

HANDBOOK OF LANGUAGE, CULTURE AND A WORLDVIEW AWARENESS IN EARLY CHILDHOOD EDUCATION AND CARE



**Vantaa
Vanda**

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1 FOREWORD

This version is a direct translation of the Handbook of Language, Culture and a Worldview Awareness in Early Childhood Education and Care in Finnish. The Handbook of Language, Culture a Worldview Awareness in Early Childhood Education and Care of Vantaa is intended as a tool for early childhood education and care staff and ECEC directors. The language, culture and worldview aware early childhood education and care in Vantaa includes early childhood education and care and pre-primary education for 0–6-year-olds and preparatory education for 6-year-olds. On 18 September 2014, the early childhood education and care management team set up a working group to compile the handbook. The aim was to bring together the materials, guidelines and forms related to language, culture and world-view aware early childhood education and care used in Vantaa, as well as ideas for development and implementation. The compilation of the handbook is the result of a dialogue involving the early childhood education and care management team, the extended management teams of the business units and the working group that compiled the handbook.

Language, culture and worldview aware early childhood education and care refers to diversity, in which languages, cultures, religions and worldviews are integrated into the whole of early childhood education and care. The open and positive attitude of employees towards the different languages and cultures of the families, as well as their religions and worldviews, is the basis for the children's growth and learning and for good cooperation with their parents.

The handbook was published in 2015 and has been updated in 2018 and 2021. The contents takes into account changes to the Act on Early Childhood Education and Care, the principles of the early childhood education and care plan and changes in the curricula of Vantaa. New research data on second language learning has been utilized in writing content. The handbook includes information on language, culture and worldview aware activities developed in Vantaa, such as criteria for the development of language, culture and worldview aware early childhood education and care.

Structure of the handbook:

- Key points have been written on each topic.
- At the end of each theme, questions are compiled (gray background) to stimulate discussion in the operative units.
- Summaries have been compiled at the end of the chapters.
- The last chapter of the handbook contains useful additional material and sources in Finnish for the reader.
- The appendices at the end of this handbook can be printed out, when necessary.

Concepts used in early childhood education and care in Vantaa:

Bilingual and multilingual = a person who speaks two or more languages

Immigrant = a person living in a country other than their country of birth

Finnish as a second language teaching = given to a child whose mother tongue is not Finnish, the child has not been exposed to the Finnish language or has deficiencies in understanding the Finnish language and/or producing speech due to low exposure to the Finnish language

Linguistic diversity = official languages, languages such as minority languages (Northern, Inari and Skolt Sámi, sign languages, Romani), dialects and different languages are visible and heard in learning environments and are the subject of joint study.

Cultural diversity = domestic culture, national culture, religions, worldviews, irreligion, languages and identities coexist and interact

Linguistic, cultural and worldview awareness = recognizing that everyone has the right to their own language, culture, religion and worldview. Language, culture and worldview aware early childhood education and care considers issues related to languages, worldviews and religions, as well as cultural customs, traditions, habits and celebrations, together with all children.

Language awareness = the awareness of the fact that languages are present constantly and everywhere, that language is central to a child's development, learning and interaction, and that all languages are valuable. In addition, staff is aware that they act as linguistic models for children.

Linguistic awareness = the child begins to reflect and perceive the differences between spoken and written language, i.e. his or her reading skills begin to develop (e.g. word rhythms, rhyme pairs, beginning sounds, letter-sound correspondence). Linguistic awareness is part of language awareness.

2 LEADING, IMPLEMENTING AND DEVELOPING LANGUAGE, CULTURE AND WORLDVIEW AWARE EARLY CHILDHOOD EDUCATION AND CARE

The language, culture and worldview aware early childhood education and care is led by the head of early childhood education and care together with the early childhood education and care managers. The ECEC centre director is responsible for developing and evaluating the operational culture of early childhood education and care at the unit level and the teacher in early childhood education and care at the team level. The processes of language, culture and worldview aware early childhood education and care are described in the language, culture and worldview aware early childhood education annual clock (Appendix 1).

