



**PLAN FOR THE
CHILD'S PRE-PRIMARY
EDUCATION AND EARLY
CHILDHOOD EDUCATION
THAT COMPLETES
PRE-PRIMARY EDUCATION**



The child's pre-primary education plan comprises a plan for the child's pre-primary education and early childhood education that completes pre-primary education. The child's pre-primary education plan is made together with the child, guardian and early childhood education teacher in pre-primary education. Goals set for the pedagogic activities in pre-primary education and early childhood education that completes pre-primary education are registered in the plan.

INSTRUCTIONS

- The child's pre-primary education plan (LEOPS) is a pedagogic document that helps the child's guardian(s), the child and an early childhood education teacher in pre-primary education to reflect on the child's growth, development and learning as well as wishes and needs for pre-primary education.
- Other pedagogic documents, such as information in the child's information form and, for children with Finnish as a second language, information in the observation form are also utilised when making the child's pre-primary education plan.
- An early childhood education teacher in pre-primary education is responsible for the child's pre-primary education plan discussion and making the plan. In exceptional circumstances, it can be agreed with the manager of the day care centre that the LEOPS discussion can be held and plan made by a day care worker. Private day care centres operate in the same manner as municipal early childhood education.
- The viewpoint of including the child and family is essential in early childhood education at the City of Kerava.
- Pre-primary education at the City of Kerava realises the child's inclusion in various ways:
 - the child's self-evaluation,
 - interviews with the children,
 - discussions,
 - observation,
 - meetings with the children,
 - votes,
 - friend and team work competence steps,
 - pedagogic documentation, and
 - by looking at the peda.net environment and discussing.
- The child's pre-primary education plan shall include a summary of how the child has participated and how their wishes and opinions have been considered.
- The child's self-assessment section in LEOPS is completed together with an early childhood education teacher in pre-primary education every autumn and spring.
- The child's pre-primary education plan is drafted mainly during August–November. In the spring, the child, guardians and early childhood education teacher in pre-primary education assess how the goals in LEOPS have been realised in pedagogic activities.
- The child's pre-primary education plan is mainly completed electronically in Wilma. If it's not possible to complete LEOPS in Wilma, it's completed on paper. Private day care centres complete LEOPS on paper.

- If a pedagogic assessment and plan are completed for the child, they replace the child's pre-primary education plan. If the child has intensified or special support, other sections in the child's pre-primary education plan are filled in (hearing the child, the child's self-assessment, questions for guardians, multilingual plan and a good start to school).
- The manager of the day care centre has the right to check who the child's guardian is in order to make the pre-primary education plan. In joint custody cases, both guardians have the right to participate in the LEOPS discussion and to see and sign the child's pre-primary education plan. If the child's guardian does not want to / cannot participate in the LEOPS discussion, this is registered in the form.
- It's enough for one guardian to sign the child's pre-primary education plan but, in joint custody cases, both guardians have the right to sign the form.
- If the guardian(s) cannot be reached for the child's LEOPS discussion and to sign the form, this is registered in the form.
- The pre-primary education plans of all the children in the group are a basis for drafting the school year schedule for the group. It defines how the goals of the activities, stemming from the children's wishes and needs, are realised in the group's activities.
- The child's pre-primary education plan and attachments are transferred mainly electronically via Wilma to Kerava's comprehensive school when the child starts 1st form according to data transfer principles of the City of Kerava's education bureau (group letter 15/2019). Where necessary, LEOPS will be transferred on paper. LEOPS is archived according to archival instructions (group letters 23/2017 and 47/2017). In private day care centres, LEOPS is stored electronically, if possible, in a data secure manner according to the unit's practices and archived according to archival practices.

ADDITIONAL INSTRUCTIONS FOR TEACHERS

- The child's pre-primary education plan is completed with the child and guardians in the autumn, during August-November. The LEOPS assessment discussion is completed together with the child and guardian in the spring.
- In the autumn, it's not necessary to register all sections in LEOPS if the information does not exist yet. All sections are registered and assessed in the spring.
- In addition to this LEOPS, an early childhood education teacher in pre-primary education can, if necessary, assess the skills of the pre-primary education-aged child in the connection of the autumn pre-school package separate from the child's pre-primary education plan. Information and assessments in the preschool package are completed so that the child group's activities can be planned properly; they are not attached to LEOPS or stored/archived.
- Information of the substitute people who are allowed to pick up the child are registered/updated in the information form, *group letter 19/2019*.
- Permission for photography and videos is given with the consent form for taking and publishing photos/videos, *group letter 2/2020*.

PLAN FOR THE CHILD'S PRE-PRIMARY EDUCATION AND
EARLY CHILDHOOD EDUCATION THAT COMPLETES PRE-PRIMARY EDUCATION
Confidential / Chapter 24, Section 1, Subsection 25k of the Act on the Openness of Government Activities.

