Developing an implementation form based on the new Early Childhood Education Curriculum

Keto, Sonja, Korhonen, Marisa, Nissinen, Kamilla

Laurea University of Applied Sciences

Developing an implementation form based on the new Early Child-
hood Education Curriculum

Keto Sonja, Korhonen Marisa, Nissi-
nen Kamilla
Degree Programme in Social Services
Bachelor's Thesis
October, 2017

Keto Sonja, Korhonen Marisa, Nissinen Kamilla

Developing an implementation form based on the new Early Childhood Education Curriculum

Year	2017	Pages	56

The project-based thesis was done in co-operation with Touhula Tikasmäki. The objective of this thesis was to give the day care something that they could benefit from. The implementation form was made during the thesis process. The forms´purpose was to help the day care plan activities and assess them through this. The new early childhood education plan was put into use in August 2017. The learning objectives from this plan were used as base of the forms.

The knowledge base contains the learning objectives which are: rich world of languages, multiple ways of expression, me and our community, I explore and act in my environment and I grow, move and progress. The theory also consisted of child-oriented upbringing, parental partnership, working in small groups, importance of physical education and recommendations, effects of physical education towards children and four to five-year-olds development.

The implementation of this thesis was done in two different stages. Feedback was given after each stageand the needed changes were made. The forms had the learning objectives from the new early childhood education plan. Theory of these were also given with helping questions to guide the users. The forms were used in three groups aged four to five years.

The day care was pleased with the outcome of the forms. The best use of the forms was for pedagogical weekly planning. The day care used more time to evaluate their activities with the help of forms. The form helped the day care to take the learning objectives into use. The feedback from the daycare was mostly positive. Some workers thought that the form was too time consuming but it was still use-ful for them to remember what has been done and what to do differently in the future. Overall the form was successful.

Keywords: Early Childhood Education plan, implementation form, daycare

_____

Tämä toiminnallinen opinnäytetyö tehtiin yhteistyössä Touhula Tikasmäki liikuntapäiväkodin kanssa. Tavoitteena oli luoda jotain, mistä päiväkoti voisi hyötyä käytännössä. Opinnäytetyö-prosessin tuloksena kehittettiin lomake, jonka tarkoituksena oli auttaa päiväkotia suunnittelemaan pienryhmäaktiviteetteja ja arvioimaan niitä. Uusi 2016 varhaiskasvatussuunnitelma otettiin käyttöön päiväkodissa elokuussa 2017. Sen sisältämät oppimisen alueet toimivat lomakkeiden kehittämisen pohjana.

Opinnäytetyön teoreettiseen osuuteen luotiin pohja varhaiskasvatussuunnitelman oppimisen alueiden mukaan, joita olivat kielten rikas maailma, ilmaisun monet muodot, minä ja meidän yhteisömme, tutkin ja toimin ympäristössäni sekä kasvan, liikun ja kehityn. Teoria muodostui myös lapsi-keskeisestä kasvatuksesta, kasvatuskumppanuudesta, pienryhmissä toimimisesta, liikuntakasvatuksen tärkeydestä ja sen vaikutuksista lapsiin sekä 4-5-vuotiaiden kehityksestä.

Touhula Tikasmäki käytti opinnäytetyön toteuttamisvaiheessa kehitettyjä lomakkeita kahdessa eri vaiheessa. Palaute saatiin molempien käyttökertojen jälkeen, joiden perusteella tarvittavat muutokset tehtiin. Lomakkeet sisälsivät varhaiskasvatussuunnitelman oppimisen alueet ja avustavia kysymyksiä, jotka auttoivat lomakkeiden oikeanlaisessa käytössä. Lomakkeet otettiin käyttöön kolmessa eri ryhmässä, joissa oli 4-5-vuotiaita lapsia.

Päiväkoti oli tyytyväinen siihen millaisia viimeisen version lomakkeet olivat. Paras käyttö-kohde niille osoittautui olevan toiminnan pedagoginen suunnittelu viikkokohtaisesti. Lomakkeet toimivat toiminnan tukena ja niiden avulla työntekijät käyttivät enemmän aikaa niiden pohtimiseen. Oppimisen alueet olivat helppoja ottaa toimintaan mukaan. Päiväkodilta saatu palaute oli pääosin positiivista. Lomakkeet toimivat tavoitteidensa mukaisesti. Työntekijöiden mielestä lomakkeen käyttö oli aikaa vievää, mutta silti hyödyllistä. Se auttoi muistamaan mitä pienryhmissä oli tehty ja mitä voisi mahdollisesti tehdä eri tavalla tulevaisuudessa.

Table of Contents

1   Introduction

The thesis process started off with finding a day care to collaborate with. We searched for day cares that were emphasized on physical education. We contacted Touhula Tikasmäki and they were eager to meet us to discuss our ideas. We did not have a certain objective of what to do our thesis about so we were open for their suggestions.

We had multiple meetings to clarify the topic. We wanted the topic to be something that could benefit the day care also in the future. Since the new National Curriculum Guidelines for Early Childhood Education and Care came into effect, we wanted to make an implementation form with Touhula Tikasmäki to evaluate how each group is putting the new guidelines into use. The form also supports their daily pedagogical planning. Through the implementation form each group makes sure they are using all the different sections of the guidelines and they are also able to assess themselves and the activities.

1.1   Working life partner

As a working life partner we chose to co-operate with Touhula Tikasmaki. It is a sports oriented day care with many day cares all around Finland. In Touhula day care centers, exercise takes a large role in everyday activities. Exercise is not only done in sessions specifically for this only, but it is taken into everything they do throughout the day. Touhula co-operates with Valo Ry which is a Finnish Sports Confederation. Through them, they follow the sports recommendations.

Touhula day cares are specially equipped with sports equipment to allow the children to get a full range of sports education. Educational activities are constantly linked with physical education. A working collaboration between early childhood education and physical education is what Touhula strives for. Children's motor skills and social skills are supported throughout everyday activities. Children's needs and wishes are taken into account in daily planning and they respect each child as who they are.

1.2   Purpose and aim of the thesis

The implementation forms were made to help plan activities and make the teachers thoroughly think of the learning objectives. It will be used as a tool to plan, implement and evaluate done activities. Touhula Tikasmäki is a new day care so they wished for a tool to help them to evaluate each activity and then later check that it is according to the needed standards. This makes planning realistic and allows children's involvement. Through these forms each group is then able to evaluate the group's activities as a whole and assures teachers commitment to planning and evaluation. The implementation form is based on the new National Curriculum Guidelines on Early Childhood and Care.

The implementation of the thesis started by finding the aim for it. After multiple meetings, in January and February 2017 we found an excellent topic to benefit the day care centre. The preliminary form was sent out in the beginning of March and presented to the teachers in the day care by the manager of Touhula Tikasmäki. The selected teachers first tried it out and then we got feedback on how to improve it to match better the purpose of it. The final look of the form and also info page for the teachers about how to use the form were built during the thesis process.

1.3   Studies related to the thesis

Previous bachelor´s theses done about early childhood education plan have been often re-lated on developing a new early childhood education plan for a day care. However, very simi-lar thesis related to our topic we were not able to find. We are aware that day cares have their own forms that they use to plan pedagogical activities but we did not use any existing forms as a basis for our implementation form. Several studies about early childhood educa-tion´s pedagogical aspects can be found from different sources.

There are also other developmental studies which have been involving the staff of a day care to be part of developing their early childhood education plan and helping them to evaluate their own work and recognize the learning objects of their day care´s early childhood educa-tion plan. One of this type of thesis was written by Elina Riihimäki from Lahti University of Applied Sciences in 2011.

Through assessment, pedagogical activities can be developed and improved. In many previous studies it has been brought up that the whole process of planning and evaluation is important from the start when we start to plan the activities up to the end when we think what could have been done differently. Observation, documentation, assessment and improvement are

steps that teachers go through in the planning process (Opetushallitus 2017.) Observing assures teachers what the childrens' interests are and the levels of development. These must always be taken into account when planning pedagogical activities.

Previous studies are mostly focused on evaluating certain activities but not the whole process of how necessary weekly pedagogical planning and evaluating it to improve it is. The documentation process was emphasized more often in other studies. Documentation throughout the process of the activities is important. This can be used to evaluate and plan activities. Documentation should be linked with the new early childhood education curriculum (Mäkelä). Through pedagogical documentation not only the outcome of the activity is evaluated in the end but also the chosen way to work with the children in the process. The working environment, the goals, the method and the whole content is a part of the evaluation process. (Opetushallitus 2017.)

2   Working methods

The thesis was done as practice-based thesis. Practice-based thesis is aiming to bring out an actual product or a project and then analyze the process and the results. In the professional field it is reaching to guide or build an activity and rationalize it. In practice, it can be a product as an outcome from a project or an event such as a guidebook, webpage, book or folder which can be used professionally. (Airaksinen & Vilkka 2004, 9.)

This thesis brought out a product which was formed during the thesis process. The thesis was done by utilizing a qualitative research method. Writing a practice-based thesis and using the qualitative method, the main data collection methods used were documents, observing and theme interviews. We chose for our thesis this type of research method because the final product coming from this process was an implementation form which was used in practice by the staff of the Touhula Tikasmäki day care. (Kananen 2012, 93; Airaksinen & Vilkka 2004, 83.)

The process was constantly developed from the start of the process until the finished work. The qualitative research method differs from the quantitative method greatly by looking at the gathered data from more describing and explaining point of view than numerical. In this method, the theoretical background and data will help to analyze the product process and while analyzing it, it will also give ideas for new questions and ways to evaluate it. The ana-

lyze phase will make the writer to go back to the previously written theory and notice possible missing information and new insights which will be needed in the product evaluation. (Bailey & Hennink & Hutter 2011, 269.)

The implementation forms were formed during the early stage of the thesis process and then edited according to the feedback from the working life partner. The forms were handed out to the groups in Touhula day care by the manager of the day care. The forms were divided both in Finnish and English in Excel form and if needed, printed, so that all the targeted teachers were able to participate during this thesis process. The teachers in the day care used the forms to plan, implement and evaluate the desired pedagogical activities based on the new 2016 National Curriculum Guidelines on Early Childhood Education.

The evaluation of the process for this kind of method is later on looked at by observing the results the process has brought, and if it found solution to the research problem. To reach the aims is the most important part of evaluation the success of a practice-based thesis. The aims and the results need to be clearly pointed out. (Airaksinen & Vilkka 2004, 155.) Our thesis aims to bring out a product which can be beneficial for the working life partner as well and not just to find an answer for the research problem. The success of the implementation forms formed during this thesis process were evaluated based on the feedback which was received from the day care workers. Those feedbacks were helping to evaluate the need for this kind of forms for the day care and see if they can be useful for the implementation of the guidelines in the day care and possibly also for the future use.

3   Service design

The main idea of Service design is to improve service quality and have a working relationship between service provider and users or customers. If the offered service isn't working in the customer's favour, they will most likely stop using that service and move to other, similar ones. It is important to improve and develop services so that they fit customers' needs. (Tuulaniemi 2011, 12.) Service design is a way to understand and get familiar with service development. Its goals are to understand people and their needs, observe new opportunities, plan functional services and implement made plans. (Tuulaniemi 2011, 110-111.)

Service design is an ongoing process. There isn't a finished product, which happens in product design. Service design develops and shapes the provided service all the time, with feedback coming from customers. Process practically means seriers of logically moving and repetively happening functions. When the repetive events are portrayed as a process, it isn't necessary to evolve the chain of events again. Processes save resources and give more time for creative work. Service design is creating something new and unique. That is why service design can't

be defined and described completely equable, because it relies on the situation context. There isn't one certain process that would work with every service design and situation. The main principle idea of service design process consists of definition, research, planning, service delivery and evaluation. This process description can be used fully when creating totally new service. Small pieces of this model can be used to help with developing already excisting services. (Tuulaniemi 2011, 126, 128-129.)

A working service benefits both sides, the provider and customer. It is needed that the customers and users know how the provided service works, because it can lead to misuse of the service or customers demand something that the service is not meant to provide. Service providers need to know their customers' needs so that they can offer the right kind of service.

In our case, we created a service that utilizes already exciting services. Our implementation form brings planning, implementation and evaluation to the same paper, making it sort of a new service. But because there are already forms for each of these sections, we didn't create a totally new service. We have all worked in a day care before and used these types of forms in our work. The form relies a lot on the feedback we received, because it is based on the day care workers' wishes. With the feedback, we were able to develop it more and meet the day care's expectations. We brought to the form our own experiences on how simple these kinds of form should be, how much time realistictly workers have to fill forms, and what is necessary to document in writing.