2.1 LEADING LANGUAGE, CULTURE AND WORLDVIEW AWARE EARLY CHILDHOOD EDUCATION AND CARE

The ECEC centre director plays an important role in the implementation of language, culture and worldview aware early childhood education and care in his or her operative unit. He or she leads his or her unit's language, culture and worldview aware early childhood education and care, pre-primary and preparatory education, and supports the development of a work community into a learning community where skills are developed and shared. In his or her work community, the director acts as a person showing the future direction. The vision of early childhood education and care in Vantaa is: happy, learning and participating children will grow into a sustainable future. The values of the City of Vantaa are community spirit, openness, courage and responsibility. In order to promote integration and strengthen multi-disciplinary cooperation, a multicultural program has been drawn up in Vantaa. In addition to the binding goals, an annual scorecard is prepared in the early childhood education and care sector to promote the municipal council's strategy during the term of office, binding goals and the City's programs. Action plan for the early childhood education and care unit is a constantly evolving tool designed to describe development goals as well policies, concrete actions and measures to achieve them. Action plan for a child group is a tool that is being evaluated and supplemented during the year of operation. It describes the development goals set for a group of children and the concrete measures to achieve them.

The ECEC centre director identifies the skills of the staff and the individual development needs of each person. The director also takes care of the development of the work community, compliance with the guiding documents and the building of networks. The unit for early childhood education and care has created structures for professional and pedagogical discussion. The ECEC centre director is responsible for ensuring that sufficient time is set aside for the planning, implementation and evaluation of language, culture and worldview aware education and teaching. It is important that the staff receives adequate support and appreciation also for the development and implementation of new ideas. The

ECEC centre director is responsible for the implementation, documentation and evaluation of Finnish as a Second Language (S2) teaching in his or her own unit.

In service coordination, we aim to take into account enabling a child's learning Finnish. When placing children, ECEC centres seek to ensure a regional balance. It is the responsibility of the ECEC centre director to ensure that child groups are formed on pedagogical and functional grounds, taking into account the different needs of children.

The teacher in early childhood education and care is responsible for practical implementation of S2 teaching and preparatory education, the implementation of plans, evaluation and documentation as well as co-operation with guardians. The whole staff is involved in the implementation of language, culture and worldview aware early childhood education and care. The aim is to create a language, culture and worldview aware learning environment. Bilingual and multilingual children are taught Finnish as a second language (S2) and forming of their identity is supported.

The staff's language, cultural and worldview awareness and S2 competency will be strengthened through training, sharing good practices and peer learning with the help of peer visits. The ECEC director takes care of the up-to-date training and provision of resources for the staff of his or her unit. The language and culture coordinator supports the ECEC centre director in developing both the staff's competence and the operational culture to become more language, culture and worldview aware. The director also ensures that those working in early childhood education and care have sufficient proficiency in the Finnish language (language proficiency assessment guidelines and assessment tasks for the recruiter).

The Integration.fi website is intended for anyone who, in the course of their work, is involved with immigrants or is engaged in immigrant integration and refugee reception. The website is maintained by the Centre of Expertise in Immigrant Integration at the Ministry of Economic Affairs and Employment.

In the Helsinki metropolitan area, *Avaimia monimuotoisuuden johtamiseen* (Keys to diversity management) set of cards has been developed that includes functional methods, tip lists, topics to consider, questions and examples of good practice. The set of cards contains information on, for example, the development of fair recruitment and how to obtain information about an employee's language skills in a job interview.

The Ministry of Employment and the Economy's website kotouttaminen.fi is intended for actors in the field of integration and reception. The Integration Act Handbook can be found in the Integration section. The refugee reception section contains the principles and practices related to reception.