The child's name	Date of birth
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The child's mother tongue / languages spoken at home
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Place of pre-primary education
Name of pre-primary education teacher
Name of pre-primary education teacher

- The child participates in pre-primary education
- The child participates in early childhood education that completes pre-primary education

Name of guardian
Name of guardian

Date of the autumn discussion

Date of the spring discussion

Intensified support for the child as of

Special support for the child as of

Ways of supporting the child



GUARDIANS' THOUGHTS ON PRE-PRIMARY EDUCATION AND THE CHILD

What is your child like? The child's strengths and interests.

What does your child need support with? Is there something you are concerned about?

Is there something special you would like us to know about your child? What else should we consider at pre-primary education?

What do you expect of your child's pre-primary education and what kind of cooperation do you wish to have with pre-primary education?

THE CHILD'S PARTICIPATION, OPINION AND WISHES FOR PRE-PRIMARY EDUCATION

INSTRUCTIONS: Here, note down what the child wants to learn in pre-primary education (*the child's wishes and goals for pre-primary education*) and how the child has participated, how their wishes and opinions have been considered and what they have learned at pre-primary education.

The child's wishes; how has the child been included; how have the child's opinions and wishes been considered

	date

THE CHILD'S SELF-ASSESSMENT TOGETHER WITH THE PRE-PRIMARY TEACHER (AUTUMN)

	I need help from an adult 	I'm still learning 	I'm already good at this 
I play with everyone.			
I lend my toys to friends during our games.			
I want to express how I feel.			
I try to settle arguments with my friends without help from an adult.			
I remember to speak kindly to others.			
I can express my opinion.			
I remember good manners: I say hello and thank you.			
I try to follow the shared rules.			
I want to help others.			
I want to comfort my friends.			
I want to share my thoughts, but I also want to listen to others.			
I like to practice new things.			
I am able to complete assignments.			
I don't feel bad even if I don't always succeed.			
I try to listen to instructions and follow them.			

THE CHILD SAYS

(COMPLETED IN THE BEGINNING OF THE AUTUMN TERM)

The child fills in the below sections together with the pre-primary teacher

What I like about preschool...
What I don't like about preschool...
If I'm upset...
I'm good at...
I'm practising / I'd like to learn...
I need help from an adult to...
I wish that preschool...

THE CHILD SAYS

(COMPLETED IN THE BEGINNING OF THE SPRING TERM)

The child fills in the below sections together with the pre-primary teacher

What I like about preschool...
What I don't like about preschool...
If I'm upset...
I'm good at...
I'm practising / I'd like to learn...
I need help from an adult to...
I wish that preschool...

THE CHILD'S SELF-ASSESSMENT TOGETHER WITH THE PRE-PRIMARY TEACHER (SPRING)

	I need help from an adult 	I'm still learning 	I'm already good at this 
I play with everyone.			
I lend my toys to friends during our games.			
I want to express how I feel.			
I try to settle arguments with my friends without help from an adult.			
I remember to speak kindly to others.			
I can express my opinion.			
I remember good manners: I say hello and thank you.			
I try to follow the shared rules.			
I want to help others.			
I want to comfort my friends.			
I want to share my thoughts, but I also want to listen to others.			
I like to practice new things.			
I am able to complete assignments.			
I don't feel bad even if I don't always succeed.			
I try to listen to instructions and follow them.			

AREAS OF EXTENSIVE COMPETENCE

INSTRUCTIONS FOR GUARDIANS: Use the extensive competence fields below to note down the goals that were discussed and agreed with the child, guardian and personnel.

In the autumn, note down the agreed goals and pedagogic measures as well as a plan for how to implement them. In the spring, write down an assessment of how well the pedagogic measures were implemented.

ADDITIONAL INSTRUCTIONS FOR TEACHERS: Utilise other pedagogic documents and, for example, for a child with Finnish as a second language, information from the observation form.

Thinking and learning

Thinking and learning skills develop in interaction and form a basis for the development of other competence and life-long learning. The amount of information and its rapid renewal necessitate the skill to adapt new information and guide one's own learning. Structuring information and the creation of new necessitate creative and critical thinking skills. Pre-primary education is meant to encourage and help children to develop their thinking and learning skills as well as to strengthen children's trust in their own skills.

The goal of pedagogic activities to strengthen the child's thinking and learning	
Pedagogic measures and a plan to reach the goals	
Assessment of how the pedagogic measures are realised in the child group's pedagogic activities and potential new goals. date _____	

Cultural competence, interaction and expression

Interaction skills and the ability to express oneself and understand others are significant for the individual's wellbeing and ability to operate in a culturally complex world. The ability to listen, identify and understand different viewpoints is part of good interaction and cultural competence. The creation of positive relationships and solving problems in a constructive manner necessitate collaboration skills. Pre-primary education is meant to offer children the opportunity to practice interaction and expression skills in a safe manner together with a peer group and adults in the surrounding community.

