children's play and learning skills and engage children more deeply emotionally. Integrative teaching allows for a natural combination of play, rhythm, expression, and stories.</p> <p>How to teach by play? What does the educator plan when planning an activity? How does the teacher build an environment while listening to a child? Is the environment built for the height of the child and the needs of the child?</p> <p>Play should be understood as a holistic, play-like nature. The forms of play, the types of play and creativity create a pedagogical palette within which learning takes place in a child-centered way. Together, educators and leaders should look for the answer to the question: What does an educator need to know about play pedagogy and how to make play a central part of early childhood education?</p>	<p>Hanne Nyman & Milla Salonen, Teachers of early childhood education</p> <p>Hannelandia</p>
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Pedagogically strong ECEC: Session 2	Leadership and great governance	Sustainable Governance in ECEC by steering and guiding – New Finnish Method	<p>Steering and guiding on early childhood education aims to ensure that early childhood education in Finland is safe and equal throughout the country. Joint the national control program with Regional Administrative Offices and the National Supervisory Authority for Welfare and Health will come into force on the 1th of January 2020.</p> <p>The premise of the national control program is that supervising will shift to a more proactive approach and strengthen customer focus. Thus, the supervisory authorities defined in the Early Childhood Education Act (2018) must carry out supervision primarily by providing the guidance and counseling of the organizer of early childhood education. Versatile guidance and counseling are aimed at regulatory early childhood education and the reduction of early childhood education reminders and complaints.</p> <p>Methods of steering and guidance are: counseling, training, information, guidance visits, notification procedure, development of self-monitoring and a national control program and its implementation (systematic control). The tool for information steering is a table that shows who has contacted and the main subject. The results will be presented at this conference.</p>	<p>Marja-Liisa Keski-Rauska, Director of educational and cultural services & Ulla Soukainen & Satu Kilpinen & Malin Eriksson, Senior Officers</p> <p>Regional State Administrative Agency for Southwestern Finland</p>
		Leadership and supervising – what makes you a good supervisor in ECEC?	<p>The purpose of surveillance is to ensure high-quality and safe ECEC, both in public and private sector. Supervision of private ECEC is the responsibility of the municipalities in Finland. The municipalities appoint a supervisory authority. Good governance and leadership in the municipality create the qualifications for supervision. The responsibility lies with the municipalities, but the officer must be capable to supervise. Supervision is part of the management of ECEC. The supervisory tasks requires special expertise.</p> <p>Supervision of ECEC is based on trust. Trust and control are strongly linked phenomena. They are not opposites or separate elements of action, because functions are interacting with each other. Trust is built by good cooperation. The supervisor should know the different ways to build good cooperation and she/he must be able to create structures and procedures that support collaboration.</p> <p>The visibility and a certain degree of familiarity under the supervision increase the confidence of the authorities. With the survey we found out what other skills are needed for good supervising and leadership. The subject of the study is the municipal supervisory authorities. The results will be presented at the conference. The aim of the study is to support the development of the supervisory officer's skills and to find out educational needs.</p>	<p>Taru Terho, Senior Officer & Marja-Liisa Keski-Rauska, Director of educational and cultural services</p> <p>Regional State Administrative Agency</p>
		Answering the requirements of ECE through digitalisation	<p>The city of Vantaa's early childhood and pre-primary education is in process to introduce a new information system for ECE employees and guardians that combines administrative and pedagogic activities providing tools for evaluation and development of ECE. In the process, the internal practices and old paper forms are updated, digitalised, and redesigned to answer tomorrow's requirements.</p> <p>In the city of Vantaa, the child's plan for ECE is in the core of the pedagogic work providing a tool for educators to organise the child's ECE and an instrument to determine if the child needs additional support for their development and education. When needed the child's plan include a plan to support multilingual children as well as a plan for the children with support needs for development and education.</p> <p>Plans for child groups and for ECE units knits together the pedagogic goals form the individual plans of children and the guidelines from the national and local ECE curriculums and the city strategy. The plans are periodically evaluated, and the goals and the actions are redefined. The system's functionality provides strong support for this. The evaluation data can be used on different levels of the organisation to improve the quality of the ECE.E29</p>	<p>Merja Asikainen, Planner & Henna Heikkilä, Service designer</p> <p>City of Vantaa</p>