There are language and culture coordinators in Vantaa who work in cooperation with early childhood education and care staff. The language and culture coordinators consult and guide the staff on bilingual and multilingual children and strengthen the staff's existing competency in language, culture and worldview aware early childhood education and care. They guide the implementation of preparatory education and co-operate with the regional coordinators of primary and lower secondary education.

2.2 EQUITY AND EQUALITY AS A VALUE BASE IN EARLY CHILDHOOD EDUCATION AND CARE

The principles of the early childhood education and care plan state that early childhood education and care promotes the democratic values of Finnish society, such as equality, equity and diversity. The Equality Act obliges the authorities to promote the realization of equity. Equity does not mean similarity, but each child is supported according to their needs. Children should be given the opportunity to develop their skills and make choices regardless of, for example, gender, origin, cultural background or other reason related to the person. The staff creates an atmosphere that respects diversity. The work community promotes participation, equity and equality in all activities, including the children who do not yet express themselves in Finnish.

Equality is a concept that goes beyond tolerance. When it comes to tolerance, the majority tolerates minorities and, as it were, allows the minority to exist. Tolerance is considered to maintain a relationship of power between the majority and the minority, with the condition “I will tolerate you, even if you are different”. Everyone is equal, that is, equal to the other person as he or she is. *Älä oletta – Normit Alas!* (Don't Assume – Norms Down!) guide in Finnish helps the staff to promote equality with descriptive examples.

The realization of equality is not self-evident and inequity is not reduced by not talking about it. Early childhood education and care consciously promotes realization of equality. In the structures of the unit, such as pedagogical team or management team, e.g. attitudes towards language, ethnicity, disability, worldview, gender and diversity that are reflected in speeches, gestures, actions and practices are being pondered. The staff understands that patterns of interaction and language use, as well as ways of acting according to stereotypical assumptions, are conveyed to children. Children are encouraged to make choices that are not related to gender, stereotypical roles, or expectations. It is important for the staff to identify inequalities related to children's encounters and to address them tactfully and consistently (e.g. a child who does not speak Finnish is always offered the role of a dog in home games, a child who speaks better Finnish corrects another child's intelligible speech in unpolite manner). It is good to look at how the learning environment supports the realization of equity and equality through, for example, literature, play equipment and pictures. It is also good for staff to consider how body language is involved when talking to children of different genders. Are all children spoken to with the same volume of voice and are all children allowed to play equally loudly?

The principles of the early childhood education and care plan state that bullying, racism or violence will not be tolerated in any form or by anyone. The concept of racism means valuing a group of people or its members as inferior to other groups of people on the basis of, for example, ethnic origin, skin colour, citizenship, culture, mother tongue or religion. In early childhood education and care, care must be taken not to maintain or create new practices that may contain racist traits, as racism causes inequality and harms not only its objects but society. Policies for early childhood education and care need to be considered and adapted so that they do not reinforce inequality, disrupt identity formation or lead to exclusion. *Maailman koulu* (World School) provides material and tips for dealing with anti-racism issues with children of all ages and a list of books that deal with equality, discrimination, cultural stereotypes and their dismantling.

The ECEC centre director is responsible for the process of drawing up and evaluating the equity and equality plans for pre-primary education. The plan is updated at least every three years.

Tasa-arvoinen varhaiskasvatus (Equal Early Childhood Education and Care) website in Finnish contains a wealth of information and examples on how to implement gender sensitivity and equity.

Koulu vailla vertaa! (A School Like No Other!) guide in Finnish to equality planning contains practical ideas for drawing up an equality plan.

The work community discusses ways to support a child growing up between two or more cultures. It has been thought about how a child's experience of growing up between two cultures is discussed with guardians. In early childhood education and care, girls and boys are encouraged to act and play together, although at home a child may be raised to play the role of a boy/girl according to their own culture. Different ways of thinking and acting are discussed constructively with guardians, remembering the Finnish legislation. Topics to be discussed may include for example equity, equality, swimming instruction, playing together with a person of opposite sex, a child's seating and holding hands.