Because our working life partner is a private day care with a lot of children and parents, it is important that our work with the day care is beneficial for the day care, educators and children. This brought up the interest to create a tool for the educators that would be favorable for the children. With clear plans, the educators show to the children's parents that the day care is doing its job with teaching children and it is also helping the educators to track children´s development. Because the theory behind the form is from the new National Curriculum Guidelines on Early Childhood and Care, it helps the workers to support the children's growth and development correctly.

4   Early Childhood Education Curriculum and Learning Objectives

The new National Curriculum Guidelines on Early Childhood and Care was put into service in the beginning of August 2017. The starting points for the curriculum reforming are the changes in children's growth and activity environments. (Opetushallitus 2016, 8.)

Our implementation form has been based on the basics of the new curriculum, more specifically on the section Learning Objectives. This was a wish from the day care's leader, because it has the main goals and contents of early childhood education's pedagogical activities. Learning objectives help educators to plan and implement comprehensive pedagogical activities together with the children. (Opetushallitus 2016, 39.) The learning objectives are Rich world of languages, Multiple ways of expression, Me and our community; I explore and act in my environment; and I grow, move and progress. The Learning Objectives have been divided into five different sections as seen in Figure 1 below. They are not areas to be taught separately, but their themes are being compounded together and suited per children's interests and skills. (Opetushallitus 2016, 39.)
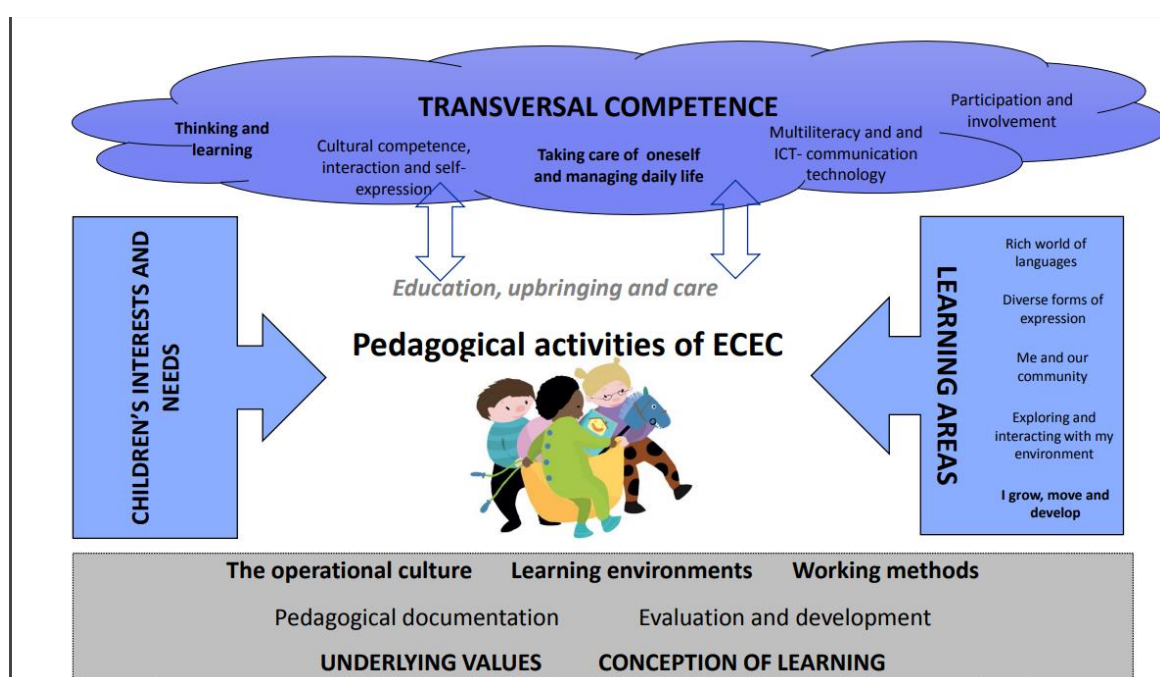
Figure 1 learning objectives

4.1   Rich World of Languages

Language is a learning objective for children but also a tool which children can communicate with, express themselves and get information (Opetushallitus 2016, 40). Early childhood education supports children's language skills and sustains their linguistic identity. This is especially supported through a versatile linguistic environment in early childhood education and co-operation with parents. (Opetushallitus 2016, 40.) Early childhood education introduces children to different types of texts and children's literature. Children are being both told stories and encouraged to come up with their own stories. It is important to document children's stories and texts because it shows how their language skills progress over the years, as their vocabulary and imagination grows and develops. Language development is

divided in different sections: interaction skills, understanding language skills, production of speech, language skills, verbal memory and vocabulary, and language awareness. (Opetushallitus 2016, 41.)

Language is the child's most important way of communication. Through this the child is able to tell how s/he feels and also starts to describe her/himself. Childrens' way of communicating through words is reliable on how they have communicated with their parents. (Sinkkonen 2002, 67-69.) Children are eager to be around other people and want to share things with them, which encourages the child to observe the environment and verbally explain events. Language becomes a tool for them to use in social interactions, helps them to learn new things and problem solving. Language also teaches the child how to change their behaviour, plan and direct their actions. (Ahonen et al. 2014, 41.)

Day care teachers also have a large effect on children's language skills since they are at day cares for up to seven hours a day. It is important that teachers and parents express themselves clearly through language and encourage the child to express themselves also. Children learn through repetition and seeing body language also when others are verbally talking to them. This helps them understand the meaning of words first. The child's and parents level of attachment has an effect on the way the child also obeys rules and listens to adults (Sinkkonen 2002, 69). Language and communication are emphasized on in early child education. In the early childhood education plans it is important to keep learning language and also the importance of language in learning, thinking and communication in mind (Korhonen 2010, 45).

Day care staff's actions play an important role in the children's language skills development process. For interaction skills to be developed, it is important that day care's staff notices and pays attention to children's non-verbal communication too. (Opetushallitus 2016, 41.) Nonverbal communication is the first way for a child to express their needs and emotions to others, for example, crying to express hunger or tiredness. If these types of messages aren't being noticed, it can have negative effects on the relationships child is building with people around him/her. The child may not be eager in the future to express their needs and their well being suffers. It can also cause the child to alienate themselves and feel like their needs aren't as important as someone else's. Having weak social competence also may have a negative effect on building friendships at day care. Those who are more socially competent are more likely to build more relationships with other children and also is able to maintain these relationships. Those who are less socially competent yet may not have the skills to build these relationships and therefore concentrate more on antisocial actions (Marjanen & Al. 2013, 101.) The ability on building these relationships has an effect on the child's development later on too.

Children's ability to understand language is supported with modeling language. Children's vocabulary grows when adults have conversations with children and activities are being explained through words, rather than by showing. The used language is describing and accurate. If necessary, adults can use objects, pictures and gestures to help the children to understand. (Opetushallitus 2016, 41.)

It is important that adults guide and follow children's speech production skills. Children are being encouraged to speak in different situations with adults and other children. As childrens' vocabulary grows, they are gradually guided to notice and focus on the tone and weight of speech. Speaking in different situations helps the child to understand spoken language; eventually they are being able to use spoken language themselves. (Opetushallitus 2016, 41.) Paying attention to the way children speak is important because if there seems to be a problem with pronunciation or ability to create speech, it can be fixed if it is noticed early enough.

Having discussions together with the children about language and its use is important so that children can develop their language skills. Getting familiar with variety of texts helps children to understand differences between spoken and written language. Adult's support is needed with this, so that children can use correct language in situations and understand why you need to speak certain way. This skill proceeds when adults and children practice storytelling and explaining together. Using humour and teaching good manners also supports children's vocabulary development. (Opetushallitus 2016, 41.)

Verbal memory and growing vocabulary help children to understand and use describing words. Using nursery rhymes and singing games helps with development of verbal memory. It is necessary for adults to support this progress by discussing with children about metaphors. Having conversations and storytelling give children chances to ponder the meanings or words, learn and understand new concepts and their use in contexts. (Opetushallitus 2016, 41.)

Having children observe different languages in their close environment helps with the development of language awareness. Adults need to guide children towards spoken and written language, and raise interests towards reading and writing. When children are encouraged to observe language, they begin to pay attention to the shapes and forms of language, as words, syllables and pronunciation. (Opetushallitus 2016, 41.)

4.2   Multiple ways of expression

Early childhood education supports children's musical, visual, verbal and physical expression development. Its task is also to introduce children to different art forms and culture. Since culture is an important part of the identity of the child, early childhood education provides children with opportunities to experience and see the wide range of art and culture. These strengthen the children's ability to use and produce culture and at the same time teaches to understand the meaning and value of art and cultural heritage. (Opetushallitus 2016, 41-42.)

Musical expression's aim is to produce musical experiences and strengthen children's interest towards music. Playful musical activities such as singing, nursery rhymes, playing instruments, listening to music and movement along it support children's skills to perceive music and its length, level, timbre and strength. Children are also encouraged to express thoughts and feelings that music has risen for example by dancing or verbally explaining. They can also share experiences about the process of making music. (Opetushallitus 2016, 42.) Music is a great way to get children's attention in hectic situations, such as getting dressed to go outside. Children often stop and stare when an adult begins to sing, this way calming down children. Singing about for example putting a hat or shoes on motivates children to do that themselves and focusing on getting dressed. (Tiusanen 2008, 167.) Different singing games benefit children's overall development and helps them to understand different aspects of music.

Visual expression aims to develop children's relationship with different visual arts and cultural heritage. Children practice their visual thinking, observation skills and understanding pictures with different visual expressions. Children get to try different picture making methods, tools and materials. These include for example painting, building and drawing. The feelings, emotions and thoughts that children get by observing their own and other children's pictures and productions is a part of visual expression. (Opetushallitus 2016, 42.)

Verbal and physical expression provides children opportunities for linguistic and physical expression, expression and communication. This is practiced through drama, dance and playing. Play is an important way for child to understand experiences, memories and develop their imagination. Children bring real-life situations into play and get into different roles. Children do not only copy the roles, they identify with them. Children act and make facial expressions along with moving, which brings dramatics into the play. Taking to the role of a superhero or imagination characters lets the child experience behaviours which do not exist in real life. (Zimmer 2011, 77.) Children's literature and different theatre types are also used in activities. Thoughts that rise from children's imagination are processed together and explained through verbal and physical expressions. Both spontaneous expression and planned, implemented and evaluated creative processes give children experiences. (Opetushallitus

2016, 43.) Children aged 3-5 begin to understand rules and know how to follow them. Teaching children different group games and plays is important also for children's social development. With imagination still growing it's important to let children come up with their own games and performances as it's beneficial for their overall growth and development. (Sääkslahti 2015, 160.)

4.3   Me and our community

Early Childhood Education is responsible for developing the child's ability to understand the local environment and its biodiversity and practice what is it like to be there. When a child starts early childhood education outside his/her own house, he/she is facing a variety of traditions, practices, values and beliefs that may differ from those that the child has learned at home. In early childhood education, this is approached through ethical thinking, opinions, the nearby environments past present and future and through media perspectives. For example, fairy tales, music and play can be used in different activities to learn about these features. (Opetushallitus 2016, 43.)

When developing ethical thinking skills with children, methods such as reflection and thinking together with the children are used. Children's own questions and ethical issues that children wonder of are discussed. Different themes can be friendship, justice, joy and sorrow. Questions are dealt with in a way that children's safety, security and acceptance are not threatened. (Opetushallitus 2016, 43.) Children are part of various communities which all have their own norms and ethical principles. Day cares have their own set of values about what is right and wrong but these can somehow differ from the values children have in their home community. These ethical values and norms can be defined differently by different members of a child's communities. It is important to see if the values provided by the educators in day cares and values provided at children's homes are different. Educators should include these differences in their ethical teaching so that children can learn to accept different way of thinking and values in the society that they live in. This will lessen possible conflicts and make every child to feel like an equal member of a community. Creating an environment that will help children to think about ethical and moral questions will help children to build their identity. Children should be able to evaluate their own learning and realize the rights and wrongs. (Hujala & Turja 2012, 163; Kronqvist & Kumpulainen 2011, 51.)

Children are introduced to various religions and other beliefs that exist in the group. When discussing different religions and beliefs, children get familiar with related traditions including celebrations and situations. As adults and children are observing different religions, they should also discuss about not being religious. Cooperation with parents is important so that each family's background, beliefs and values are heard and respected. Children are given time to think and questions that they have about life are discussed together. (Opetushallitus

2016, 43-44.) Religious education is more about learning norms and ethical thinking with the help of religious values and beliefs rather than trying to make children to believe in something. Pedagogical teaching is always behind every aspect of the activities in day cares which is also why religious rituals are not part of day cares education. Education about religious believes are not early childhood educators' responsibility but a private matter of children's homes. Educators in day cares can give children the possibilities to wonder about the differences between ideas and question the cultural and environmental values in a safe place. Traditionally the base of any religion education should be the environment that children are living in and it's historical, cultural and religious aspects. Pedagogical aspect in this case is to move from a familiar environment and then to discover about other cultural environments. (Hujala & Turja 2011, 152,153.) This is something that needs to be taken into consideration as the day cares are becoming more multicultural. Children need to get the chance to discuss about unfamiliar matters and respect the different believes.

