

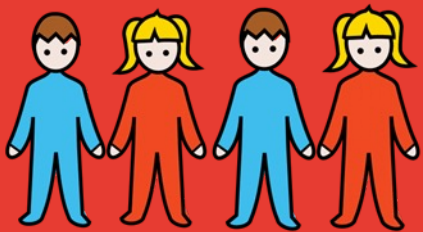
Supporting children and young people in early childhood education and basic education in Finland

4.11.2021

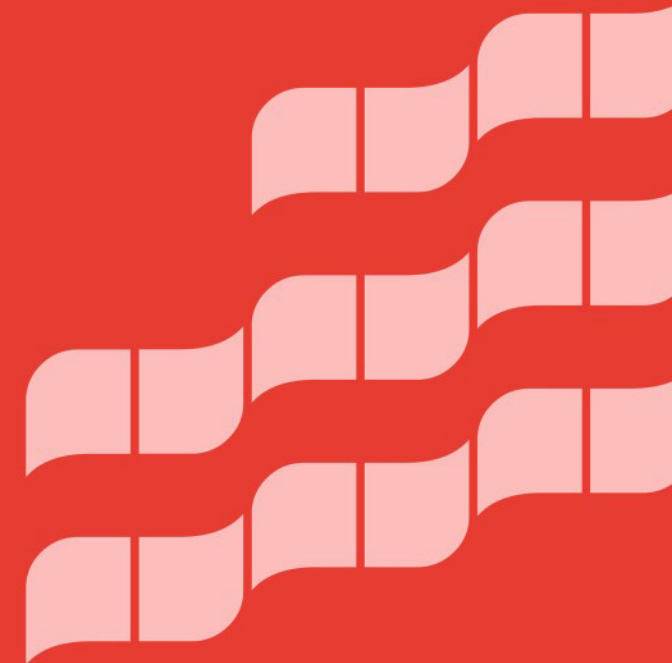
ERASMUS – exchange program
ORIENTATION

Heidi Paloniemi

Johanna Mäkilä-Laine



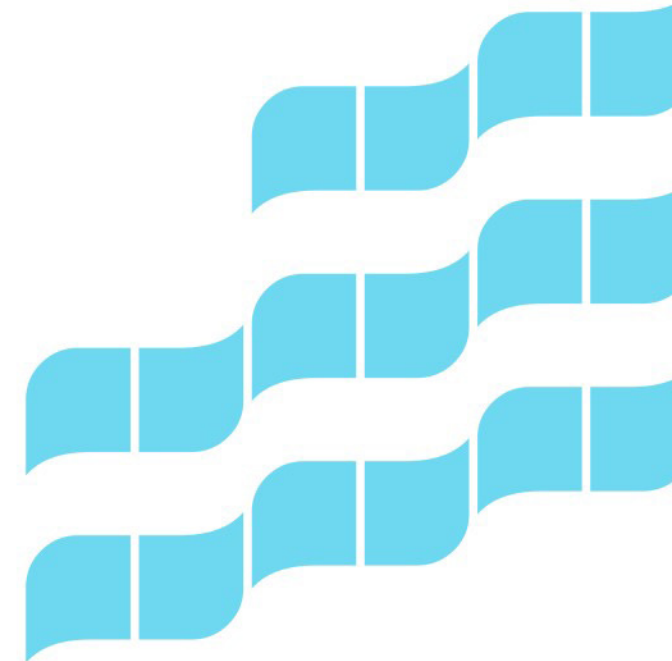