2.3 THE DEVELOPMENT OF LANGUAGE, CULTURE AND WORLDVIEW AWARE OPERATIONAL CULTURE IN EARLY CHILDHOOD EDUCATION AND CARE

The principles of early childhood education and care plan state that the operational culture of the work community is shaped by conscious, unconscious and sometimes unintentional factors. The entire staff influences the operational culture, which in turn affects all members, regardless of whether its importance is recognized or not. The operational culture influences the quality of early childhood education and care and plays a key role in the implementation of early childhood education and care and the achievement of goals. Inclusive operational culture that supports the goals of the Act on Early Childhood Education and Care creates favourable conditions for children's development, learning, inclusion, safety, well-being and a sustainable lifestyle.

The development of an operational culture requires the management of pedagogy. The ECEC centre director regularly encourages the work community to develop and innovate a common operational culture. The Finnish National Agency for Education's *Työn tueksi varhaiskasvatuksessa* (Support for Work in Early Childhood Education and care) website in Finnish contains a wealth of material for developing the operational culture. The work community is constantly developing new ways to operate in changing operative environments. The development utilizes Finnish cultural heritage, national languages and the cultural, linguistic and worldview related diversity of the community and the environment. In the development of the operational culture, the ability to see things from many perspectives and the ability to position oneself to other person's position are the starting points for understanding cultural diversity.

The staff consciously develops practices and structures promoting participation also for children who do not speak Finnish. The participation of all children is made possible through

the use of pictorial support, objects and electronic means in joint discussions, talking about how one has spent the weekend and in children's meetings, etc. The staff has been thinking how to describe the child's rights and responsibilities through pictorial support, personal behavior and activities, and to strengthen the child's sense of belonging to the community and describe the consequences of the child's own choices. The initiatives, views and opinions of children, staff and guardian are heard and valued. More information on the development can be found in chapter 2.4.

2.4 CRITERIA FOR THE DEVELOPMENT OF LANGUAGE, CULTURE AND WORLDVIEW AWARE EARLY CHILDHOOD EDUCATION AND CARE

The criteria for the development of language, culture and worldview aware early childhood education and care are based on the development of the language aware ECEC centre implemented in Vantaa in 2017–2019. The pedagogical methods of development used loosely the Australian language aware Genre method (Reading to Learn) and the Canadian LAP pedagogy (Linguistically Appropriate Practice), which makes the languages and cultures of the families in a group of children visible. Various indicators for assessing the quality of early childhood education and care have been utilized in the criteria. In drawing up the criteria, attention has been paid in particular to the realization of inclusion and the importance of interaction as an enabler of a child's participation, children's literature as a tool and enabler for learning, and to the appearance of linguistic and cultural diversity. The criteria has taken into account different ways of implementing pedagogical documentation.

The quality indicators for early childhood education and care developed by the Finnish Education Evaluation Centre (Karvi 2018) provide a basis for what the evaluation should focus on in order to ensure a high level of early childhood education and care. The criteria for the development of language, culture and worldview aware early childhood education and care specify the indicators related to language and culture awareness set for early childhood education and care. Karvi's quality indicators are marked in texts *in italics*. The indicators have not been placed in order of priority, but the criteria for the sub-areas of each step contribute to the implementation of the indicators.

In the development of language, culture and worldview aware early childhood education and care, it is important to take into account the equal opportunities for all children to participate in activities in accordance with the principles of inclusive early childhood education and care. The criteria contribute to building an inclusive operational culture. ECEC centres need to develop their language, culture and worldview aware related activities, as the environment for early childhood education and care is also diverse and changing. In this environment, the importance of social and interaction skills as well as cultural competence are emphasized.