Discussions about the local environment's past, present and future directs children's interests in historical matters and building a good future. Children are given opportunities to act as in they are a part of the past events and situations, where sources of information include the children themselves, objects and the environment. Past can be observed also through games and music that is from children's grandparents childhoods. When discussing the present, children's interests of current matters are discussed such as the diversity of people and gender. The aim is to raise children to understand that and each person should be treated equally even if people look different or are part of different religions etc. When pondering about the future, discussions can be about how everyone can have an influence the future so that it would be beneficial for everyone. The future can also be discussed through jobs that interests the children so they would understand what is needed to be done for them to reach that job position. (Opetushallitus 2016, 44.) Children will grow to be part of a society. Child's identity is formed partly by the historical and cultural understanding that a child has formed. To help children to understand these cultural and historical traces, other forms of teaching environments can be beneficial. Children can be for example taken to visit parks, museums and exhibitions or explore learning tools used in the past. (Bruce 2011,73; Kronqvist & Kumpulainen 2011, 51.)

Media education supports children's opportunities to act and express themselves in their community. It familiarizes children to different types of media and production of media. It is important to have discussions on how media relates to life and how realistic it is; this develops children's source and media criticism at the same time. Adults need to teach children how to use media with responsibility so that their own or other's well being will not be affected. Play, drawing and drama can be used to deal with occurring themes in media. (Opetushallitus 2016, 44.) Media offers more possibilities for children to learn and for the

parents and educators to use it as an education tool. It is becoming a common tool in day cares as well. Computers and tablets are used in children groups to have educational games such as games for mathematical thinking or to match colors and objects. These games created for learning are helping children to better their information processing, problem solving, decision making and interaction skills. Use of these games can be seen both positive and negative. Media is blamed to stop children from being children and play traditionally and giving children bad influences. In general however media can be positive and useful tool for children to learn everywhere and give the day care and home possibility to connect more efficiently. For small children however, boundaries are important. Educators in day cares are supporting the media education but the main responsibility is by the parents. (Kronqvist & Kumpulainen 2011, 95-96,102.)

4.4 I explore and act in my environment

Children are given the capacity to observe, analyse and understand their environment. They are guided to study and work in the nature and in built environment. Own interpretations, observations and experiences about nature will help children to understand the cause-and-effect relationships and to develop as a thinker and a learner. (Opetushallitus 2016, 44.)

Mathematics can be included in daily activities in day cares every time when an educator and children are interacting. It can be something as simple as counting how many children are present or how many pieces of toy animals are on the floor. It is important to involve mathematics already with small children. An educator can observe a child's mathematical skills according to his or hers age and then modify the guiding to be on the right level to be challenging enough. These exercises are always most motivating for a child if he or she can participate in it and do it with hands or through play. All teachers in day care have to engage to support these skills and encourage children to use numbers and other mathematical phenomenons. (Hujala & Turja 2011, 220-221,229.) Mathematical thinking introduces children to mathematics and its sections through observation and playful activities. Children are offered opportunities to classify, compare, set the order of things and discover and produce regularities. They are encouraged to pay attention to mathematics that occur in everyday activities and surroundings. To support the concept development of numbers, adults can use play and interesting materials in versatile situations. Different exercises support the perception of space and levels for example examining objects and shapes, and playing with them. Children are encouraged to observe numbers in the environment and add them into numerals as their mathematical skills develop. Understanding the concepts of time are supported through seasons and daily schedules. (Opetushallitus 2016, 45.)

Environmental education's objective is to strengthen the children's relations towards nature and environmental responsibility.(Opetushallitus 2016, 45). Environment is not seen anymore just as education about nature but also about the environment where children also live, the cities and life styles. It is aiming to teach how to become a responsible person who considers the environment and his or hers actions towards it. Educators should make children feel this kind of actions to be fun, enjoyable and right. For example, the playground of a day care can be seen in three different ways: it is a physical environment with all that is in there, an interpretation of environment which is seen differently by every child, plus as a cultural environment with it's rules and norms.(Hujala & Turja 2011, 208-210.) Environmental education is divided into three dimensions: learning in an environment, learning about the environment and acting on behalf of the environment. Making trips to nature parks and in the built environment are an important part of early childhood education as they give children positive experiences about different types of environment. Visiting same location in different seasons teaches children about how different temperatures and weather conditions affect nature. Environmental thinking can be included in children's plays while introducing different materials from nature and the environment. They are encouraged to explore, take care and enjoy it. Children are shown and taught to respect nature, plants and animals. Identifying plant and animal species strengthen the knowledge of nature. Environmental education supports sustainable living and developing needed skills; such as saving energy, recycling, repairing broken objects and learning to be reasonable and economical. (Opetushallitus 2016, 45; Parikka-Nihti & Suomela 2014, 35-36.)

Technology education encourages children to explore an investigative and experimental way of working. Children are taught to observe existing technology in the environment and to come up with their own creative solutions. Encouraging children to ask questions, look for answers and draw conclusions supports positive experiences with technology education.(Opetushallitus 2016, 46.) Technology is also affecting to the development of children's gender identity. Teachers in day cares can help minimize these differences by showing examples of girls being also able to do same technological tasks as the boys or other activities and plays traditionally seem as only for boys or girls. Majority of the staff in day cares are still women which can cause challenges to teach some of these skills for the children such as how to build wooden crafts or how to use camera properly. (Hujala & Turja 2011, 205,207.) Aim is for adults and children get familiar and observe technological devices and their functions. Children are also taught how to use machines safely. Objects from the children's close environment, such as toys, can be used to help children to understand technological functions. Children get opportunities to implement their own ideas by building with different materials. The aim is to help children understand that technology is a result of human activity. (Opetushallitus 2016, 46.)

4.5   I grow, move and progress

Early Childhood Education's task is to create a base that promotes a life that values children's health and well-being through physical activity. This is done by working together with parents. I grow, move and progress-learning area supports self-care and extensive knowledge of daily life skills. Regular and guided exercise is important for children's development and motor learning. (Opetushallitus 2016, 46.)

Early childhood education wants to inspire children for versatile physical activity and to experience to joy of exercise. Children are encouraged to physical activity games and outdoor activities throughout the year, as well as daily self-guided exercise in addition. (Opetushallitus 2016, 46.) Going to the same environments all year around shows children the changes that seasons make and how different for example a football field looks when covered in snow. When children get to move in different kinds of environments they also get the opportunity to learn, that by altering a already known skill they can learn new ways of moving. (Sääkslahti 2015, 158.) Physical education is supposed to be regular, child-oriented, diverse and goal-oriented. Emphasis is on the importance of physical activity to the child's healthy growth, development, learning and wellbeing. A mission is also to develop the children's knowledge of their own body and management, as well as basic motor skills. Movement benefits different senses and equipment made of different materials, but at the same time considering the safety of the equipment. (Opetushallitus 2016, 46.)

Food education promotes positive direction to food and eating. It supports diverse and healthy eating. Organizing daily meal times in a calm environment helps to teach table manners and eating together. Adults and children use different senses to get familiar with food, it's looks taste and texture, and its origins. Children develop their food glossary from discussions, stories and songs about food. (Opetushallitus 2016, 46-47.)

Health and safety issues relating to health and safety are discussed together with children, such as the importance of movement and rest. (Opetushallitus 2016, 47). Having enough physical activities benefit quality of sleep and appetite. (Sääkslahti 2015, 158). Discussions on how human relationships can influence wellbeing and health are also important. Supporting the children's capabilities to take care of their own health and personal hygiene is one of the goals of health and safety education. Adults and children learn together about safety in daily activities such as dressing up or playing. The aim is also to support children's sense of security, ability to seek for help and being safe in different situations and environments. (Opetushallitus 2016, 47.)

5   Qualities of a day care

There are certain qualities that are important when choosing a day care. Quite often these qualities are the following: child-oriented upbringing, parental partnership and working in small groups. These qualities are highlighted in Touhula and are thought of as great characteristics.

5.1   Child-oriented upbringing

There are day cares that consider themselves as child-oriented day cares. It is extremely important not to only have it on paper but for it to be seen through everyday pedagogical activities. Child-oriented upbringing is taking children into consideration when planning and implementing pedagogical activities. Supervisors should think of what the child really needs. Age-appropriate objects and ideas can be given while at the same time keeping in mind, what the child needs.

All children are different and should not be judged for their differences (Opetushallitus 2016, 30). In child-oriented work, knowing the childrens' temperament is important. Here we can remember that if a child is shy s/he may need encouragement and a child who is energetic may need calming down.

Children needs, ideas and each child's pace should be taken into account. Children get to think of activities on their own and work together with only the teacher to guide them if needed. Every child's opinions should be heard (Opetushallitus 2016, 24.) Children need to be encouraged and given a chance to think themselves without pushing them too much.

At the day care, child-orientation can be noticed when asking what the child would like to do. The child's interest needs to be taken into account. There needs to be boundaries because some children may not yet know the seriousness of situations. Even though in child-oriented upbringing children should be given more freedom, adult-orientation is also always involved. Getting evaluation from children is a great way to learn from pedagogical activities: what would the child do different, what did s/he like, did s/he have fun. Childrens feedback gives a base for future pedagogical activity planning due to the fact that adults then learn what children thought was fun and interesting.

Adults should give children attention but sometimes children may start feeling shy if there is too much guarding. Especially outside children have the opportunity to play freely, use more space and use their imagination; therefore being more relaxed without constant watching. Children learn through different situations if adults do not get involved straight away. They may learn to settle arguments by themselves.

5.2   Parental Partnership

A good partnership with a child's parents or caretakers is extremely important. Its goal is to support a healthy and safe environment for a child to grow, progress and learn. Day care's staff and parents need to be respecting each other, build trust and have equal interaction. (Opetushallitus 2016, 32-33). If parents and day care's staff don't have a working partnership, it can have negative effects on the child's wellbeing. In a good partnership between parents and workers, both parties have a consensus of what are the child's personal Early Childhood Education plan's goals and how those are met. When workers explain clearly how these goals are practised in the day care, the parents understand the goals and could possibly train these skill at home. It is important that the child's own worker tells the parents how the child's skills have developed and what has been done to pursue these. At the same time, it is good that the parents tell how the child acts at home, and what kind of skills have been practised at home. A good partnership between parents and workers gives the child the experience of having supporting adults who work towards his/her wellbeing (Kanninen & Sigfrids 2012, 136-137).

The partnership between parents and day care should take into consideration the family's own values and diversity, child's personal needs and questions either parents or educators have about custody or parenting. Cases where the parents or possibly the worker(s) are immigrants, it would be good to have a language interpreter so there would not be any misunderstandings. (Opetushallitus 2016, 33.)

Day care's staff need to be sensitive when discussing about children's personal issues. All information about children and their families is confidential and should not be shared with people who aren't involved with the child. If parents find out that their personal issues have been spread around and to people they don't know, it most likely causes negative effects on the partnership. Day care's workers also should ask about the family's personal issues unless they have a good reason for it, for example concern for child's behaviour in the day care. A working partnership with a lot of trust works in these kinds of situations too. (Opetushallitus 2016, 33.) If there isn't that kind of partnership, in situations where day care workers have a concern about the child's wellbeing parents can start to defend themselves and even get mad for the workers. Some may feel that their parenting capabilities are being questioned and

deny that a problem is present in the child's life. Because parents are the most important people for a child, children often model their parents' behaviour. If either or both parents act violently, they can cause their child to act the same way towards other children or adults. Unless someone acts on this problem, it can get so bad that the child suffers from it later in their life, with learning problems or possible alcohol- and drug issues. (Erickson 2014.)

When a child first starts at a day care or moves from day care to preschool, the parental partnership is very important. That is when parents and educators work together to build up the child's personal early childhood education plan. (Opetushallitus 2016, 33.) Parents are needed to tell their own visions about the child's skills, and how strong or weak those are. Things agreed on the child's personal early childhood education plan are things that both parties agree to support and help the child as they are developing their skills. Parents cannot assume that the child learns everything from the day care. Children need to have support and guidance at home too, because day care and home are different environments with possibly different values. As much as the day care needs to respect the family's values and beliefs, the parents should also treat the day care and its staff the same way.