TAMPERE



Heidi Paloniemi
Social Rehabilitation Counsellor

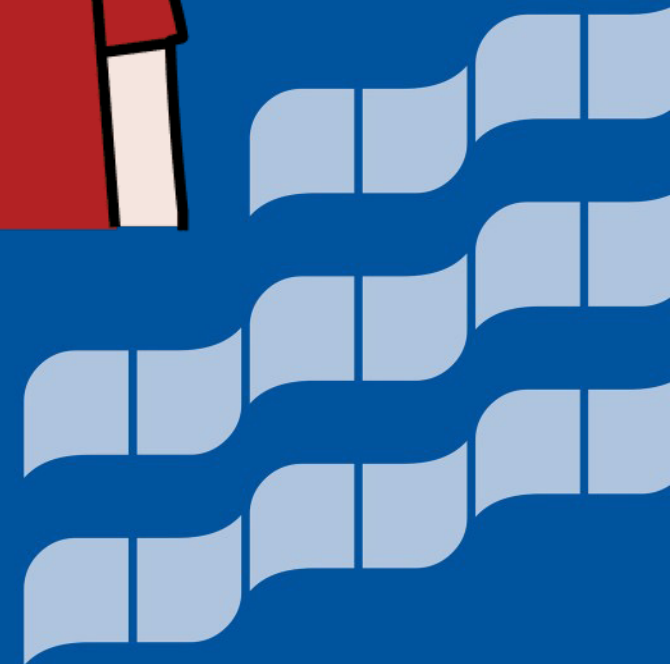
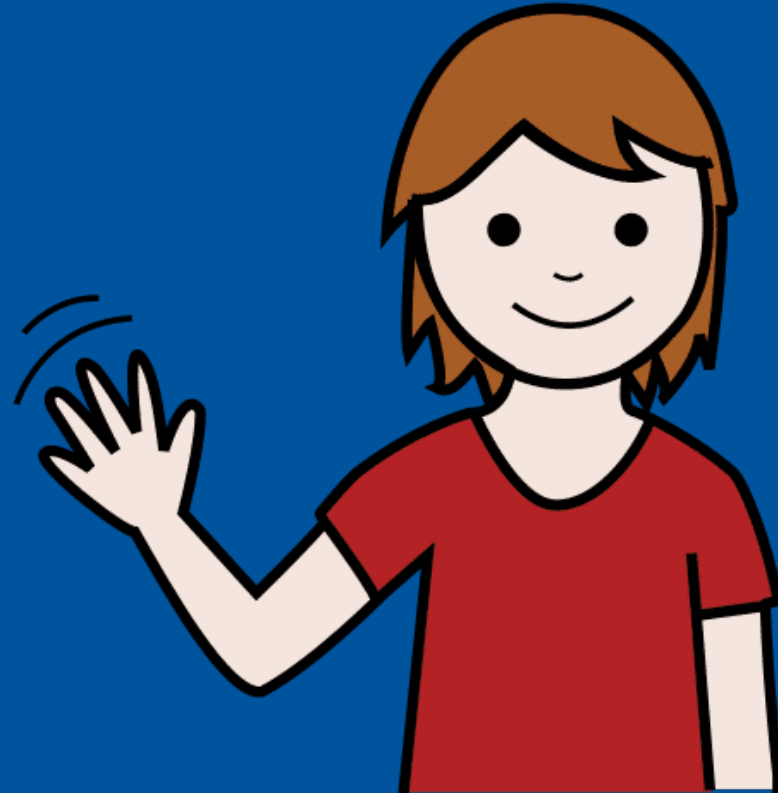


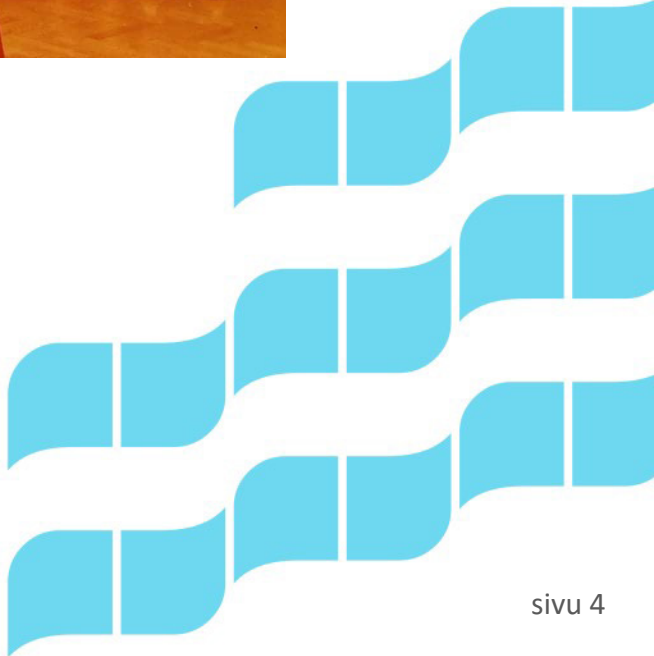
Johanna Mäkilä-Laine
Early education special need teacher,
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MORO
SEOMMORO