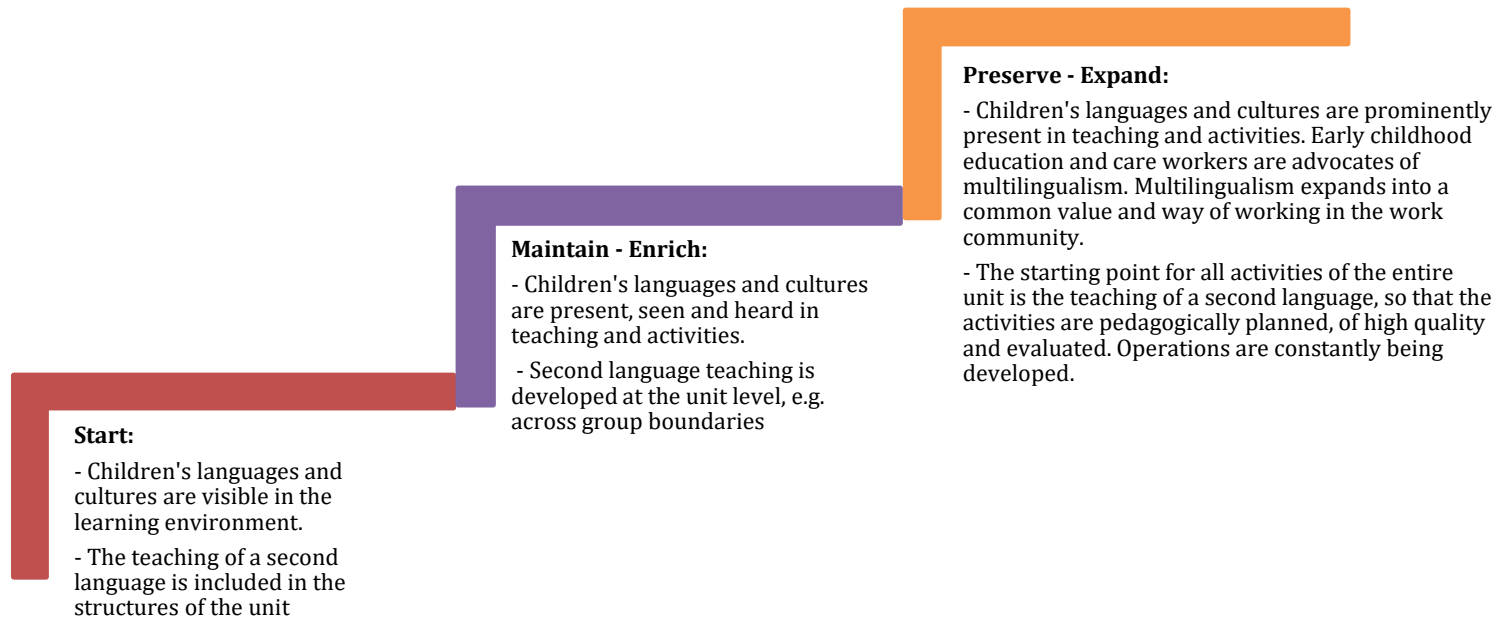
The criteria has been developed to support language, culture and worldview aware activities in accordance with the early childhood education and care plans of ECEC centres. The criteria is described using a step model. The steps are based on the documents that direct early childhood education, pre-primary education and preparatory education (curricula and

Handbook on Language, Culture and a Worldview Awareness in Early Childhood Education and Care). The step model of the criteria helps the staff to find the development targets that are necessary for their operations. Language and culture coordinators are supporting the development of ECEC centres. In Vantaa, the development of language, culture and worldview aware activities is the responsibility of every early childhood education and care employee.

In the criteria, culture and worldview are seen as interconnected. Many communities think that culture and religion are inseparable. The worldview is thought to be related to the perception of the individual or community, e.g. reality and morality, such as the perception of right and wrong. The Finnish National Agency for Education Board's website defines that a worldview includes worldviews and views of life that include the worldview, ethics, values, and information theory.