5.3 Working in small groups

Working in a small group will give the educator chance to get to know the children better and to be present equally with every child. The educator can give the necessary attention and respond to the emotional needs. Small size of a group will make it easier for the children to communicate with each other and build their social skills. One of the goals is for a child to feel as part of the community and group and become more confident. Children's different needs can be taken into consideration by the educator and give chance for everyone to find a friend and playmate. (Kouvola Hyvinvointipalvelut 2017.)

Playing and doing tasks in small groups will help children to distinguish also the rules of what is morally right act and what kind of social behaviour is acceptable. Especially, the play moments together with the peers will help children to realize the need to consider others while playing, to achieve enjoyable playtime. Effective form of play to consider others are plays and games of imaginative roles. Imaginative plays will push children to think how others feel and think. While children play together with their peers, they are strengthening their skills in all aspects from social, cognitive and linguistic point of view and also recognizing and learning to play and accept children who might come from different backgrounds than they. (Bruce 2011, 168,169; Rubin & Bukowski & Laursen 2011, 143.) Educators in small groups can recognize these aspects and support the development of the social and moral skills for instance by discussing together with children to help them realize how their actions are affecting other children.

Dividing the children to small groups will lessen the noise and give children chance to use various space in the daycare, both inside and outside and give equal chances to practice the physical, cognitive and social skills. It will also reduce the stress of the educators and give a possibility for different professional attributions of the educators to be used at work. (Kouvola hyvinvointipalvelut 2017.)

6   Importance of physical education and recommendations

Because the day care focuses on physical education, we decided to bring theory of that sub-ject into this thesis, why it is important for daycare aged children and how it benefits their overall development.

For the children to get the recommended amount of physical movement, supervisors and parents need to motivate children to move. Children get physical movement through play and games. Children learn to use their bodies in new ways. When a child is physically active s/he takes initiative and takes part in activities or makes new ideas. Supervisors can play physical activities and do trips with children. Not only can this be done outside but children should also remember that it is possible to move inside. Children should do physical activities for at least three hours a day. (Opetus-ja kulttuuriministeriö 2016.) Not only is moving important but also children need to sleep enough. At day cares, teachers should think of pedagogical activities that do not make children to stay still for a long amount of time at once. Teachers should plan activities to get children moving and therefore getting the recommended amount of physical activity a day. Transitional phases can also be made physical, for example taking the stairs instead of the elevator or jumping to the cloakroom from classrooms instead of walking. Before school starts children should be able to walk, run, jump, rope, climb, throw, catch, hit and kick a ball. (Opetus- ja kulttuuriministeriö 2016.) These are all practiced in day care which makes physical activity in school easier and also allows a variety of activities during free time. Children need to be given opportunities to move. (Stork & Wright 2013, 40).

It is extremely important to get used to movement and experience physical education at a young age. Physical education benefits a child in their motor, social, cognitive and physical skills. It builds strength, confidence and coordination skills. These all have an effect on the child's life later on too. Learning a healthy lifestyle at a young age may motivate the child to keep up movement later on in life.

The joy that comes from physical education can be seen from the child's expressions. For children to experience and understand different qualities, children want to constantly move, touch and feel and learn through that. Movement is a natural way to children to learn new things about the world around them. Adults create a safe environment for the children to

move in but they must also give children the opportunity to experience physical movement through own thoughts and ideas. Physical movement is a learning tool but adults must take into account that children learn in their own pace. Adult supervisors should support and respect the individual's developmental pace to maximise the positive experience of sports and movement in general.

7   Effects of physical education towards children

Along with child's overall development, physical activity has benefits for child's health and daily wellbeing. Physical activity is necessary for the child's normal physical growth and development. It is known that physical activity supports cognitive development, improves motor skills, and enhances academic success with school aged children. The amount of physical activity the child gets daily matters because even children under school age have diagnomusculosketal disabilities and those numbers have risen. Passive physical activity has risen because children spend more and more time on computers and tablets, watching television and playing videogames. (Sääkslahti 2015, 126.) It is important that the child's parents limit how much time the child spends being physically passive.

7.1   Social

Daily physical activity will improve the total well being of a child and help to reach the overall social, cognitive and physical development. Physical activity can help creating the social identity of a child. Physical activities in a group will increase the social skills. By doing physical activities together children will learn how to act in a group, interpersonal skills, how to follow rules and feelings of empathy. It is also important for the relationship between the parents and children. Doing physical activities together will enhance the communication and make the relationship stronger. (UKK-Instituutti 2014.) Social interactions with other also develop child's self-regulation that is a part of the child's social competence, among with empathy skills. Other parts of that competence are social-cognitive skills, social skills and emotional attachement and participation.

Mental wellbeing is connected to the social skills. For example, childrens' ability to express feelings and consider the consequences and to recognize the emotions of others are results of doing physical activities together with other children. Doing physical activities together with the peers, it will help to create and maintain social skills. With exploring the abilities of the physical movements through various activities, a child will understand the relationship with the surrounding world (Mannerheimin Lastensuojeluliitto 2017.). Lack of physical activities in the early childhood can affect the emotional wellbeing, create problems with social skills and add probability of behavioral and attention disorders also in the future as well. Educators in

day cares should encourage children to participate in the activities and modify them according to the skills. How well the child understands his/her own emotions and knows how to express them according to the situation is connected with his/her cognitive skills, self-image and his/her status in the group. Children who are socially skilled are usually the popular ones in their friendgroup and can easily create friendships. They can maintain those in both group situations, as well as in one-to-one situations. Socially skilled children are also capable of changing action strategies according to the situation. (Ahonen et al. 2014, 61.)

7.2   Cognitive

Physical activity is extremely important for young children. It has positive effects on children's overall wellbeing, as it improves mood, reduces fat around organs and all over the body, simultaneously lowering chances for cardiovascular diseases. Researchers have found out that physical activity affects positively on children's learning, such as memory, attention, general information processing and problem-solving skills. Children who are physically active have better ability to react than children who are less physically active. Physical activity has positive effects on the brain, which explains why it improves learning skills. Physical activity for example increases blood flow in brain and improves oxygen intake. (Opetushallitus 2012, 14,20.)

Physical activity's effects on children's social and physical development relate to cognitive development as well. When a child is developing their motor skills, they need to practise that skill repeatedly. For development to happen, there has to be actions and for those to be effective, actions have to be done regularly and be long-lasting. After multiple practise times children begin to remember how a certain skill is done. For further skill development, actions have to become more complicated over time. (Ahonen et al. 2014, 25.) Day care aged children are in that age where they are most sensitive for learning new skills that will most likely last their lifetime, such as riding a bike or learning a foreign language. Children aged four to five have a wide imagination, and some stories they tell can be not true. It doesn't mean lying, but shows how massively imagination is part of their lives. (Koivunen & Lehtinen 2015, 129.) Allowing children to bring imagination into plays and games can motivate them to move, as they could imagine themselves as different characters who run around the playground, or in the woods. When children get to choose what their character does in the game, it motivates them more than following strict rules. Even though they are capable of following rules, not having that freedom of choice can make them lose interest in the game quickly.

New recommendations for children's physical activities arethat they should have three hours of physical activity. It is natural for children to move; it is a way for them to learn about their environment and they want to try as many things as they possibly can. (Kylmänen, 2016.) The

younger the child is, the more they learn from their parents and other adults around them. If a child sees that other people aren't physically active, or the child's attempts to run or climb are denied, the child's chances to learn a new skill are lowered and they become physically passive. This can cause huge difficulties later in life, when for example in school the child isn't physically capable to certain activities as other children from the age group.

7.3   Physical

For muscles to develop and strengthen, they need to be put into work. (Sääkslahti 2015, 42). Moving everyday and physical education helps this in a versatile way. Depending to the age of the child, caregivers must give children an opportunity to practice moving in different situations and different environments.

Physical education not only develops muscles and supports the child's development, it also helps with balance and coordination. Physical education makes us out of breath and the heart beats faster. When a child has a good breathing and blood circulation system, the child's lungs and heard also can handle more physical stress. (Sääkslahti 2015, 47.) When starting physical education at a young age it has a positive effect on the child's well-being and health. The child will most likely be more physically active at an older age too and be more interested in different hobbies and sports. Children should be able to move outside and inside. Sports-oriented games are different inside and outside which gives the child a variety. Children also get to use their imagination in a different way when given chances to be physically active in various environments.

Children have three different phases when practicing motor skills: the initial phase, elementary phase and the mature phase. In the first phase children are practicing the skills. In the elementary phase children have repeated the skills and are in a new level of knowledge and skills. Walking, running, jumping, throwing, catching and kicking are basic motor skills (Sääkslahti 2015, 56.) These all are practiced at day cares and the day care environment should always allow give children a chance to develop these. The children's level of physical development has an effect on how fast the children learn these. Age is also a factor. Going to different playgrounds and playareas encourage children to try and learn new things and skills. Providing equitment that children can freely use also encourages to play and move. Children's chances to move inside the daycare should be taken into concidiration when planning day care environments. Small rooms or places full of staff limit children's movement. Big, spacious areas and long hallways tempt children to move and run, so it is important that there are strict rules on what is allowed to do inside and what is not. When laying down rules, whether it is for inside or outside areas, the children safety needs to be taken into concideration. (Sääkslahti 2015, 171.)

8   Four to Five -year-olds development

From the age of four to five, children begin to develop morality and empathy. They begin to understand what the difference is between right and wrong, what is good and bad. At the same time, they understand the concept of justice. This can lead them to become upset in situations they feel like they've been treated unfairly. Children this aged begin to wonder why something happens and its outcomes. Children ask adults questions about profund things, as they think adults know answers to everything. (Koivunen & Lehtinen 2015, 129.)

Four to five year-old children are realizing their abilities to climb and have more strength and use of different muscles. They become more brave to try new activities. Various forms of sport activities with the appropriate equipment will help to better the motoric skills of children in the ages four to five. The equipment can be anything from skates to bicycle and climbing ladders. It is fun to learn how to jump rope or how to make the swing move without help of an adult. In Finland, the nature is offering for the children as well, to learn how the basic motoric skills can be modified according the weather conditions. To achieve the basic necessity skills children should be allowed and motivated to try the different forms of physical activities, equipment and environments. Four to five year- olds are becoming more advanced in their verbal skills and this can be beneficial also by combining games and physical activities and also to memorize rules. (Mannerheimin lastensuojeluliitto 2017; Sääkslahti 2015, 158.)

Four to five year- olds are learning the fine motor skills by playing games such as building objectives, climbing, wrestling and different sorts of ball and bat games. By mastering the fine motor skills, children will be able to handle pencil tasks in the future. Often by this age they are already mastering how to use scissors and excited to do more complicated crafts. (Mannerheimin lastensu-ojeluliitto 2017; Sääkslahti 2015,159.)

Children from four to five years are more able to listen rules and follow them. The social skills have developed to that level that playing in a group with peers is possible and controlling the feelings as well as taking into accounts the feelings of others is possible. Children can recognize many feelings and the vocabulary used in discussions is richer. Giving opportunities to play in groups and also to use imagination in the play such as in acting is helping the healthy development of the children these ages. Self-image needs positive encouragement, which is why the tasks provided should give more positive feelings of success than negatives. Positive experiences will strengthen the confidence and make children feel accepted and to be able to do activities in groups as well. Plays with physical activities are excellent for achieving positive self-image.(Heikinaro-Johansson & Huovinen & Kytökorpi 2013, 35; Sääkslahti 2015, 160,161.)

By the age of 5 children are in the level where the plays with children of same age are probable to work smoother. Planning together what to play is becoming normal. Adults can help to adapt the good behavioral skills by giving responsible tasks both at home and in the day care. The tasks can be as simple as setting up the table or doing the dishes. Good social manners should be fluently adopted by now such as greetings, hygiene, thanking and how to behave in the dinner table. (Hiltunen & Jääskeläinen & Karvinen 1991, 82.)

9   Implementation

We are all interested in working with children which is why we wanted to do our thesis related to a day care. Two of us are heading for the kindergarten qualification which is another reason for us to do our thesis with children.