MOI
MOIMOI





Early childhood education



- Early childhood education is based on the Early Childhood Education Act (2018), regulations and the cities' own Early Childhood Education plans. The new Early Childhood Education Act is coming 08/2022.
- In early childhood education, all children have their own early childhood education plans.
- There are about 252,000 children 1-5 years old , in early childhood education. Day care is chargeable, 0-270 € / month, depending on the parents' income.
- Early childhood education is provided by cities as well as private, commercial firms.
- The law determines the size of the group and the number of staff. The group usually has a teacher and two care takers and possibly an assistant.
- There is also a Special early childhood education teacher in early childhood education, who is responsible for planning, implementing child support where possible, and for multi-professional co-operation. Veo's work involves a lot of paperwork and meetings.

Early childhood education



- The contents of early childhood education are defined:
- Thinking and learning
- Cultural competence, interaction and expression
- Self-care and everyday skills
- Multi-literacy and information and communication technology skills
- Participation and influence
- The methods of implementation are decided by the kindergartens themselves, the involvement of children and parents is important.

Early childhood education



- Three levels of support have been written in early childhood education (a new law is being introduced, is already being implemented in many cities).
- According to it, everything is based on good basic pedagogy. If a child needs more support, he or she will go up to general support -> enhanced support -> special support.
- The stairs of support are a matter for adults, children do not know they are on some “stair”. The higher the stairs the child is, the more he or she receives personal support from the adult and the more aids are used, for example.

Goals are made for adult activity, not for the child.



Fun facts:



Coffee & Cinnamon rolls:

Finland is the number one coffee drinker in the world. A Finn uses almost 10 kilos of roasted coffee during the year. The number is more than anywhere else in the world.

The Finns drink coffee several times a day: the morning starts with a coffee, continues with several cups at the work place and you have a cup late afternoon too. Also every party occasion serves coffee too.

Early childhood education



- Early childhood education has the idea of inclusion; children should receive care and rehabilitation as close to home as possible. Tampere has only two so-called Centralized services kindergarten. One has strong knowledge of the autism spectrum and the other has sign language proficiency.
- Day care has so-called regular groups and in these groups they can have children from all three levels of support. In addition, there are so-called integrated groups with 13 children: 7 “peer player” and 6 support children, all of whom need special support.
- Children's support needs can be related to speech, communicating, mobility, being on the autism spectrum , ADD and ADHD children.

Early childhood education



- Some children come into early childhood education with a ready-made Statement and Plan of support. These children are usually children of high support and their responsibility for care is in special care, the need for support has often been identified in the first year of life.
- If the need for a child's support is detected only in day care, the related examination is carried out in a multi-professional setting together with a counseling center, counseling psychologist, speech therapists, occupational therapists, physiotherapists, neurologists and specialist nursing.
- Children of Support can also receive rehabilitation from an network outside early childhood education, such as a speech-, occupational-, music- and physiotherapist. Therapy is paid for by either primary health care (city) or Kela (state). Parents can take the child to the therapist themselves or the therapist can visit the child during the daycare. Therapists also attend meetings with the child's multi-professional team at school usually twice a the school year.