		Developing and sustaining pedagogical leadership in early childhood education for sustainability: case studies from China and Norway	<p>Early Childhood Education for Sustainability (ECEfS) is continual transformational change through learning and taking actions for sustainability in a holistic way encompassing ecologically/environmentally, socially, culturally and economically interconnected aspects, which have been growing in China and Norway. This paper aims to explore how to develop and sustain pedagogical leadership in ECEfS in the two culturally distinctive countries based on a development project. In order to explore how pedagogical leadership could occur, two research questions emerged: How is quality Early Childhood Education for Sustainability (ECEfS) understood by the head teachers at targeted research sites? How did pedagogical leadership inform and support quality ECEfS at the case study sites? The area of ECEfS was used as a motif and workshops as a research methodology (Ørngreen and Levinsen, 2017) to explore how pedagogical leadership could be enacted at the case study site. Key stakeholders as head teachers and principals were interviewed, and documents and artifacts were analysis. The data were analyzed with a six-step of thematic analysis and were interpreted using an interpretivist framework to explore and gain insights. Further implications and research potentials in pedagogical leadership have been included in the later parts.</p>	<p>Minyi Li & Åsta Birkeland, Associate Professors</p> <p>Beijing Normal University</p>

Pedagogically strong ECEC: Session 5	Developing evaluation and assessment in ECEC	Progressive Feedback in Early Education	For more than ten years, we have run a system for data driven early education planning, evaluation and development in order to help early educators to enhance children's learning, physical readiness, emotional well-being and social participation. The early education processes and indicators of the well-being of children and learning can be used for research based early education development. We make these tools accessible for both the scientific community and early educators. Since 2017, in our project "Progressive feedback in Early Education", we have carried out hundreds of random observations every day throughout Finland. Trained observers observe the daycare activity 8:00-16:00, sometimes also in the evening. The observations are uploaded to the server, where educators, early education experts, decision makers and researchers can follow the processes and development of everyday early education and children's experiences in real time. The observations are supported by child evaluations, learning environment evaluations and leadership evaluations. More than half of Finnish municipalities and private sector companies have been using our method. We complete the observation data with, for example, child evaluations, learning environment and director evaluations, and for minor samples different tests to complement the feedback and assess the scientific validity of the data collection. We have applied our tools in Taiwan, Hong Kong, China and Turkey. Our focus is to help early educators to make decisions based on scientifically driven feed.	Jyrki Reunamo, University lecturer, Principal investigator & Leena Lahtinen, CEO, Early education expert & Mari Sillman, Early Education expert University of Helsinki & Reunamo Education Research Ltd
		Trust-based quality evaluation of the Finnish ECEC services	Evaluation of ECEC is a complex task. Strong conclusions and policy recommendations are made based on the evaluations. It is therefore important to consider 'why' and for 'whom' quality is being developed and evaluated, and what is done with knowledge gained by the evaluations. In Finland, the educational evaluations are based on the principle of enhancement-led evaluation (Patton 1997) and self-evaluation, which emphasise trust between the evaluator and those participating in the process. Instead of merely monitoring and controlling the quality of the services, the evaluation goes beyond checking norms and standards, thus focusing on the pedagogical processes. The main goal is to support the commitment and motivation of the staff or entire work communities and to help them develop practices. However, in order to succeed in their self-evaluation task, ECEC providers need support and evaluation tools. This presentation introduces the evaluation development work carried out by the Finnish Education Evaluation Centre FINEEC. FINEEC has drawn up national quality indicators, which aim to provide evidence-based recommendations for Finnish ECEC practice and crystallize the objectives set for ECEC in curriculum. Currently, more detailed quality criteria, national evaluation instruments as well as digital evaluations system are being developed. By introducing the Finnish model of trust-based evaluation, this presentation invites participants to join in critical discussions of evaluation and monitoring the quality of ECEC. What kind of evaluation do we really need in ECEC?	Janniina Vlasov, Senior Advisor & Laura Repo, Councillor of evaluation Finnish Education Evaluation Centre FINEEC