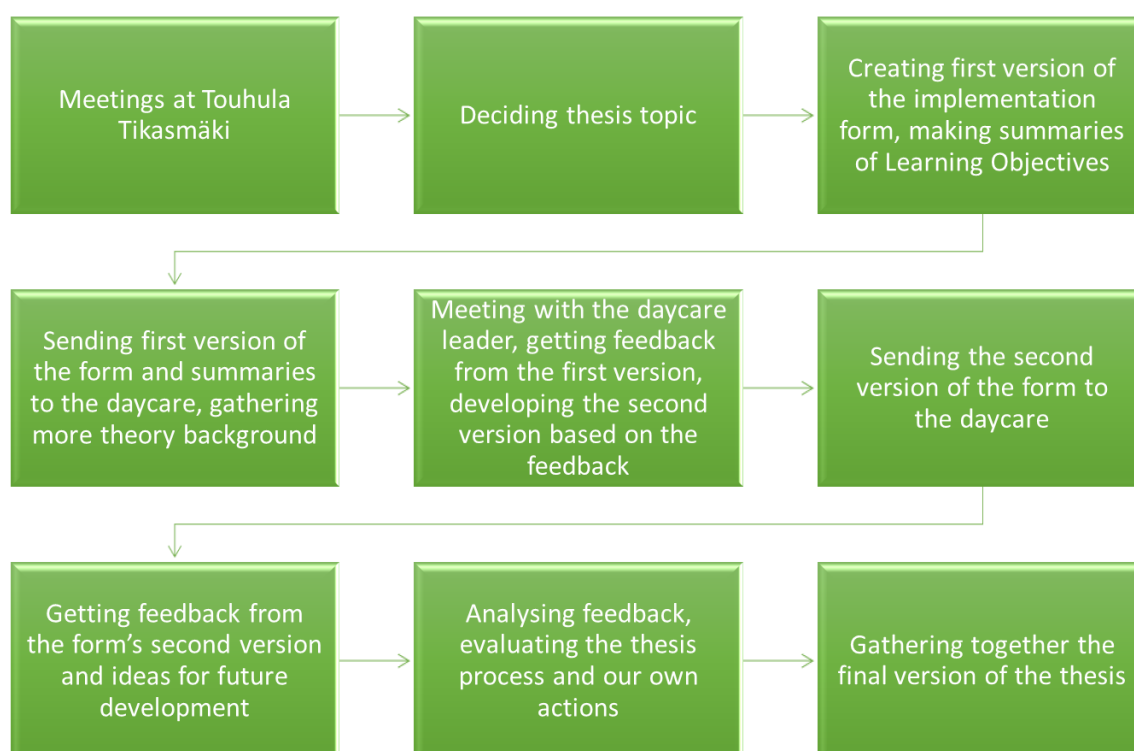| Meetings at Touhula Tikasmäki	Deciding thesis topic	Creating first version of the implementation form, making summaries of Learning Objectives
Sending first version of the form and summaries to the daycare, gathering more theory background	Meeting with the daycare leader, getting feedback from the first version, developing the second version based on the feedback	Sending the second version of the form to the daycare
Getting feedback from the form's second version and ideas for future development	Analysing feedback, evaluating the thesis process and our own actions	Gathering together the final version of the thesis

Figure 2: Thesis process

The process of creating our implementation form started with meetings with the leader of Touhula Tikasmäki. As the day care is quite new, they were in the process of working on their own early childhood education plan when we began our cooperation. In the beginning of the thesis process, we did not have yet a clear idea on what we wanted to focus on and what to

bring out with it. Physical education has a big part in the daycare's activities, so our first thoughts were to write something more on general level and compare how the daycare differs from a normal day care. This idea however was too wide. The direction of the thesis was drifting at this point and we were hoping to get a better idea from the leader of the daycare, which would also benefit them.

Later on with multiple discussions and meetings, our process was moving forward. Because the new National Curriculum Guidelines on Early Childhood and Care was put into service in August 2017, the day care leader hoped to have a tool for the educators that is based on the new guidelines. At first we discussed about creating a form to evaluate pedagogical activity that had happened, but with more discussions we decided to create a form that covers activity planning, implementation and evaluation. The day care leader hoped that this form could be used especially in small group activities. Having less children doing some pedagogical activity at the same time, gives all children equal opportunities to learn new skills, and it is easier for the educator to help everyone and evaluate each child's skills. We listened to the day care worker's wishes and opinions already from the first steps of the process and also throughout the creating of the form, because we were bringing something new to the daycare and its workers. We also began to create a basis for the theoretical part of this thesis, mostly finding theory for Early Childhood education.

In February 2017, we came up with the final idea with the day care manager on what kind of form we were about to create so that it would be used in action already. In these meetings with the day care, we asked open-ended questions and interviewed the workers and the day care leader. This was aiming to help us research what was crucial for the form to include. When starting our thesis and especially at this point, we noticed that the process would take longer than we anticipated because it was necessary to define clearly what was needed and act according to the wishes of the day care.

At this point of the thesis process we got to participate in one of the daycare's planning evenings, where they discussed the making of the day care's own Early childhood education plan. We introduced ourselves for the other workers we had not met and explained why we were there and told about our thesis. We didn't participate in the worker's discussions, but observed how they started creating the education plan. They started from the very basis; what do the children like to do at the day care, what kind of games and plays do they have, etc. That showed us that they really take into concideration the children's opinions so that they could offer them the best possible care and support. This also gave us ideas on how to create the implementation form, that it should give the opportunities to plan from very basic levels.

This is why basing the form on the new National Curriculum Guidelines on Early Chidlhood Education and Care is necessary. We continued building up our theoretical background and discussed what areas concerning the Early childhood education we should include to this thesis.

Our thesis process at this point, after agreeing on doing a form and focusing on bringing an actual product was planning and creating how the first draft would be like. We continued discussing on what should be included in it. We started by getting familiar with the Learning Objectives from the new National Curriculum Guidelines on Early Childhood Education and Care. Because these are new things as concepts, we decided to create small summaries of each Learning Objective section along with the form for the workers, to make sure the form would be used correctly, and activities could be based on theory. Because the daycare has both Finnish and English groups and non-Finnish workers, the form and summaries were provided in both languages. We had to make sure we included all needed theory from each section, and as some of the daycare workers were new to the job, we had to make the summaries clear enough for everyone to understand them. We also provided some open-ended questions to help the educators fill the form. Planning, implementation and evaluation have been divided into their own sections and each Learning Objective has own sections too.

We decided to do the form in Excel 2016, because it made dividing sections easier. We sent the first draft of the form and Learning Objectives summaries to the day care leader in mid-March so that the daycare workers could get familiar with it and begin to use it. Figure 3, below here, shows the first draft of the form in English which was sent for test use.

Learning objectives:	Planning	Implementation	Evaluation	Free comments:
	What is the learning objective?	How is it done?	Did the children learn the skill?	
			What was hard?	
			How did the children commit?	
Rich world of				
Multiple ways of				
I and our community				
I explore and act in my environment				
I grow, move and				

Figure 3 First draft of the form in English

At this step, we didn't think and plan so much about the layout of the form but rather what was included in it. The aim at this point was to get first feedback from the day care to see if we were going to the right direction. While waiting for the feedback, we focused on the theoretical part of the thesis and creating a base for the next steps of the process when we were to develop the form to its desired form and evaluate and analyze it. Our theoretical part focuses mostly on early childhood education, and with the theory we had so far collected, we were able to understand the Learning Objectives better too.

We had a meeting with the day care's leader at the end of March 2017 after sending the first drafts of the form. We got feedback from the form and the leader explained what had worked and what had not. The day care leader had collected filled forms from the educators and their opinions about the form. The workers had given their feedback to the day care manager who then summarized and forwarded the feedback to us.

We got wishes on how we could change the form so that it would work even better. Some of the wishes were making more space for writing, more helpful questions for defining the goal of the activity, how to implement it and evaluation. The second draft of the form was fixed according to these wishes and the layout became more clear and the form easier to use with

the help of the questions. These changes can be seen in the English version in figure 3 below. The design was slightly changed in the new form. The titles of each section and the questions were put in capital letters. This helps the user to feel more comfortable to start to use the form. The layout is more appealing also because of positioning some of the helping questions to the bottom of the form and creating more space in each bar. More detailed analyze of the implementation forms can be found subsequently on the results section of the thesis and both versions in English and Finnish on the appendices section in the end of the thesis.

LEARNING OBJECTIVES	PLANNING	IMPLEMENTATION	EVALUATION
	THE AIM; WHAT SHOULD THE CHILD LEARN?	WHAT IS DONE? WHEN IS IT DONE? HOW IS IT DONE?	WHAT WAS LEARNED?
RICH WORLD OF LANGUAGES			
MULTIPLE WAYS OF EXPRESSION			WHAT WAS DIFFICULT?
ME AND OUR COMMUNITY			
I EXPLORE AND ACT IN MY ENVIRONMENT			HOW DID THE CHILDREN COMMIT?
I GROW, MOVE AND PROGRESS			
WHAT SHOULD BE DONE NEXT TIME?			
WHAT SHOULD BE CONCIDERED NEXT TIME?			
FREE COMMENTS			

Figure 4 Second draft of the form in English

The process was moving forward and we created the final draft of the form. The original idea was to call the form an evaluation form. This name had to be changed since it may had given the daycare too much pressure that we wanted to be evaluating them and the way they work. We decided to change the name to implementation form.

The first draft of the form was in the daycare for short amount of time at first. After each period the manager told us how she thought it was in her group. We also got feedback from other groups. The forms were both times used in three groups. After the first draft of the form was sent to the day care and it had been in use for a while, the day care manager noticed that there is a difference between how well each worker is able to use the form. The

ones with university backgrounds found it easier and understandable but the ones with different backgrounds did not know how to take it into use at work as easily. From the feedback we received from the first test round we were able to edit the form to be even easier. With the form handed out with a short theoretical paragraph of what each learning objects means to make it easier and also have helping questions on the form itself as a reminder. When developing something to a workplace it is important to make it usable to everyone working there. This is why we went through the used implementation forms with the manager. The form needed to be user friendly so that the teachers find motivation to use it. In this process service design was important.

After going through both rounds of the process of creating and then modifying the final form according to the feedback and desired changes and then getting the final feedback was allowing us to move forward to the final step of the thesis process which was to start analysing and evaluation the whole process. All in all, throughout our process we evaluated the form from our point of view but also from the daycares point of view which all can be found on the following sections of the thesis.

10   Evaluation

There is no one right way of evaluating a process. Each project has it's own goals and the evaluation processes have to be formed according to those goals. It is important to know where the information is going to be used. Questions to be asked can be for example: Why do we do this? Who is going to use it? Important part of evaluation process is self-evaluation. This internal evaluation can be either personal evaluation or done in groups, teams, communities or within the project level. Process has started before the project and continues throughout the work and even after it. It can be constantly changing and built with several pieces. it is focusing more on how than what things are done. Process evaluation can be defined in formative and summative evaluations. Formative is focusing on evaluation the evolution of the process and how it could be improved. Summative is more about the end results and the effectiveness. Using evaluation also during the process will help to improve the end results and help guiding the process to the right direction. (Seppänen-Järvelä & Karjalainen 2008, 217,219-222.)

To make sure the implementation form fits the daycare workers' wishes and needs, getting feedback from them was very important. When we created and sent the first version of the form and the Learning Objectives summaries, we asked the daycare's managers opinion on them, before it was handed to the workers. We also asked the workers' feedback on the

form; how did it work in activity planning, what they wished was more in it, what was unnecessary, etc. With the received feedback, we developed the form, and sent the next version. Once again, we asked the manager's opinion first, before giving it to the workers. As with the first version, we asked how well were the workers able to use the form as a working method, and how it fit into their work. The feedback included overall opinion of the form, how each section worked, what it could have more or less, and how the form could be developed even more. As seen below is an example of the form in use.

Figure 5 Example of the implementation form in use

10.1 Self-evaluation

Evaluation is important in the thesis process. It should be started at the beginning of the process especially when planning the end results. Evaluation should be done throughout the process so it can be seen if it is heading the right way or if something should be changed. Evaluation is important in developing the work environment and actions (Virtanen, 178.) This is what we are trying to head for. We want to have a positive effect on planning at the daycare through the new early childhood education plan. Evaluation is done to assure the quality of services (Virtanen 2007, 178.)

According to Angela Brown and Aaron Wildavsky, in evaluation five questions should be asked: When do we evaluate? Where is evaluation done? Who is the evaluation done for? What are we evaluating? What are the motives that come with evaluating? (Virtanen 2007, 23.) Throughout

our thesis we will keep these questions in mind. Self-evaluation is one of the most important types of evaluation. It is important to feel confident and pleased of the process and outcome to feel like you have achieved something.

Throughout the process of creating and developing the form, we evaluated ourselves on how well we were able to understand and fulfill the daycare's workers' wishes and needs. Because the form is made by according to those wishes and needs, it does not bring out our personal opinions on what we would want to have in this type of form. Our own opinions can be seen as how the form looks like visually, as we given the freedom of implementing it how we wanted. We ended up creating the form with Excel, as we decided this was the best and easiest way to create sections. We also came up with the open-ended questions ourselves to help the workers to use them. The summaries we made from Learning Objectives are based on our opinions of what we thought was the most important parts of each section, and most useful for the workers to bring into their work, and fill the form correctly. As we have all worked in day cares, we thought of what would be the best outlook of the form from a workers point of view in a somewhat busy environment.