Early childhood education



- In recent years, many immigrants have moved to Finland, either with refugee status or with work-related immigration. At the end of 2020, 444,031 people with a foreign background lived in Finland (minimum one parent born outside Finland). There are 5 531 000 inhabitants in total in Finland y 2020.
- Immigrants have settled by region: there are cities where there are hardly anyone with a foreign background and there are cities or neighborhoods where there are many immigrants.
- There are a lot of immigrants in the area where I work: Albanians, Arabs, Somalis and Russians. Groups of children may include the majority of multilingual and cultural children. The group's staff teaches them Finnish as a second language. Language and cultural education is daily and consists of day-to-day practical vocabulary. Groups can also be assisted by language and cultural assistants, e.g., my kindergarten has Somali and Albanian assistants who support the integration of children and parents.
- In Tampere, multilingual children can receive instruction in their home language if there is a delay in the child's language development. In addition, they can participate in S2 teaching or start their school path in the so-called manufacturing class.
- The challenge is the lack of children who speak Finnish, they do not learn the language by modeling in a group.
- In many cases, immigrant children also have other learning challenges.

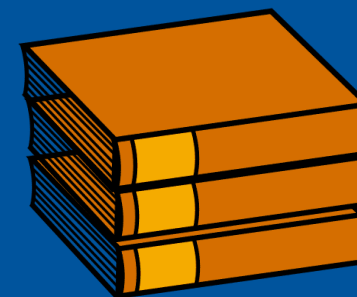
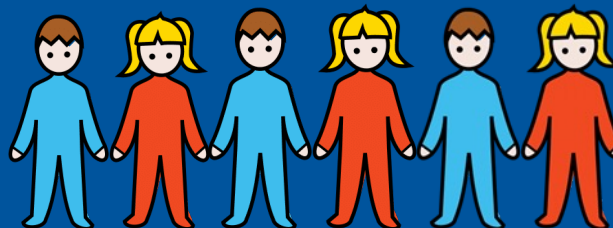
Fun facts:



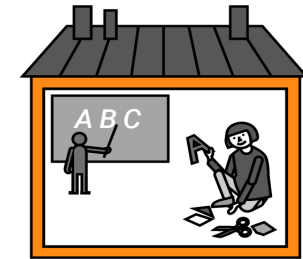
Finnish language

There are no feminine or masculine words in finnish language

He and She are both = hän

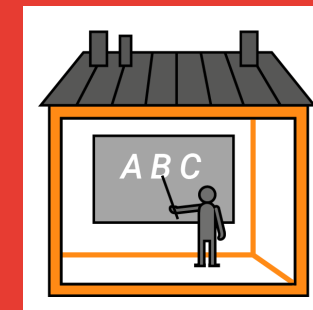


Pre-school education



- In Finland, 6 years the children attend the Preschool. Preschool classes are connected to elementary schools. They co-operate with primary education but are administratively early childhood education. The staff in pre-school education is usually a teacher and a care taker and possibly an assistant. There are about 20 students in a normal group.
- Pre-school education has its own curriculum. The curriculum focuses on learning the learning skills, self-care skills, social skills, sustainable development and digital education. Children's cognitive and academic skills are also strengthened in pre-school education.
- In some municipalities this year has begun an experiment with the so-called two years of pre-school education. In other words, 5 years olds and 6year old children attend pre school.
- Pre-school time is 4 hours / day and in addition there is a so-called Eppu Club. Eppu Clubs work with pre-school in the same premises and with the same staff, and the activities in the clubs are free of choice for the children.

Basic education



- V. 2019 There were 564,100 students in basic education. Basic education lasts for 9 years. Grades 1-2 (+ pre-school) are called primary education and grades 7-9 are called secondary school. There is also a 10th grade for students who want to increase their numbers. The student's school is determined by the home address.
- Basic education is based on National Law and the curriculum. Language teaching begins already in pre-school education. During Kikatus- lessons students are allowed to choose the language they want to study (as well as later additional languages) according to the school's offerings.
- In primary school, studying is not yet very subject-bound and the same teacher teaches all subjects. From the third grade onwards, students clearly study by subject and some of the subjects are taught by a subject teacher. In upper secondary school, teachers of the subject act as teachers.
- In recent years, comprehensive education has also been experimenting in primary schools, i.e. the combination of subjects, as well as projects that go beyond the subjects.
- Some cities offer the possibility of emphasized teaching, such as music or visual arts teaching, in which case the school may not be the nearest school and the school in question needs to be applied for.
- To some extent there is a so-called private schools. For example, Tampere has a Stainer school and a Christian school. These schools must also follow the law and the curriculum. The city organizes Montessori education in early childhood education and basic education as its own activity in one school.



