



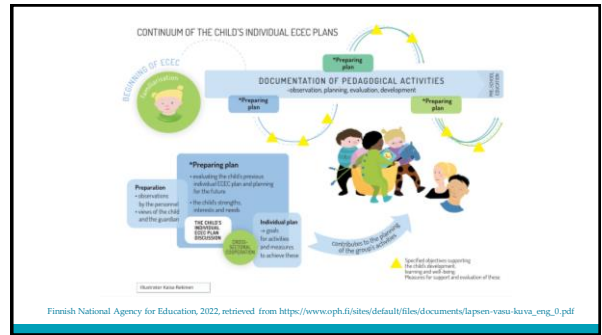
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## “The Child’s Plan” in Finnish Early Childhood Education and Care

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THE CHILD'S INDIVIDUAL EARLY CHILDHOOD EDUCATION AND CARE PLAN

**1. Basic information**

Child's name: \_\_\_\_\_ Date of birth: \_\_\_\_\_  
 ECEC unit: \_\_\_\_\_  
 Name of guardian(s): \_\_\_\_\_ Legal representative: \_\_\_\_\_  
 Contact details of the guardian/guardians (other legal representative): \_\_\_\_\_  
 Further information about communication between the guardian and the ECEC unit: \_\_\_\_\_

**2. Drawing up the child's individual plan**

2.1. Where and in what context of the garden/setting is the plan drawn up?  
 \_\_\_\_\_  
 2.2. What personnel and/or experts have been consulted in drawing up the plan?  
 \_\_\_\_\_  
 2.3. How have the child's parents/guardians been consulted?  
 \_\_\_\_\_  
 2.4. How has the guardian/guardian(s) been consulted and how has the child's best interests been taken into account?  
 \_\_\_\_\_

**3. Assessment of how the objectives and measures in the child's possible sector individual plan have been achieved**

3.1. Evaluation of objectives:  
 \_\_\_\_\_  
 3.2. Information about the child's possible individual plan:  
 \_\_\_\_\_

**4. Objectives for pedagogical activities and measures for achieving the objectives**  
 The objectives and necessary concern objectives, pedagogical and service activities

4.1. The child's strengths, interests and needs and how these are taken into consideration:  
 \_\_\_\_\_  
 4.2. Objectives for pedagogical activities:  
 \_\_\_\_\_  
 4.3. Possible other support needs for education and learning, and objectives and support objectives in research, organizing the support:  
 \_\_\_\_\_  
 4.4. Objectives according to the child's needs being the learning environment 0-2 and 0-6:  
 \_\_\_\_\_  
 5. Other matters to be considered in supporting the child's wellbeing:  
 \_\_\_\_\_  
 6. Other possible documents and plans used in drawing up the individual plan:  
 \_\_\_\_\_  
 7. Dates for monitoring and assessment:  
 \_\_\_\_\_  
 \_\_\_\_\_

Child's situation


Pedagogical practices

Support resources

Collaboration

Participation

Assessment





## Case example: Anna's plan


Anna is a two-year-old toddler who started early childhood education and care when she was nine months old. Anna has no need for special support nor is there any particular concern for her development.

*The description of Anna's plan follows the actual plan recorded for her in such a way that the privacy of Anna, her family or the professionals is not compromised.*

*Anna's plan will be used as a basis of this presentation with the permission of Anna's parents and professionals.*





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## Anna at the age of 11 months


Based on observations, **Anna likes to organize and put various items in jars and bags.** Studying and displaying toys is also interesting. Anna can ask for something when she wants something. She goes to the toy shelf, points at it and looks at the adult. Anna likes music, too. Every day, **she asks an adult to sing and tells it with her body language, swinging and at the same time looking at an adult.**

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## Anna at the age of 11 months

One of the Anna's strengths is linguistic understanding and self-expression. **Although she does not yet have a spoken language, apart from a few words, she is able to express herself very well with her body language and thus often becomes understood.** Anna expresses her feelings with crying, laughter, smiles, hugs and touch. If necessary, she seeks solace in the arms of an adult.