		Best practices of assessing children's play and peer interaction skills using easy hand-on digital tools	Enhancing participation and active agency of children has been in the center of pedagogical approaches in multidisciplinary work in early education environment. While aim is to enable participation, we should also use the concept of participation as an outcome measure of our interventions, especially if a child has challenges in participation, for example play performance of peer interaction. There has been lack of valid and practical tools which focuses to measure participation (attendance and involvement) of a child. RALLA tools are based on research projects and are shown in several studies to be valid and reliable to assess preschool aged children's play skills or peer interaction skills. RALLA software has been developed to support the analysis process and documentation quality of children's performance after observation. Digital analysis provides the opportunity to use RALLA tools also as outcome measures. As the lack of important skills in childhood is associated to further skill learning and bullying there is need to more precise documentation of possible challenged which can lead to isolation from peer interaction. The aim in this practical presentation is to focus how using valid and reliable participation level assessments can promote important knowledge for pedagogical intervention planning. Consequently, correctly focused and successful support of participation can prevent secondary challenges and social exclusion.	Tiina Lautamo, Principal lecturer and Specialist & Vilja Laaksonen, Business manager JAMK University of Applied Sciences and Ralla Oy
		Evaluation Model in City of Järvenpää	Pursuant to the Act on Early Childhood Education and Care, the ECEC provider shall evaluate its pedagogical activities and operations. The purpose of the evaluation is to develop the quality of ECEC and to improve the activities and conditions for children's development, well-being and learning. The early childhood education evaluation model in city of Järvenpää contains tools for evaluating the operations and quality of ECEC services and pedagogical practices in different levels, such as provider, unit and personnel. It contains also supporting material and guidelines for personnel's self-assessment. Evaluation model of Järvenpää is based on Act on ECEC, the National Core Curriculum for ECEC and Finnish Education Evaluation Centre's guidelines and recommendations. Järvenpää's strategy and emphases are also considered in the evaluation model. The most important tool for unit-level evaluation is an action plan which is a concretization of the objectives for ECEC arising from national and local curriculums and city-level emphases. Action plan and its implementation are evaluated three times a year. Provider-level evaluation contains constant evaluation of the local curriculum and its realization, evaluation of units' action plans and evaluation of city-level strategy's implementation. Inquiry for clients is done once a year. All the results are approved in city-level decision making processes. The results are used in development of pedagogical activities and processes and considered when choosing next year's emphases and planning personnel's updating training.	Mikko Mäkelä, Head of Early Childhood Education & Hanna-Leena Vesterinen, District Manager & Suvi Lindberg, Kindergarten Manager City of Järvenpää

Pedagogically strong ECEC: Session 12	Pedagogical practises from international view of point	What to prepare for transition from kindergarten to primary school: From policy to practices in China and Norway	Transition from preschool to formal schooling is seen as one of the most important transitions in one's life, which may impact their future transition experiences. Research has confirmed that if children are prepared to learn when entering formal schooling, they are more likely to succeed in school and in future life. Anchored in cultural historical framework, this proposed chapter aims to explore how government policies and kindergarten and primary school practices have conditioned children's transition experiences. Data are collected in the form of documents and interviews. Document data include government policies at different levels which are used to examine the societal conditions while good examples provided by the interviewed teachers from kindergartens and primary schools illustrate institutional conditions. Additionally, challenges mentioned by the interviewees in terms of transition from kindergarten to primary schools in China and Norway will be related to inspire further discussion and future research.	Aihua Hu, Associate professor Western Norway University of Applied Sciences