Since our thesis isn't a research about the daycare's activities, we couldn't pay too much attention on the done activities, and evaluate them. Our main focus was on how the form worked in action, but obviously we had to look through the filled forms to see how well they worked, and also how the Learning Objectives summaries helped the workers with planning, and how well they were able to take that theory into practice.

After going through the filled forms and the feedback we got, we can say we managed to meet the daycare's expectation well. With the first version, we were able to understand what kind of tool the daycare needed, and with the received feedback we developed the second version so that it met those needs and wishes even better. As this was our first time doing such form, we are very happy with the end result and being able to create something that others benefit from.

10.2 SWOT

SWOT-analysis' main idea is to help to create a clear image of the situation and decision making. Strengths and Weaknesses represent the inner effects currently affecting the situation, and Opportunities and Threats represent future challenges (Vuorinen 2013, 88). We chose to use the SWOT-analysis method to evaluate our thesis process. This SWOT-analysis reviews our actions throughout the thesis project, from planning to the finished product.

Figure 6 SWOT-analysis chart

One of our strengths throughout the thesis projects was that we are all interested in working with children. We have all worked in daycares and know how important it is to plan activities. Choosing the idea for our thesis grew from discussions we had together, and with the day-care's managers. Everyone got to express their opinion on how the implementation form should be done and how it should look like. The form is based on other people wishes, but we got to choose how to implement it visually.

Another strength we had was that we were able to work together without any major prob-lems. Every time we faced a challenge or a problem with the thesis process, we were able to work through it by discussions, and finding alternative solutions. We have previously done other projects together, so we knew what it is like to work together. We respected each other's opinions, ways of working and were able to fit writing this thesis into everyone's per-sonal schedules. Knowing that everyone was willing to help each other, we were able to stay motivated.

We were able to divide who writes which section easily. Everyone had multiple subjects in this thesis that we are interested in so writing about those was easy. Even if someone focused more on a certain section, everyone participated in writing by finding new reference sources, discussed what areas should be talked more about and put focus on. Everyone got to have a say on what we thought was necessary to have in the thesis, what things aren't so important

We were lucky to have such a good working life partner and contact person, who helped us with problems, helped to develop the implementation form and provided feedback. All the workers who participated in using this form were extremely helpful and gave good feedback. From the feedback and filled forms we could see that they took using it seriously and as a part of their work. We didn't get feedback from the workers about the summaries, but the daycare manager mentioned that they were just like they had hoped for.

One big weakness throughout the thesis project was time management. Our original timetable was too tight and we didn't realise in the beginning of the thesis process how much work and time it actually takes. We were too eager to continue the process forward, that we went too far ahead before having our thesis plan accepted. This caused us to take a break, making us realise that we need move on slower and really put time and focus on every aspect of the thesis. If we had created much flexible timetable at the beginning of the thesis project, we would have had a lot more clearer vision of what we want to do, and how that goal is possible to reach.

One opportunity that we had with this thesis process was that since we based the implementation form on a section from the new National Cucrriculum Guidelines for Early Childhood Education and Care, we have the knowledge of that theory. With the feedback and filled forms from the daycare, we also know how the theory works in action. This knowledge is very beneficial for our future work life.

Time was also a threat for us, not just a weakness. As mentioned, we tried to rush things which lead us to miss important things. If we hadn't had to take a break during the process, we would've most likely forgot to focus on certain topics. The break did gave us the chance to reconsider some subjects, and enabled us to bring new areas to the thesis.

Because we were held back a lot by outside factors, we got slightly frustrated at times. This frustration definetly killed some of our motivation towards the thesis process, as it set our minds thinking ''let's just get this done''. This mind set is dangerous, because it can lead to not caring anymore and not giving 100% focus on the process. Even if sometimes we felt completely done with the thesis, we managed to get that energy back and give our all to the process.

Another threat we could've possibly had was that the daycare had decided that they did not want to work with us anymore. This luckily didn't happen, but if it had, we would have had to find another daycare. With that possibility, it could've meant that we should've come up with another idea. Even though the form is mostly based on the new National Curriculum Guidelines for Early Childhood Education and Care, it might not have worked with another daycare as it is made to fit the needs and wishes of our working life partner. Other daycares have their own ways of working and even if the theory is same everywhere, putting the theory into practice can be totally different.

11   Reliability and validity

The thesis results were all straight from the daycares feedback. The text is truthful and it is all based on the subject we are concentrating on. We had a broad methodology background to work with and base our thesis on.

We were all committed to this thesis. It is important to us that the daycares use time and thought in their planning for the children's' benefits (Tuomi&Sarajärvi 2013,140). Since the beginning of the thesis process we have been open to all changes and ideas throughout. Our mindset has stayed the same.

Throughout the process we have checked on with the daycare and been in contact to have consistent communication throughout our different steps. We asked for feedback and took it into account as needed. In all stages it was important so that the daycare also knew what part of the process we were going at. When working with a company it is crucial to ask them if their company's name is allowed to be used in the thesis. The thesis can be seen by many so this needs to be checked.

When working with different communities and clients confidentiality is extremely important. When working with the results of the implementation form and the material we are not to start spreading the daycares private information. A confidentiality agreement is done to see that the working partner has given the researchers a permission to do research with them. The written agreement is not enough though. The working life partner should orally go through what we can use as material and what they do not want to share. (Mäkinen 2006, 115.)

As documentation is important in credibility we have constantly documented throughout the process. Methods should also be familiar when using them in the thesis (Kananen 2011, 67.) Since there are three of us we all work together in the process and talk about the outcome together so that we all agree on our results.

In reliability and validity, the time consumed for the thesis may also have an effect. At first we started off the process with thoughts that the process would be shorter. During the plan-ning process we saw that it took longer but by making the process longer the credibility is also emphasized by working on the thesis longer and going through it many times. This way more thought has also been put into the thesis without being rushed.

Consistency and repeatability should be the way to see how the results differ (Kananen 2011, 66). This is why after getting feedback we changed the forms in the asked way and gave it back to use.

12   Results

The first draft of the form was used by three different teachers. Each teacher used their own form and filled it out when planning. The forms were both in English and Finnish. The outlook of the form was so that on the left going downwards we had the learning objectives which were rich world of languages, multiple ways of expression, me and our community, I explore and act in my environment and I grow, move and progress. On the top of the form we had planning, implementation, evaluation and free comments. As a helping question for planning we had: what is the learning objective? In the implementation our question was: how is it done? In the evaluation sec-tion we had three questions: Did the children learn the skill? What was hard? How did the children commit?

One of the feedbacks from the first form was based on usability. The form should have been bigger to have more room to write on. The form was made on Excel which gave them an op-portunity to also do this on the computer. By using the computer, writing text would have au-tomatically made the spaces in the text area larger. The teachers printed the forms out and wanted to write them by hand. Before printing, the teachers could have turned the form hori-zontal which would have made the form larger. After looking at the forms we agreed, they were too small due to these many factors.

From the daycare leaders point of view, she noticed how the teachers education had an ef-fect of how well they could use the form. Those with kindergarten teacher qualifications knew how to use the forms without problems. Those with other qualifications found it more difficult to work with them. We had to change the form in a way that teachers with all back-grounds could use.

We were asked to put more helping questions on the form to guide them to use the learning objectives. This we took into account in the next form.

We made the final form and after having it at the daycare we analyzed it. Our objectives were to bring the daycare something that would benefit them in their daily work. The form was to help them to plan and assess activities. We believe that we accomplished our main goal. Even in our first draft of the forms, the daycare found them useful. We made a simple form with the different learning objectives. Separately we gave them the theory of the dif-ferent areas. With the help of the theory they found it easier to come up with activities. The form was easily used due to the simplicity of the layout. The form did not have much text but enough for the workers to understand and use it easily. It had helping questions that re-minded them of the theory in the background.

The workers found the form surprisingly time taking and challenging, and all the different sections needed dedication. Through the form they learned about the new early childhood education plan and how to take it into use in their planning. The workers needed to be familiar with the new early childhood education plan anyway, so this allowed them to really get to know it and the theory behind.

The size of the final form was more useful and appealing than the first draft but they felt like it still would have needed more space for all their thoughts and ideas. They did understand that the form cannot be much bigger, because it fits A4-paper, and having bigger sized papers isn't practical in daycare environment.

The layout of the sections did not need change because they were clear and understandable in the first draft already. In the final form the teachers found the new opening questions helpful and easy to take into use. The question in the planning section was: the aim; what should the child learn? In implementation we asked: what is done? When is it done? How is it done? In the evalua-tion section we had: what was learned? what was difficult? How did the children commit? Since the layout of the form changed from the first draft we put three extra questions in the bottom of the form for them to write more comments. These questions were: What should be done next time? What should be considered next time? Free comments?

One worker mentioned in their feedback that the best use for the form would be using it in weekly planning. They also thought that the form cannot be used for a month at a time, and each week a new form should be made. Then again, one worker believed that this was not suitable for weekly use, but would fit using it for the whole month if the form was still developed and changed in other ways.

One wish in terms of further development was that the form would have room for explaining how the children participated in activity planning, or how they could participate in future activity planning. Having children's thoughts and ideas about the activity helps the educator to plan in the future, as they know what the children like to do and what they don't like. Having children participate in activity planning promotes child-oriented upbringing, as it would make the children feel like they can have an influence in daycare's daily activities.

Our own thoughts on the form is based on the feedback we got, as we didn't use them in action ourselves. From the filled forms we could see that the Learning Objectives were very helpful, especially to those who are new daycare workers, and do not have so much experience and knowledge than those who have worked in daycares longer. The Learning Objectives contain the basic ideas and goals that should be met in early childhood education, so they are a good information source even for more experienced kindergarten teachers and educators.

Each learning objective has examples on activities that can be brought into the daycare group, which also help the workers bring that theory into practice.

Overall the form worked but some of the employees thought that the form took too much time and effort. There are a lot of different activities happening every day, so the workers have to think how much is evaluation is it necessary to do. They had to think of planning broadly and may have wanted to concentrate the form on a certain learning objective. On the other hand the form was useful to remember what they are doing and what to do differently for future planning. We are extremely happy with our whole thesis process and outcome. It was great to be able to bring something that the day care could benefit from.

References

Ahonen, T. Lyytinen, H. Lyytinen, P. Nurmi, J-E. Pulkkinen, L. Ruoppila, I. 2014. Ihmisen Psykologinen Kehitys. PS-Kustannus. Jyväskylä.

Airaksinen, T. Vilkka, H. 2004. Toiminnallinen Opinnäytetyö. Gummerus Kirjapaino Oy. Jyväskylä.

Bailey, A. Hennink, M. Hutter, I. 2011. Qualitative Research Methods. Sage Publications Ltd. London.

Bruce, T. 2011. Early Childhood Education. Hodder Education. London.

Heikinaro-Johansson, P. Huovinen, T. Kytökorpi, L. 2013. Näkökulmia liikuntapedagogiikkaan. WSOY Helsinki.

Hiltunen, P. Jääskeläinen, L. Karvinen, J. 1991.Lapsi ja urheilu. Otava. Keuruu.

Hujala, E. Turja, L. 2011. Varhaiskasvatuksen käsikirja. PS-Kustannus. Jyväskylä.

Kananen, J. 2011. Rafting Through the Thesis Process. Step by step guide to thesis research. Jyväskylän ammattikorkeakoulu. Jyväskylä.

Kananen, J. 2012. Kehittämistutkimus Opinnäytetyönä- Kehittämistutkimuksen kirjoittamisen käytännön opas. Jyväskylän ammattikorkeakoulu. Jyväskylä.

Kanninen, K. Sigfrids, A. 2012. Tunne Minut! Turva ja tunteet lapsen silmin. PS-Kustannus. Jyväskylä.

Koivunen, P-L. Lehtinen, T. 2015. Kasvu kiikarissa. Havainnoinnin käsikirja varhaiskasvattajille. PS-Kustannus. Jyväskylä.

Kronqvist, E-L. Kumpulainen, K. 2011. Lapsuuden oppimisympäristöt. Eheä polku varhaiskasvatuksesta kouluun. WSOYpro Oy. Helsinki.

Mäkinen, O. 2006. Tutkimusetiikan ABC. Tammi. Helsinki.

Parikka-Nihti, M. Suomela, L. 2014. Iloa ja ihmettelyä. Ympäristökasvatus varhaislapsuudessa. PS- Kustannus. Bookwell Oy. Juva.

Rubin, K-H. Bukowski, W-M. Laursen, B. 2011. Handbook of Peer Interactions, Relationships, and Groups. Paperback edition. The Guildford Press. New York.

Seppänen-Järvelä, R. Karjalainen, V. 2008. Kehittämistyön risteyksiä. Gummerus Kirjapaino Oy. Jyväskylä.

Stork, M & Wright, P. 2013. Recommended practices for Promoting Physical Education in Early Childhood Education Settings.