The goal of pedagogic activities to strengthen the child's cultural competence, interaction and expression	
Pedagogic measures and a plan to reach the goals	
Assessment of how the pedagogic measures are realised in the child group's pedagogic activities and potential new goals. date _____	

Taking care of oneself and everyday skills

Being able to take care of oneself and having skills related to health, safety and daily technology are important for everyone. They are related to individual wellbeing and a commitment to a sustainable lifestyle. The purpose of pre-primary education is to strengthen skills related to children's wellbeing as well as to instruct them in making sustainable choices. Pre-primary education supports a positive view of the future.

The goal of pedagogic activities to strengthen the child's everyday skills and the skills to take care of themselves	
Pedagogic measures and a plan to reach the goals	
Assessment of how the pedagogic measures are realised in the child group's pedagogic activities and potential new goals. date _____	

Multiliteracy

Multiliteracy refers to the ability to interpret and produce various types of messages. It's closely related to thinking and communication skills as well as the ability to acquire, edit, produce, present, assess and value information in various environments and situations. Information can be produced and presented with the help of verbal, illustrated, numerical or other symbol systems or a combination of them. Multiliteracy includes various types of literacy, such as basic literacy, numerical literacy, visual literacy and media literacy. Multiliteracy is related to a wide understanding of text, according to which texts can be, among other things, written, spoken, audio-visual or digital. The various areas of multiliteracy are basic skills on the level of the individual, human interaction, society, citizenship and working life. The development of multiliteracy creates a foundation for other learning and studying. The development of multiliteracy begins in early childhood and continues throughout life. The task of pre-primary education is to support the development of children's multiliteracy in collaboration with the guardians.

The goal of pedagogic activities to strengthen the child's multiliteracy	
Pedagogic measures and a plan to reach the goals	
Assessment of how the pedagogic measures are realised in the child group's pedagogic activities and potential new goals. date _____	

Information and communications technology skills

Information and communications technology skills are important civic skills. They are needed in the daily life of children and families, human interaction and social participation. It's part of multiliteracy as well as media and study skills which are needed for studies and the working life. The task of pre-primary education and homes is to promote children's information and communications technology skills.

The goal of pedagogic activities to strengthen the child's information and communications technology skills	
Pedagogic measures and a plan to reach the goals	
Assessment of how the pedagogic measures are realised in the child group's pedagogic activities and potential new goals. date _____	

Participation and influencing

Active and responsible participation and influencing create a foundation for a democratic and sustainable future. This requires the individual to have the skills and willingness to participate in the community's activities and trust in their own influencing possibilities. Children's rights include the right to be heard and participate in matters that have an impact on their life. Pre-primary education honours these key democratic principles. The task of pre-primary education is to support the child's slowly emerging skills of participation and influencing. Children's participation and influencing are a visible part of pre-primary education in Kerala. Children learn to work together and receive opportunities to practice negotiation, mediation and conflict-solving as well as looking at things critically. Employees at pre-primary education create a basis for a positive atmosphere where children feel heard. Children's participation is also realised when the teacher and other pre-primary education personnel acknowledge the child's need for support and individual development.

The goal of pedagogic activities to strengthen the child's participation and influencing	
Pedagogic measures and a plan to reach the goals	
Assessment of how the pedagogic measures are realised in the child group's pedagogic activities and potential new goals. date _____	

PLAN FOR THE CHILD'S MULTILINGUALISM

If an interpreter was used, in which language?	
Instructions: Here, make a brief assessment of the <u>child's verbal language skills</u> , understanding and production of speech, extent of vocabulary, command of terms and linguistic structures, sentence-based expression and in which language the child communicates at home / in pre-primary education.	
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Which other languages does the child hear/use in their daily life? Utilise the observation form for children with Finnish as a second language.	
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The goal of pedagogic activities to strengthen the child's language skills	
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Pedagogic measures and a plan to reach the goals	
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In the spring: How have the agreed goals been realised in the activities?	date
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OTHER DOCUMENTS AND PLANS POTENTIALLY UTILISED IN MAKING THE PLAN

- Initial discussion form
- Agreement regarding the reserved early childhood education time
- Information form
- Data transfer form
- Consent to take and publish photos and videos
- Medication plan
- Observation form for Finnish as a second language.
Observation completed on _____ date _____
_____ date _____
_____ date _____

- The child's photos at peda.net have been discussed and they have been used to assess activities
_____ date _____
_____ date _____
_____ date _____

- Other documents, which party _____ date _____

Other documents, please specify:

A GOOD START TO SCHOOL

The child's greetings to the teacher

What would you like to tell the teacher about yourself?
What are your thoughts on starting school?

The child's signature

The guardians' greetings to the teacher

What are you hoping for as your child starts school?
What would you like to tell the teacher about your child in advance?

Here, make a note if efforts have been made to reach the child's guardian for the LEOPS discussion and to sign the plan, but the guardian could not be reached

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Name of the pre-primary education teacher in early childhood education and date

Guardian's name and date

Guardian's name and date