Fun facts:



Reflectors:

Reflector or safety reflector or traffic reflector are commonly used by everybody during the fall and winter time in Finland.



It is very dark outside and the people in the streets in dark clothes can't be noticed by drivers easily.

Support

- In Finland, children must receive the support they need as early as possible and as soon as the need for support arises.
- Early childhood education, pre-primary education and basic education have a three-tier model of support: general support, enhanced support and special support. Everything is based on good basic pedagogy and curriculum.

Basic pedagogy:

- Knowing the growth and development of children, knowing the child (iron)
- Assessment and development of the learning environment
- Pedagogical sensitivity: good treatment of the child, inclusion, genuine presence of the adult, good interaction
- Group leadership and management skills
- Ability to observe, plan and evaluate



General Support

- The need for support is short-term and temporary, and can be implemented through special teacher consultation in to other daily activities
- Strengthening basic pedagogy from an individual perspective
- Increasing the multi-channel teaching methods
- Activities are structured and methods that support education are introduced to the group's joint use
- Reinforced Finnish as a second language teaching
- Assessment of the child's own mother tongue and extra support for that for a period of time



Enhanced Support

- The child's upbringing, teaching and everyday rehabilitation are carried out in a peer group using different methods
- Co-teaching
- Group Assistant
- Customizing the learning environment
- Small groups targeted according to the need for support
- a more structured everyday life
- differentiation
- more need for pedagogical skills and expertise
- The services of a special education teacher are used both consultatively and, if necessary, periodically
- Close co-operation with parents and other parties caring for and rehabilitating the child



Special needs support

- Enhanced support is not enough or the child's challenges have been studied and the need for special support has been identified
- Co-operation is strong with both parents and those caring for and rehabilitating the child
- The need for support is full-time, continuous and individual
- Major challenges in many areas of development or a very strong need for support in some areas
- Potentially time-consuming treatment and medical procedures
- Ensuring the inclusion of the child requires special attention
- Strong special teacher support



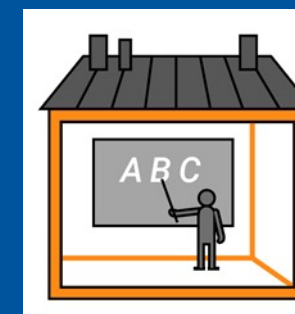
Support in early childhood education

- There are children on all levels of support in all day care groups. If there are a lot of support children in the groups, it is possible to apply for an assistant for the group. Or if the child has a lot of support needs, he or she can have a personal assistant in a regular group or he or she can be in an integrated group in early childhood education. The special education teacher in early childhood education is strongly involved in the support of children.
- An early childhood education plan is made for the children in the spring and autumn, and in this connection the child's needs are reviewed together.
- The goals in early childhood education plan are made for adults activity; what can we do to help a child's skills accumulate.