In the course of updating the handbook, the criteria became an evolving tool that will be reviewed and updated as necessary.

Criteria for the Development of Language, Culture and a Worldview Aware Early Childhood Education



Principles of the early childhood education plan, Vantaa early childhood education and care plan
Principles of the pre-primary curriculum, principles of the Vantaa pre-primary curriculum
Principles of preparatory education curriculum, Vantaa preparatory curriculum for 6-year-olds
Handbook of Language, Culture and a Worldview Awareness in Early Childhood Education and Care



Start:

Framework:

The head of the early childhood education and care unit is responsible for the goal-oriented and planned management, evaluation and development of the pedagogy of his or her units and for enabling the staff to learn on the job. Pedagogical management is carried out with the support of early childhood education teachers and with the involvement of the entire staff.

The teacher in early childhood education and care is responsible for planning the activities of a child group, implementing the goals of the activities and evaluating and developing the activities. Together, the entire staff plans, implements, evaluates and develops pedagogical activities.

The staff will ensure that every child feels good in early childhood education and care. Children feel that they are heard and appreciated as they are.

- The unit has a structure (pedagogical team, management team, etc.) where the implementation of language, culture and worldview aware education is discussed in groups at least twice a year.
 - The staff can use the LangPeda tool (section 1, evaluation of the language-aware learning environment) as part of the pedagogical documentation.
- The staff of the child group has read the early childhood education and care plan / pre-primary curriculum and the Handbook of Language, Culture and a Worldview Awareness in Early Childhood Education and Care and their contents are discussed in the team.
- The action plan for the child group sets the goal of developing the teaching of Finnish as a second language and its implementation methods.
 - The staff starts using the LangPeda tool (section 3 monitoring the Finnish language skills of a multilingual child) as part of the pedagogical documentation.
- The staff creates an accepting and safe atmosphere where children, guardians and staff can communicate comfortably without stress.
 - The staff ensures that every member of the work community, children, guardians and visitors are noticed and greeted.
 - Visitors are introduced to the group of children and children and adults in the group introduce themselves.

Physical learning environment:

The staff creates and maintains an atmosphere in the group based on appreciation of the children's individual differences and different cultures, religions and worldviews. The staff supports the children's multilingualism in the group.

- A world map and flags, as well as a list of languages spoken in the group of children is always displayed in the learning environment.
- At least the “welcome” and “good morning” wishes are displayed in the learning environment in all the languages spoken by the group of children.
- The learning environment displays the alphabet as well as numeric signs, numbers and numerals 0–10. In addition, at least in the group of 5-6 year olds, objects have been named with word tags. (e.g. CHA-IR, chair, WIN-DOW window)
- Cultural diversity is reflected in the learning environment.
 - Changing theme tables (e.g. by continent: animals from different countries, dishes from different cultures, celebrations of different religions / cultures)
 - Changing illustrations in the learning environment (e.g. seasons in different countries, weather in different countries, dressing in different countries, e.g. school uniforms).
 - The linguistic and cultural roots of the children in the group are graphically illustrated (e.g. poster / collage / bulletin board).
 - Language of the month
 - Star child of the week
- The pictures, maps and greetings are set at the height of the children's eyes (below mid-room height).
- Children's books suitable for the age, developmental level and interests of the group of children are on display in the learning environment.
- Some of the books are displayed in an attractive way so that the child can see the cover of the book.
- Up-to-date pictures of the day depicting the course of the day are displayed in the group of children.

Pedagogical activities:

The interaction is positive, caring, encouraging and affectionate. The staff is committed to the child and the group of children.

The staff builds a positive learning environment for the children. The atmosphere in the group is safe, warm, inspiring to learn and caring.

The staff acts sensitively and notices the children's initiatives and responds to them in a way that supports the children's participation and human agency.