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**Anna at the age of 11 months**

**Anna is practicing to express herself verbally.** Adult's sensitive listening is important for Anna to be understood. **It is important that an adult strives to understand and interpret Anna's unspoken communication with their genuine presence.**

When it comes to expressing emotions and tolerating disappointments, **adult must act with an understanding yet firm attitude.** Emotions are allowed and, if necessary, ways are considered to ease the situation.

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**Anna at the age of 11 months**

Anna's happiness and well-being are enhanced by **safe routines in everyday life, being heard, and loved ones.** Anticipating things about future events and telling Anna about them also makes it possible to express different emotions regarding everyday life events.

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**Anna at the age of 11 months**

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Act on the openness of government activities, section 24(1) (25)

4.2 Objectives for pedagogical activities	4.3 Measures and methods for achieving the objectives
<ol style="list-style-type: none"> <li>1. Support for expressing own will</li> <li>2. Supporting speech</li> </ol>	<ol style="list-style-type: none"> <li>1. Striving of understanding, presence of an adult. Naming of emotions, giving space to emotions. Music, anticipation of events.</li> <li>2. Songs, imitation games, books, and rhymes. Naming things and objects. Daily discussions</li> </ol>

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**Anna at the age of 18 months: assessment of the plan**

3. Assessment of how the objectives and measures in the child's possible earlier individual plan have been realised

3.1. Realisation of objectives

1. Anna's expressions of self-will have been supported by the presence of an adult, the understanding attitude, and music. To ease the situations, emotions have been given space. Actions and consequences have been justified to Anna. In some situations, offering another option has made things easier. Anna has learned to linguistically express herself, her feelings and own will.
2. In daily activities, we have sung, rhymed, named things and objects, read books according to the child's interests. Anna already speaks sentences of several words. She can already discuss things and events. The vocabulary is extensive and growing all the time. Anna gets herself understood verbally.

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**Combining children's plans into a plan of pedagogical practices in child group**

- As ECEC takes place in a child group, it is of great importance to plan and to agree the pedagogical practices at the group level.
- Finnish ECEC communities are fundamentally interprofessional (teachers, special ed. teachers, nurses, assistants...)

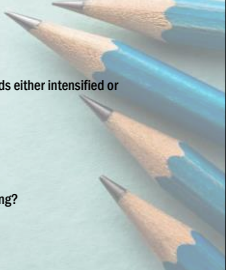
➤ Children's ECEC plans are combined into "a group's plan" of pedagogical practice in that particular group and/or ECEC community




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**Future directions**


- Legislation on child's support on August 2022
  - New administrative decision document when a child needs either intensified or special support
  - Child's ECEC plan remains
- Discussions on the extent of documentation
  - How to deal with bureaucratic essence of planning?
  - How to balance between individual and collective planning?
  - How to write in such a way that highlights the pedagogy?





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 **For more information provided by National Agency for Education, Finland (In English):**

- Instructions for an ECEC plan:  
[https://www.oph.fi/sites/default/files/documents/lapsen-varhaiskasvatussuunnitelma-mallilomakkeen\\_ohjeistus\\_en.pdf](https://www.oph.fi/sites/default/files/documents/lapsen-varhaiskasvatussuunnitelma-mallilomakkeen_ohjeistus_en.pdf)
- Continuum of the child's plans:  
[https://www.oph.fi/sites/default/files/documents/lapsen-vasu-kuva\\_eng\\_0.pdf](https://www.oph.fi/sites/default/files/documents/lapsen-vasu-kuva_eng_0.pdf)
- ECEC plan template at the end of the page:  
<https://www.oph.fi/fi/koulutus-ja-tutkinnot/lapsen-varhaiskasvatussuunnitelma-mallilomake-ja-ohjeistus>



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 **Suggestions for additional reading (open access, In English):**


Research report (*focus on special support*):

- Noora Heiskanen (2019). Children's needs for support and support measures in pedagogical documents of early childhood education and care. PhD thesis. Available <https://jyx.jyu.fi/handle/123456789/65796>

Blog post about pedagogical documents:

- Heiskanen, N. (2022). Writing pedagogical documents - static descriptions or dynamic roadmaps? Research about ECEC -blog. <https://researchaboutece.wordpress.com/>



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**Thank you for your attention!**



**We are in the middle of nowhere. UEF.**

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