Sääkslahti,A. 2015. Liikunta Varhaiskasvatuksessa. PS Kustannus.

Tiusanen, E. 2011. Musiikki osana esteettistä kasvatusta. Published in Helenius, A. Korhonen, R. Pedagogiikan palikat. Johdatus varhaiskasvatukseen ja -kehitykseen. WSOY.

Tuomi, J. Sarajärvi, A. 2013. Laadullinen tutkimus ja sisällönanalyysi. Kustannusosakeyhtiö Tammi. Helsinki.

Tuulaniemi,J. 2011. Palvelumuotoilu. Talentum.

Virtanen, P. 2007. Arviointi. Edita Publishing Oy. Helsinki.

Vuorinen, T. 2013. Strategiakirja. Talentum.

Zimmer, R. 2011. Psykomotoriikan käsikirja - Teoriaa ja käytäntöä lasten psykomotoriseen tukemiseen. VK-Kustannus Oy.

Internet sources

Erickson, R. 2014. Parents' Effect on Child Behaviour. Read 11.4.2017.
http://www.livestrong.com/article/75282-parents-effect-child-behavior/

Kouvola Hyvinvointipalvelut 2017. Pedagoginen pienryhmätoiminta varhaiskasvatuksessa. Read 14.4.2017. https://www.kouvola.fi/material/attachments/hyvinvointipalvelut/esit-teet/MqzBlpnwr/Pienryhmatoiminta.pdf

Kylmänen, E. 2016. Uusi liikuntasuositus: Päiväkoti-ikäisille lapsille lisää vauhtia ja nujuamista – katso HS:n laskurista, liikkuuko lapsesi tarpeeksi. Helsingin Sanomat. Read 10.4.2017. http://www.hs.fi/urheilu/art-2000002919722.html

Mannerheimin Lastensuojeluliitto 2017. Liikunnallinen kehitys. Read
13.4.2017.bhttp://www.mll.fi/vanhempainnetti/tietokulma/kasvu_ja_kehitys/4_5-vuo-
tias/liikunnallinen_kehitys/

Mäkelä, M. Lasten toiminnan dokumetointi varhaiskasvatuksessa. VKK-Metro. Read 13.6.2017.
http://www.socca.fi/files/210/Lasten_toiminnan_dokumentointi_var-
haiskasvatuksessa_makela.pdf

Opetus-ja kulttuuriministeriö 2016. Iloa, leikkiä ja yhdessä tekemistä. Varhaisvuosien fyysisen
aktiivisuuden suositukset. Read 12.4.2017.
http://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/75405/OKM21.pdf

Opetushallitus 2017. Varhaiskasvatuksen pedagogisen toiminnan suunnittelu ja toteuttaminen.
Read 16.6.2017.
http://www.oph.fi/download/180946_Vasuperusteet_koulutusmateriaali_Osa_2_net-
tisivuille.pdf

Opetushallitus 2016. Varhaiskasvatussuunnitelman perusteet. Read 10.3.2017.
http://www.oph.fi/download/179349_varhaiskasvatussuunnitelman_perusteet_2016.pdf

Opetushallitus 2012. Liikunta ja oppiminen - Tilannekatsaus Lokakuu 2012. Read 10.4.2017.
http://www.oph.fi/download/144729_Liikunta_ja_oppiminen_2.pdf

UKK-Instituutti 2014. Liikuntaa harrastava lapsi tai nuori liikkuu todennäköisemmin myös ai-
kuisena. Read 20.4.2017.
http://www.ukkinstituutti.fi/tietoa_terveysliikunnasta/liikunnan_vaikutukset/ikakau-
det/liikunta_vaikuttaa_lasten_ja_nuorten_kehitykseen

Figures

Appendices

Appendix 1: Form's first version in English

Appendix 2: Form's first version in Finnish

Appendix 3: Form's second version in English

Appendix 4: Form's second version in Finnish

Appendix 5: Learning Objectives summary in English

Appendix 6: Learning Objectives summary in Finnish

Appendix 1: Form's first version in English

Learning objectives:	Planning	Implementation	Evaluation	Free comments:
	What is the learning objective?	How is it done?	Did the children learn the skill?	
			What was hard?	
			How did the children commit?	
Rich world of				
Multiple ways of				
I and our community				
I explore and act in my environment				
I grow, move and				

Appendix 2: Form's first version in Finnish

Oppimisen tavoitteet:	Suunnittelu	Toteutus	Arviointi	Vapaat kommentit:
	Mitä opitaan?	Millä tavalla?	Opittiinko taito?	
			Mikä oli hankalaa?	
			Miten lapset sitoutuivat?	
Kielten rikas maailma				
Ilmaisun monet muodot				
Minä ja meidän yhteisömme				
Tutkin ja toimin ympäristössäni				
Kasvan, liikun ja kehityn				

Appendix 3: Form's second version in English

LEARNING OBJECTIVES	PLANNING	IMPLEMENTATION	EVALUATION
	THE AIM; WHAT SHOULD THE CHILD LEARN?	WHAT IS DONE? WHEN IS IT DONE? HOW IS IT DONE?	WHAT WAS LEARNED?
RICH WORLD OF LANGUAGES			
MULTIPLE WAYS OF EXPRESSION			WHAT WAS DIFFICULT?
ME AND OUR COMMUNITY			
I EXPLORE AND ACT IN MY ENVIRONMENT			HOW DID THE CHILDREN COMMIT?
I GROW, MOVE AND PROGRESS			
WHAT SHOULD BE DONE NEXT TIME?			
WHAT SHOULD BE CONCIDERED NEXT TIME?			
FREE COMMENTS			

Appendix 4: Form's second version in Finnish

OPPIMISEN ALUEET	SUUNNITTELU	TOTEUTUS	ARVIOINTI
	TAVOITE; MITÄ LAPSEN PITÄISI OPPIA?	MITÄ TEHDÄÄN? MILLOIN TEHDÄÄN? MITEN TEHDÄÄN?	MITÄ OPITTIIN?
KIELTEN RIKAS MAAILMA			
ILMAISUN MONET MUODOT			MIKÄ OLI HANKALAA?
MINÄ JA MEIDÄN YHTEISÖMME			
TUTKIN JA TOIMIN YMPÄRISTÖSSÄNI			MITEN LAPSET SITOUTUIVAT?
KASVAN, LIIKUN JA KEHITYN			
MITÄ PITÄISI TEHDÄ ENSI KERRALLA?			
MITÄ PITÄISI HUOMIOIDA ENSI KERRALLA?			
VAPAAT KOMMENTIT			

Appendix 5: Learning Objectives summary in English

LEARNING OBJECTIVES

Rich world of languages

Language is a learning objective for children but also a tool with which children can communicate with, express themselves and get information with. Early child-hood education supports children's language skills and sustains their linguistic identity. This is especially supported through a versatile linguistic environment in early childhood education and co-operation with parents. Language development is divided in different sections: interaction skills, understanding language skills, production of speech, language skills, verbal memory and vocabulary, and language awareness.

- Interaction skills: Children's experiences are noticed and heard; staff sensitivity and responsiveness of non-verbal communication; encourage to communicate with other children and personnel
- Understanding language skills: Using words and discussing; if necessary im-ages, objects and helping gestures
- Production of speech: Following and guiding development; encouraging to speak in different situations; gradually noticing and focusing on the tone and weight of the sound of their voice
- Language skills: Practicing narrating; getting to know a variety of texts to help detect the differences between spoken and written language
- Verbal memory and vocabulary: Nursery rhymes and singing games; playing with language, naming and the use of descriptive words; conversation, reading stories, storytelling will help to reflect the words and meanings of texts
- Language awareness: Observing different languages, getting children to gradually pay attention to the different structures and forms of words, e.g. words, syllables, pronunciations

Multiple ways of expression

Early childhood education supports the child's musical, visual, verbal and physical expressions development. Its task is also to introduce children to different art forms and culture. Since culture is an important part of the identity of the child, early childhood education provides children with opportunities to experience and see the wide range of art and culture. These strengthen the children's ability to use and produce culture and at the same time teaches to understand the meaning and value of art and cultural heritage.

- Musical expression: aim is to produce musical experiences and strengthen interest to music. Playful musical activities such as singing, nursery rhymes, playing music, listening and movement develop the children's abilities to perceive music
- Visual expression: aim is to develop children's relationship with visual arts. Children's skills develop by experimenting with a variety of image making methods, using tools and materials. These include painting, building and drawing. The feelings, emotions and thoughts that children get by observing children's own and other children's pictures and objects is a part of visual expression.

- **Verbal and physical expression:** provides children the opportunity for linguistic and physical expression, expression and communication. This is practiced in drama, dance and through playing. The process of spontaneous expression and creativity practiced and planned together gives verbal and physical expression experiences.

Me and our community

Early Childhood Education is responsible for developing the child's ability to under-stand the local environment and its biodiversity and practice what is it like to be there. When a child starts early childhood education outside his/her own house, he/she is facing a variety of traditions, practices, values and beliefs that may differ from those that the child has learned at home. In early childhood education, this is approached through ethical thinking, opinions, the nearby environments past present and future and through media perspectives. For example, fairy tales, music and play can be used in different activities to learn about these features.

- **Ethical thinking:** When developing ethical thinking skills with children, re-flection and thinking together with the child is used. Children's own questions and ethical issues that children wonder of are discussed. Different themes could be; friendship, justice, joy and sorrow. Questions and dealt with in a way that the child's safety, security and acceptance is not threatened.
- Children are **introduced to various religions and other beliefs** that exist in the group. When discussing different religions and beliefs, we get to know the related traditions including celebrations and situations. Cooperation with parents is important so that each family's background, beliefs and values are heard and respected. Space to wonder and questions are given and they are reflected on together.
- **The local environments past, present and future:** directs children's interests in historical matters and building a good future. Children are given opportunities to act as in they are a part of the past events and situations, where sources of information include the children themselves, objects and the environment. When discussing the present, children's interests of current matters are discussed such as the diversity of people and gender. The aim is to raise children to understand equality. When pondering about the future, we will discuss how we can influence what will happen in the future.
- **Media Education:** supports the children's opportunities to act and to express themselves in their community. We will get to know different types of media and production of media. We will think of how media relates to life and how realistic it is; at the same time, we develop source and media criticism. Play, drawing and drama can be used to deal with occurring themes in media.

I explore and act in my environment

Children are given the capacity to observe, analyse and understand their environment. We will study and working in the nature and in the built environment. Own interpretations, observations, experiences will help children to understand the cause-and-effect relationships and to develop as a thinker and a learner.

- **Mathematical thinking**: introduces children to mathematics and its sections through observation and playful activities. Children are offered opportunities to classify, compare, set the order of things and discover and produce regularities. To support the development of the concept of numbers, play and interesting materials are used. Different exercises support the perception of space and levels for example examining objects and shapes,

and playing with them. Understanding the concepts of time and supported through e.g. seasons, daily schedules.

- Environmental education: objective is to strengthen the children's relations towards nature and environmental responsibility. This education is divided into three dimensions: learning in an environment, learning about the environment and acting on behalf of the environment. Making trips to nature parks and in the built environment are examining them is as important part of early childhood education. Children are shown and taught to respect nature, plants and animals. Identifying plant and animal species strengthen the knowledge of nature.
- Technology education: encourages children to explore an investigative and experimental way of working. Children are taught to observe the environ-mental technology and to come up with their own creative solutions. Children are encouraged to ask questions, seek answers and draw conclusions. Getting to know and observing data and technological devices are their functions are used with children but attention is emphasized on using them safely. Children get opportunities to implement their own ideas by building using different materials and experimenting technology. The aim is to help children understand that technology is a result of human activity.

I grow, move and progress

Early Childhood Education's task is to create a base that promotes a life that values children's health and well-being through physical activity. This is done with the cooperation of parents. I grow, move and progress-learning area supports self-care and extensive knowledge of daily life skills. Regular and guided exercise is important for children's development and motor learning.

- Physical activity: early childhood education wants to inspire children for versatile physical activity and to experience to joy of exercise. Children are encouraged to physical activity games and outdoor activities throughout the year, as well as daily self-guided exercise in addition. Physical education is supposed to be regular, child-oriented, diverse and goal-oriented. Emphasis is on the importance of physical activity to the child's healthy growth, development, learning and wellbeing. A mission is also to develop the children's knowledge of their own body and management, as well as basic motor skills. Movement benefits different senses and equipment made of different materials, but at the same time considering the safety of the equipment.
- Food education: promotes positive direction to food and eating and sup-ports diverse and healthy eating. Food is studied, their origins are dis-cussed, appearance, texture and taste and talked about with children.
- Health and safety: With the children, we reflect on different issues relating to health and safety such as movement, rest and how human relationships can influence well-being and health. We support the children's development of ability to take care of their own health and personal hygiene. The aim is to support the children's sense of security, requesting and ability to search for help, giving assistance and being safe in different situations and environments.