The staff takes into account all the children in the group and understands the children's different ways of expressing themselves.

The individuality of the child is taken into account so that each child learns to identify and find their own strengths and interests.

The staff regularly and systematically observes and documents the children's daily lives in early childhood education and care to understand the child's world of experience. The information produced together with children using a variety of methods is utilized in the planning, implementation, evaluation and development of activities.

- The staff respond sensitively to a child's interaction initiatives taken with a gaze, gesture, facial expression, or speech.
 - The staff ensures that positive interactions are maintained with gestures, facial expressions, tones and weights.
 - The staff uses pictures, objects, and gestures alongside with speech to support interaction.
- To ensure the children's participation, the staff will ensure that the following are realized in interaction:
 - Greeting
 - Joy
 - Friendliness
 - Positive feedback
 - Unhurriedness
 - The staff actively participates in children's activities (for example supported play, outdoor plays, children's initiatives, reading a book, among other things)
- Naming is a well-established practice in a child group.
 - The staff actively names objects, places, activities and people during all activities.
 - Especially from the point of view of a beginner in language, care is taken to ensure that the staff uses the same words e.g. for clothes.
- The staff entices the child into a conversation that interests him or her and in which he or she is able to participate.
 - The staff takes into account that the development of each child's language progresses individually (interaction skills, language comprehension, speech production, language use skills, linguistic memory and vocabulary, language awareness).

- The speech produced by the child progresses through the following stages: pointing, naming, narrative, descriptive, and cause-and-effect relationships.
- In guided activities, transition situations and free play, the staff uses pictures that break down the activity, describe the necessary objects, anticipate future activities and what is expected of the child.
 - The staff has agreed together on the meaning of the pictures and uses them systematically in the same way.
- The staff reads fairy tales to children on several occasions on a daily basis.
- Children's languages and cultures are present in teaching and activities.
 - The language of the activities in Finnish-language early childhood education and care is Finnish.
 - All the different means of communication are used in interaction to ensure a common understanding (among other things gestures, facial expressions, objects, images, translator).
- Children's music from different cultures is part of music education.
- Visual arts from different cultures are part of art education.
- Diversity is reflected in the topics, in other words themes covered by the group of children, i.e.:
 - What does a policeman, firefighter or nurse look like in different countries?
 - How does winter look like in different countries?
 - What kind of bears are there?
 - What kind of sounds the animals make in different countries?
 - What is eaten for breakfast in different countries?
 - How do license plates look like in different countries?

Cooperation with guardians:

The starting point for educational co-operation is the appreciation of the child and his or her guardians and an open, equal and confidential relationship. Respect for the guardians' knowledge of their child and the professional knowledge and skills of the staff is visible in interaction.

- The staff adopts different methods of communication for daily encounters with guardians.
 - Clear short expressions and slow speech (plain language)
 - Use of pictures such as an illustrated weekly or monthly bulletin
 - Google image search and fast drawing techniques
 - Utilization of translation applications
 - Pupil's booklet, written messages

- Electronic platforms (e.g. Facebook, Instagram)
- The staff discusses growing bilingual and multilingual with guardians.
 - Stages and significance of the development of the mother tongue(s)
 - Learning a second language by adapting and teaching
 - Systematic expansion of vocabulary in languages the child knows
- The staff asks the guardians for tips on children's culture in different countries (e.g. music, poems, children's literature, clothing, toys, yard games, for example as YouTube links).
- The staff asks the guardians to contribute to the accumulation of relevant material (e.g., empty packages and magazines with different language texts and logos for playing a shop, hairdresser, doctor, library, office, restaurant, car wash, etc.).
- The staff discusses with the guardians how the linguistic, cultural and world view related diversity is reflected in the activities of the child group.

Maintain - Enrich:

Framework:

Eating situations, moments of rest, transitions, dressing situations and other basic activities are carried out as goal-oriented pedagogically.