Support in pre-school and basic education

- When a child is transitioning to preschool and needs support, thinking about his or her school path begins. The principle is that the child is as close to home as possible at school and support is built there. In primary education, there is a wide range of special needs teachers and he or she provides special education or corrective education to students either individually or in small groups.
- In pre-school education, a special education teacher for early childhood education, a school-wide special education teacher and an S2 teacher are involved. Children in need of support in a regular group receive part-time special education; they can, for example, practice the same thing with Special education teachers as the rest of the class, in a smaller group and with different materials. Group staff can provide personal support in the group, for example, when practicing letters or when the child's patience is not enough.
- If the child is in great need of support; he can be in an integrated pre-school group (10 so-called peer students and 6th support children). There are more adults and fewer children in this group. The group uses a lot of speech supportive means of communication, working in small groups, children receive personal support and things are repeated a lot.
- If a child needs even more support and is assigned a multi-professional Extended Compulsory Education, 11 years of basic education, he or she can be in pre-school (and continue his or her schooling path) in a special class. There are different types of challenges for children in special classes and there are 6-12 depending on students challenges. Classes also operate according to the curriculum, but subjects are individualized for students. These classes usually have a teacher and 1-4 school counselors.
- Tampere has a separate school for challenging special support for children, where there are children with autism spectrum in Teacch teaching. The same school also has the so-called area-based teaching for children with severe developmental disabilities.





Fun facts:



A Baby box:

A baby box is given to every baby when she or he is born.

The baby box includes 56 items of supplies such as clothes for all seasons, sleeping bag, supplies and toys.

Started in the year 1939 and extended to every baby year 1949.

The need for support

- Immigrants: Immigrants are not automatically eligible for support. When they enter early childhood education for the first time, they receive support in learning daycare issues.
- The forms of this support vary from place to place. If the child's Finnish language develops slowly, there is concern about the child's knowledge of the home language or there is concern about the child's growth and development, support measures will be initiated.
- The school offers so-called preparatory education for children who have recently moved to Finland. Immigrants receive support on the same principles as native Finns. Many immigrant children need a lot of support for their learning.
- Behavioral challenges:
- Behavioral challenges have increased in Finland. Children have challenges in concentrating and regulating impulses. These children are tried to be supported with various aids to support concentration, small group activities, the reduction of stimuli in the learning environment and the personal support of the adult.
- The school is also supported by a school psychologist and a school curator, and individual teaching arrangements are made for children. Some schools also have school counsellors who support children in social skills. There is also co-operation with parents, family counseling, youth psychiatry and social work.
- If the child's growth and development is endangered due to his or her own behavior or growth environment, the child may be temporarily taken into custody and placed in a family support center. Or if the behavior is very challenging, the child can be placed in a child welfare facility or school home for an extended period of time.
- In Finland, ADHD and ADD children quite rarely have medication.

After Basic education

- In the last year of basic education, pupils apply for postgraduate studies. They can choose studies in high school or vocational school.
- Pupils choose their postgraduate studies based on their own interests and school success.
- After high school studies, you can apply to a Polytechnic or a University, usually require a higher average than vocational schools.
- Even after a vocational school, it is also possible in some cases to apply to a university.



Aids available for children in need of support:

- To support speech and communication: Pictures, message boards, picture folders, or apps on the iPad, support signlanguage
- Mobility aids; wheelchairs, dallars, rollators, various orthoses, stands
- To support the concentration: Timetimers, therapy chains, weighted products, spike pads, images, hearing protectors, chew jewelry
- The aids are available in the kindergarten or they can be bought by the parents themselves or they can be borrowed from the medical services

Finland is a vast country

- The majority of schoolchildren live relatively close to their school, but some children have long school trips. About 150 primary school children have a school trip of more than 50 km.
- Finland is a long country and the population is concentrated in the cities of Southern Finland. In northern Finland and the archipelago, the population is looser. The smallest school in Finland has six students (in Utö), the largest in 1500 (in Oulu).
- There are schools in the archipelago to which connecting ships transport children, some coming from several hours away. If the wind or ice situation is challenging, distance learning will be arranged. There is only one teacher in the school.
- Some countryside areas have wolfs hunting in the area, the children need a taxi delivery to school

Places to go in Helsinki:



Ateneum art museum

<https://ateneum.fi/en/our-collection/>



Löyly, Restaurant and a sauna in Helsinki
<https://www.loylyhelsinki.fi/en/>



Allas Sea pool, Restaurant and swimming in Helsinki
<https://allaseapool.fi/allas-restaurants/?lang=en>

Kiitos! Thank you!

Have fun in Helsinki!

SEOMMORO!

Moimoi!