		Early Education in Multicultural and Multilingual System of the European Schools: principles, values and practices	Early Education in the European Schools www.eursc.eu is a fundamental part of lifelong learning and its central role is to support children's growth into ethical and responsible members of society. The underlying values are human rights, equality, democracy, environmental sustainability, multiculturalism and respect to national identity and mother tongue. Early Education promotes responsibility, a sense of community and respect for the rights and freedom of the individual. The basis of European School education is European culture, the character of the country where the school is located as well as the unique culture existing in the schools. Education supports the development of the children's linguistic and cultural identity and promotes tolerance, inter-cultural understanding and European Spirit. Teaching and learning in the early years supports and monitors children's physical and psychological wellbeing, including social, cognitive and emotional development. Early education is holistic and different areas of development are not separated. Children build their skills, knowledge and competences from different areas of learning through experience and in accordance with their age and abilities. Learning by playing is essential. Very important is to retain the joy of and enthusiasm for learning and face new learning challenges with courage and creativity. Children's positive self-concept and development of their learning to learn skills are supported. Diversity of children, their special needs, equal rights and gender equity are respected.	Dana Musilova, Inspector for the Nursery and Primary Cycles of the European Schools Czech School Inspectorate
		Towards a Pedagogically Strong ECE in India	Integrated Child Development Services (ICDS) is India's national program to serve children between 0-6 years and is said to be the largest child development program in the world serving approximately 82899424 children with 1346186 centers in the country which are called 'Anganwadi' centres . These centres provide an integrated package of health, nutrition and early childhood education services targeted to children aged below six years. The services are offered at 'Anganwadi' Centres through Anganwadi Workers and Anganwadi Helpers. Though the Programme has a wide reach, bottlenecks in service delivery hamper harnessing the full potential of the programme. The fundamental idea of sending children to 'Anganwadi' is to provide them with a stimulating and enriching physical and psycho-social environment in order to lay the foundation for inculcation of social and personal habits and values that will shape his/her personality for the future. However, the Country's Eleventh Five Year plan stated that "the preschool education component of ICDS-Anganwadi is very weak with repetition high and learning levels low". My presentation will examine the Pre-school education component of the ICDS programme taking centres from the state of Kerala as sample. It will look into the teaching-learning process and other pedagogical issues facing the centres. Do these Centres foster children's social and cognitive maturation and prepare them for school ? Does the atmosphere provide a conducive learning atmosphere? The presentation will also offer a few solutions.	Mohan Das, President CRED (Centre for Research Extension and Development)
		Methods for playful learning and pedagogy in Finnish early childhood education	In Finland ECEC play is not considered an extra-curricular activity. It is part of everyday learning in the classroom and outdoor environments. Although children's development and learning through play are emphasized, the Finnish framework embraces the view that play has value as such and for children, the meaning of the play is created through play itself (Harju-Luukkainen & al. 2019). When children are playing, they are active agents: they structure and explore the surrounding world, create social relationships, and construct meanings. In the Finnish curriculum for ECE the play is considered essential learning and supported with a systematic and goal-oriented approach to scaffold children to engage in opportunities to learn (Kangas & al. 2019). That is why teachers have to secure the preconditions for playing, supervise the play in a suitable way, and ensure that each child gets an opportunity to participate in playing together according to their skills and capabilities. In this presentation, the playful approach familiar to Finnish ECEC education will be analyzed both theoretically and practically, and present a theoretical model of pedagogy of playful learning. This model is reflected and conducted through meta-analysis with well-known learning theories (such as Vygotsky, Csíkszentmihályi) and theories of play (Harju-Luukkainen & Kangas 2019, Whitebread 2012) and controversial issues towards education policies and practice. In this presentation play is seen as attitude, an approach and a whole way of looking at the world.	Jonna Kangas, Ph. D, University Lecturer University of Helsinki

