



**PLAN FOR THE
CHILD'S EARLY
CHILDHOOD
EDUCATION**



The child's early childhood education plan is made together with the child, guardian and early childhood education educator. Goals set for the pedagogic activities in early childhood education are registered in the plan.

- The child's early childhood education plan is a pedagogic document that helps the child's guardian(s), child and early childhood education educators reflect upon the child's growth, development and learning as well as wishes and needs for early childhood education.
- The viewpoint of including the child and family is essential in early childhood education at the City of Kerava.
- The child can participate either in the entire early childhood education plan discussion or just a part of it. The discussion is meant to highlight the child's wishes, growth, development and learning in a manner suitable for the child.
- Items in attachment 1 can be used as a basis for the discussion. The child fills in attachment 1 together with their parents to assess what the child is like.
- The child's inclusion is implemented in various ways. Ways of how the child has been included at the kindergarten are registered in the early childhood education plan (section 2.2).
- In kindergarten, early childhood education plans are made around the year whenever a child joins the kindergarten. In kindergarten, the child's early childhood education plan discussion can be organised and the plan made by any educator. If possible, the child, guardians and educators will together assess how the goals in the child's early childhood education plan have been realised in pedagogic activities.
- The manager of the day care centre has the right to check who the child's guardian is in order to make the early childhood education plan. In joint custody cases, both guardians have the right to participate in the child's early childhood education plan discussion and to see and sign the child's early childhood education plan. If the child's guardian does not want to / cannot participate in the child's early childhood education discussion, this is registered in the form.
- It's enough for one guardian to sign the child's early childhood education form but, in joint custody cases, both guardians have the right to sign the form. If the guardian(s) are not reached for the child's early childhood education discussion and to sign the form, this is registered in the form.
- The early childhood education plans of all the children in the group function as a basis when making the early childhood education plan 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 early childhood education plan is stored on the City of Kerava's network drive in the kindergarten group's own folder. Attachment 1 is stored on the network drive, either transcribed in electronic form or as a scan of the original paper attachment.
- The child's early childhood education plan is archived according to the archival instructions (group letter 40/2019) for documents created in early childhood education at the City of Kerava. If necessary when, for example, a child moves to a different municipality, data is transferred according to the City of Kerava's data transfer practices for early childhood education (group letter 15/2019). The guardian's consent is not needed when transferring data internally within the City of Kerava. It's allowed to transfer data internally within the organisation of the City of Kerava without a separate data transfer permission within the framework of the legislation (group letter 15/2019).

1. BASIC DATA

The child's name	Date of birth
Kindergarten	
Guardian(s) / other legal representative	
Contact details of the guardian(s) / other legal representative	
Further information regarding communication	

2. DRAFTING THE CHILD'S EARLY CHILDHOOD EDUCATION PLAN

2.1 Participants in the discussion
2.2 The child's wishes for kindergarten. Instructions: Summarise ways of including the child from attachment 1 and elsewhere. Attachment 1: This is what I'm like!
2.3 How are the guardians' viewpoints considered and how has collaboration been organised? Language of the interpreter.
2.4 Other noteworthy issues regarding supporting the child's wellbeing

3. ASSESSMENT OF HOW GOALS AND MEASURES IN THE CHILD'S POTENTIAL PREVIOUS EARLY CHILDHOOD EDUCATION PLAN HAVE BEEN REALISED

INSTRUCTIONS: Fill in this section if there is a previous early childhood education plan

3.1 Realisation of goals
3.2 Other observations from the child's previous early childhood education plan

4. THE CHILD'S STRENGTHS AND GROWTH NEEDS; HOW ARE THEY CONSIDERED

4.1 The child's strengths, interests and needs; how are they considered; if possible, the child's own goal.

Trace your child's hand here and write 5 strengths and 2 growth needs on it.

4.2 The child's needs that should be considered when implementing pedagogic activities

Observations

date

Observations

date

Observations

date

5. FOLLOW-UP AND ASSESSMENT TIMES

The following early childhood education discussion
(if available)

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

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6. GUARDIAN'S SIGNATURE AND DATE

Name of the early childhood education teacher and date

Guardian's name and date

Guardian's name and date