(Source: Opetushallitus)

Appendix 6: Learning Objectives summary in Finnish

OPPIMISEN ALUEET

Kielten rikas maailma

Kieli on lapsille oppimisen kohde sekä väline, jonka avulla lapsi ottaa haltuun erilaisia tilanteita ja asioita sekä toimii vuorovaikutuksessa muiden kanssa, ilmaisee itseään ja hankkii tietoa. Varhaiskasvatus vahvistaa lasten kielellisten taitojen ja valmiuksien sekä kielellisen identiteetin kehittymistä. Monipuolinen varhaiskasvatuksen kieliympäristö ja yhteistyö huoltajien kanssa tukee lasten kielellistä kehitystä. Kielenkehitys jaetaan keskeisiin osa-alueisiin: vuorovaikutustaidot, kielen ymmärtämisen taidot, puheen tuottamisen taidot, kielen käyttötaidot, kielellinen muisti ja sanavarasto; ja kielitietoisuus.

- **Vuorovaikutustaidot:** Lasten kokemukset tulevat kuulluksi; henkilöstön sensitiivisyys ja reagointi non-verbaaleihin viesteihin; kannustus kommunikointiin toisten lasten ja henkilöstön kanssa.
- **Kielen ymmärtämisen taidot:** Toiminnan sanallistaminen ja keskusteleminen; tarvittaessa kuvat, esineet ja tukiviittomat.
- **Puheen tuottamisen taidot:** Kehittymisen seuraaminen ja ohjaus; rohkaisu puhumaan eri tilanteissa; vähitellen huomio äänensävyihin ja äänenpainoihin.
- **Kielen käyttötaidot:** Kertomisen harjoittelu; tutustuminen erilaisiin teksteihin auttaa havaitsemaan puhutun ja kirjoitetun kielen eroja.
- **Kielellinen muisti ja sanavarasto:** Lorut ja laululeikit; kielellä leikittely, nimeäminen ja kuvaavien sanojen käyttö; keskustelu, lukeminen ja tarinoiden kerronta auttavat pohtimaan sanojen ja tekstien merkityksiä.
- **Kielitietoisuus:** Eri kielten havainnointi; lasten huomion suuntaus vähitellen kielen muotoihin ja rakenteisiin, esim. sanat, tavut, äänteet.

Ilmaisun monet muodot

Varhaiskasvatus tukee lapsen musikaalisen, kuvallisen, sanallisen ja kehollisen ilmaisun kehittymistä. Sen tehtävänä on myös tutustuttaa lapsia eri taiteenaloihin ja kulttuuriin. Koska kulttuuri on tärkeä osa lapsen identiteettiä, varhaiskasvatus tarjoaa lapsille mahdollisuuksia kokea ja nähdä monipuolisesti taidetta ja kulttuuria. Nämä vahvistavat lasten kykyä käyttää ja tuottaa kulttuuria, ja samalla opettaa ymmärtämään taiteen ja kulttuuriperinnön merkitystä ja arvoa.

- **Musikaalisen ilmaisun** tavoitteena tuottaa musikaalisia kokemuksia ja vahvistaa kiinnostusta musiikkiin. Leikinomainen musikaalinen toiminta, kuten laulaminen, loruilu, soittaminen, kuunteleminen ja liikkuminen, kehittävät lasten valmiuksia hahmottaa musiikkia.
- **Kuvallinen ilmaisu** kehittää lasten suhdetta kuvataiteeseen. Lasten tekemisen taidot kehittyvät kokeilemalla erilaisia kuvan tekemisen tapoja, välineitä ja materiaaleja. Tällaisia ovat mm. maalaaminen, rakentaminen ja piirtäminen. Myös lasten itse ja muiden tekemien kuvien ja esineiden havainnointi ja niiden herättämät tunteet ja ajatukset kuuluvat kuvalliseen ilmaisuun.
- **Sanallinen ja kehollinen ilmaisu** tarjoavat lapsille mahdollisuuden kielelliseen ja keholliseen ilmaisuun, ilmaisuun ja viestintään. Tätä harjoitetaan draaman, tanssin ja leikin keinoin. Sekä spontaani ilmaisu että yhteisesti suunniteltu ja toteutettu luova prosessi luo lapsille kokemuksia sanallisesta ja kehollisesta ilmaisusta.

Minä ja meidän yhteisömme

Varhaiskasvatuksen tehtävänä on kehittää lapsen valmiuksia ymmärtää lähiympäristöä ja sen monimuotoisuutta, ja harjoitella siinä toimimista. Lapsen aloittaessa kodin ulkopuolisessa varhaiskasvatuksessa hän on kohtaa erilaisia perinteitä, toimintamalleja, arvoja ja katsomuksia, jotka saattavat erota niistä joita lapsi on oppinut kotona. Varhaiskasvatuksessa tätä tehtävä lähestytään eettisen ajattelun, katsomusten sekä lähiympäristön menneisyyden, nykyisyyden ja tulevaisuuden; ja median näkökulmista. Toiminnassa käytetään monipuolisesti esimerkiksi satuja, musiikkia ja leikkiä.

- Kehitettäessä eettisen ajattelun taitoja pohditaan yhdessä lasten kanssa eettisiä kysymyksiä, jotka askarruttavat lapsia tai joita esiintyy eri tilanteissa. Teemoja voivat olla esimerkiksi ystävyys, oikeudenmukaisuus, ilo ja suru. Kysymyksiä käsitellään niin, ettei lapsen turvallisuuden ja hyväksyttämisen tunne ole uhattuna.
- Katsomuskasvatuksessa tutustutaan yhdessä eri uskontoihin ja muihin katsomuksiin, joita esiintyy lapsiryhmässä. Myös uskonnottomuutta tarkastellaan näiden rinnalla. Tarkastellessa eri uskontoja ja uskomuksia tutustaan niihin liittyviin perinteisiin, kuten vuodenkiertoon liittyvät juhlat ja päivittäiset tilanteet. Yhteistyö huoltajien kanssa on tärkeää, jotta kunkin perheen taustaa, katsomuksia ja arvoja kuullaan ja kunnioitetaan. Ihmettelylle ja kysymyksille annetaan tilaa ja niitä pohditaan yhdessä.
- Lähiympäristön menneisyys, nykyisyys ja tulevaisuus suuntaa lasten mielenkiintoa historiallisiin asioihin ja hyvän tulevaisuuden rakentamiseen. Lapsille annetaan mahdollisuuksia eläytyä menneisyyden tapahtumiin ja tilanteisiin, joissa tiedonlähteitä ovat mm. lapset itse, esineistöt ja ympäristöt. Nykyisyyttä tarkastellaan käsittelemällä lapsia kiinnostavia ajankohtaisia asioita ja lähiympäristön, kuten ihmisten ja sukupuolten moninaisuutta. Tavoitteena kasvattaa lapsia ymmärtämään ihmisten samanarvoisuus. Tulevaisuutta tarkastellaan pohtimalla, miten voidaan vaikuttaa suotuisan tulevaisuuden toteutumiseen.
- Mediakasvatus tukee lapsien mahdollisuuksia toimia aktiivisesti ja ilmaista itseään yhteisössään. Tutustaan eri medioihin ja kokeillaan median tuottamista. Pohditaan elämään liittyviä mediasisältöjä ja niiden todenmukaisuutta; samalla kehitetään lähde- ja mediakriittisyyttä. Mediassa esiintyviä teemoja käsitellään leikkien, piirtämisen ja draaman keinoin.

Tutkin ja toimin ympäristössäni

Lapsille annetaan valmiuksia havainnoida, jäsentää ja ymmärtää ympäristöään. Tutkitaan ja toimitaan sekä luonnossa että rakennetussa ympäristössä. Omakohtaiset havainnot, kokemukset ja elämykset auttavat lapsia ymmärtämään syy- ja seuraussuhteita; ja kehittymään ajattelijana ja oppijana.

- Matemaattinen ajattelu tutustuttaa lapsen matematiikkaan ja sen osa-alueisiin havaintojen ja leikinomaisten toimintojen myötä. Lapsille tarjotaan mahdollisuuksia luokitteluun, vertailuun, asioiden järjestykseen asettamiseen, ja säännönmukaisuuksien löytämiseen ja tuottamiseen. Lukukäsitteen kehittymistä tuetaan hyödyntämällä leikkiä ja lapsia kiinnostavia materiaaleja. Eri harjoitukset tukevat tilan ja tason hahmottamista, esimerkiksi kappaleiden ja muotojen tutkiminen ja niillä leikkiminen. Aikakäsitteiden ymmärtämistä tuetaan havainnoimalla esim. vuorokaudenaikoja.
- Ympäristökasvatuksen tavoitteena on lasten luontosuhteiden ja vastuullisen ympäristötoiminnan vahvistaminen. Kasvatus jaetaan kolmeen ulottuvuuteen: oppiminen ympäristössä, oppiminen ympäristöstä ja toimiminen ympäristön puolesta. Retkeily luonnossa ja

rakennetussa ympäristössä ja niiden tutkiminen ovat tärkeä osa varhaiskasvatusta. Myönteiset kokemukset opettavat lasta nauttimaan luonnosta ja lähiympäristöstä. Lapset ohjataan kunnioittamaan luontoja, kasveja ja eläimiä. Erilaisten kasvi- ja eläinlajien tunnistamisen harjoittelu vahvistavat luonnon tuntemusta.

- Teknologiakasvatus kannustaa lapsia tutustumaan tutkivaan ja kokeilevaan työtapaan. Ohjataan havainnoimaan ympäristön teknologiaa ja keksimään omia luovia ratkaisuja. Lapsia rohkaistaan tekemään kysymyksiä, etsimään vastauksia ja tekemään päätelmiä. Lasten kanssa tutustutaan ja havainnoidaan arjessa esiintyviä tietoteknologisiin laitteisiin ja niiden toimintaan, kiinnittäen erityisesti huomiota niiden turvalliseen käyttöön. Lapsille tarjotaan mahdollisuuksia omien ideoiden toteuttamiseen rakentamalla eri materiaaleista ja eri laitteiden toiminnan kokeilemisella. Tavoitteena on auttaa lapsia ymmärtämään, että teknologia on syntynyt ihmisen toiminnasta.

Kasvan, liikun ja kehityn

Varhaiskasvatuksen tehtävänä on luoda pohja fyysistä aktiivisuutta edistävälle elämäntavalle joka arvostaa lasten terveyttä ja hyvinvointia. Toiminnassa tehdään yhteistyötä huoltajien kanssa. Kasvan, liiku ja kehityn – oppimisen alue tukee itsestä huolehtimisen ja arjen taitojen laaja-alaista osaamista. Säännöllinen ja ohjattu liikunta on tärkeää lasten kokonaisvaltaiselle kehitykselle ja motoriselle oppimiselle.

- Lasten innostaminen monipuoliseen liikkumiseen ja liikunnan ilon kokemiseen on varhaiskasvatuksen tavoitteena. Lapsia kannustetaan liikunnallisiin leikkeihin ja ulkoiluun kaikkina vuodenaikoina, sekä huolehditaan että lapsilla on mahdollisuuksia päivittäiseen omaehtoiseen liikuntaan ohjatun liikunnan lisäksi. Liikuntakasvatuksen kuuluu olla säännöllistä, lapsilähtöistä, monipuolista ja tavoitteellista. Korostetaan fyysisen aktiivisuuden tärkeyttä lapsen terveelle kasvulle, kehitykselle, oppimiselle ja hyvinvoinnille. Kehitetään myös lasten kehontuntemusta ja -hallintaa, sekä motorisia perustaitoja. Liikkumisessa hyödynnytetään eri aisteja ja erilaisista materiaaleista valmistettuja välineitä, huomioiden liikuntavälineiden turvallisuus.
- Ruokakasvatus edistää myönteistä suuntautumista ruokaan ja syömiseen, ja tukee monipuolisia ja terveellisiä ruokatottumuksia. Lasten kanssa tutkitaan ruokia, niiden alkuperiä, ulkonäköä, koostumusta ja makuominaisuuksia.
- Lasten kanssa pohditaan yhdessä terveyteen ja turvallisuuteen liittyviä asioita, kuten liikkumisen, levon ja ihmissuhteiden merkityksiä hyvinvoinnille ja terveydelle. Tuetaan myös lasten valmiuksia pitää huolta terveydestä ja henkilökohtaisesta hygieniasta. Tavoitteena on lasten turvallisuuden tunteen tukeminen, avun pyytämisen ja hakemisen valmiuksien antaminen; ja turvallinen toimiminen eri tilanteissa ja ympäristöissä.

(Lähde: Opetushallitus)