Culturally strong ECEC: Session 9	Associations for better education	Best practices in mother tongue support in early-childhood education	<p>Suomi-Romania Edustudio ry is an association of educational professionals based in Helsinki: www.edu-studio.fi</p> <p>For the past years we have developed a model for mother-tongue support in early-childhood which focuses on the active role of parents and communities in supporting mother tongue and the positive formation of cultural identity in children. Our project started from the premises that children do not get enough linguistic support before the age of 7 in Finland and there are no educational models or resources in this field.</p> <p>Our workshop will present our educational platform, resources and results of a project that started in a small Romanian community in Viikki Helsinki and has now spread to communities in 20 countries through financing from the Ministry of Romanians Worldwide: www.romanaimpreuna.ro</p> <p>Our next steps are to transfer our model to other cultural communities in Finland and abroad. The activities and educational resources created in the project can be used not only in cultural communities but also in kindergartens to promote a linguistically and culturally strong early childhood education, increase cultural diversity and support cultural heritage.</p>	<p>Bianca Biro, Chairperson, Educational partnerships coordinator & Mihaela Nyysönen, Early-childhood teacher and trainer</p> <p>Suomi Romania Edustudio ry</p>
		Finno-ugric world in social media: a tour in Finnish schools	<p>The Finnish-Russian association had a 50 schools tour in 2019 for finno-ugric people who use social media in their every day life. We wanted to show finnish children that finno-ugric language family is world wide. With this school tour we could tell children of our roots. The project was a part of year of indigenous languages given by UN.</p> <p>In our presentation we will also show how a culturally related organization can give various programmes and tools for schools in teaching cultural aspects.</p>	<p>Niina Sinkko, General secretary & Riku Savonen, Organization manager</p> <p>The Finland-Russia Society</p>
Workshop 3	Art workshop: Toddlers Open-Studio		<p>This workshop that has been provided at Helsinki City Culture Office Caisa, is geared to toddlers (aged 1,5-3 years old) with their caretakers. The studio provides participants with possibilities to explore various art materials and techniques in their own pace through changing art stations and also permanent stations. The permanent stations include painting on small sized easels, and three-dimensional clay works. The weekly changing stations are coordinated thematically and/or in a way that incorporates fine-motor skills and gross-motor skills, and include a variety of activities, such as gluing, cutting, color-works and brush-works. This has served small children and families from a wide range of neighborhoods in Helsinki with pleasure of early artistic expression and development, and further encouraged creative involvement implimented at home. This open-studio provides an opportunity to try out new possibilities of art making, early social interaction with peers, and strengthen bond with caregivers in a creative environment.</p>	<p>Ogechukwu Eneh, Culture Producer & Eungyung Kim, Art Therapist & Visual Artist</p> <p>City of Helsinki, Culture office Caisa</p>
	The Dialog between Two Worlds		<p>Drama workshop for experiencing the other persons' perspectives. We start the drama workshop by teaching moment in russian language. The purpose of this particular exercise is to experinece the childs confusion when she/he doesn't speak a lot of russian yet or at all. It is impossible to know how hard and difficult it is to participate in daily routine in day care center when you do not understand or speak the spoken language. This confusion can cause fear, anxiety and unwanted behavior. The second drama exercise is called "Empty chair", where we are going to empathize into choosed persons' life. First we choose some conflict situation and then we are going to experience the situation from other perspective. We believe that this exercise will help participant to reflect that conflict in a new light. We have tested these exercises in few groups of early childhood educators in Espoo City. We have had participants from few different day care centers and got a positive feedback. Although the experience of otherness is common to the children in daily life in day care it is still new and eye opening for the educators.2. Practical methods for working with parents. We will introduce our innovations and projects for working with parents in day care centers. We have come up with concepts what educators can use and integrate into their pedagogical convergence with parents. We have got good feedback from parents, who have participated for example in Kiekula-cafe. We believe that our approach to this subject is a new and effective!</p>	<p>Vita Linfast & Niina Elina Räsänen, Language and culture teachers in early childhood education</p> <p>City of Espoo</p>