- The unit has a structure (pedagogical team, management team, etc.) that regularly discusses the upgrades related to the language, culture and worldview awareness of the early childhood education plan and their implementation in the groups. Based on the topics raised in the discussion, a change in the operational culture and/or operational methods is planned and the change will be evaluated during the current operating year. The topics may be, for example:
 - Participation, equality and equity or cultural diversity and language awareness. (Early childhood education and care plan 2018. The operational culture of early childhood education and care, chapter 3.1)
 - Children's rights, growing up as a person and family diversity (Early childhood education plan 2018. Early childhood operational culture, Chapter 2.4)
- The ECEC centre director discusses with each member of the staff the development needs related to language, culture and worldviews. Development needs can be, for example, the need for personal education, the development of the team's competence in a certain topic, the development of the entire work community. It is the responsibility of the ECEC centre director to take the development needs forward.
- The action plan of the child group takes into account the needs of the group's children for teaching Finnish.
 - As part of the pedagogical documentation, a file on the group's children is compiled showing the number of children, years of birth, the children's mother tongue(s), the parents' mother tongues and languages spoken at home, and how long the child has been attending Finnish early childhood education and care. The information gathered is used as a basis for planning activities (e.g. how many children in the group have just started in early childhood education and care? How many beginners in a language? How many speakers of the same language?).
- The child group has agreed on the structures for language teaching, among other things by the following means:
 - small group activities
 - morning and day circles
 - teaching the language in all everyday situations: transitions, meals, dressing, etc.
- For example, the following commonly agreed language teaching methods are used in a group of children:
 - the staff acts as a verbalizer and a supporter of the play

- the staff verbalizes and supports the play in all situations
- for example, the following materials or methods are used: interactive reading, storycrafting, a word bag, in the daily life of Roihuset, *Kili, Kuttu, Avainsanoja* (Keywords), *Lukulumo* (Reading enchantment), etc.

Physical learning environment:

The pedagogical learning environment, designed and built by the staff and children together, encourages children to play, move, explore, create and express. The learning environment is regularly evaluated and adapted to children's needs and interests so that it challenges and inspires children to learn.

- Texts and books in languages spoken by a group of children are on display in the learning environment.
 - There are map books and various maps on display, as well as materials for crafting flags, e.g. with perler beads.
- There are viewing, picture, nonfiction and poetry books that are suitable for the age, level of development, interests and theme of the child group on display in the learning environment.
 - Making use of a multilingual library.
- There is a quiet place to read the books near the attractively placed books, as well as a place for the staff to read the book to a small group of children.
- The pictures and play equipment in the learning environment reflect diversity.
 - The images and toys feature children, adults, and the elderly from different ethnic backgrounds (e.g. baby dolls, Dublo and Lego characters, Barbies, paper dolls, dollhouse characters, puzzles, national dolls, textiles, role-playing clothes, home play utensils).
- The pictures also show, for example, people sitting in wheelchairs and with hearing and visual impairments, as well as diverse families.
- The topic to be covered, i.e. the theme chosen for learning, is illustrated in the learning environment with pictures and objects.
 - An entity related to the topic is built in the learning environment (e.g. a theme wall "signs of spring", "sharks").
 - The learning environment is adapted to the topic (e.g. a cardboard-framed bird-watching hatch is attached to the window and a book on birds is placed next to it).
- Many pictures are used in a group of children: anticipation (e.g. first-then, forest trip map), transition situations, choice of play, eating, dressing, outdoor plays, weekend news, pictures of small group activities, rule plays, social stories (e.g. how to get involved in a play).

Pedagogical activities:

The staff interacts with the children in a way that corresponds to the children's development, interests and learning abilities.

The staff acts sensitively and detects children's initiatives and responds to them in a way that supports children's inclusion and human agency.

Early childhood education and care activities are relevant to children, challenging to learn as well as inspiring.

Together, the staff and children carry out a wide range of pedagogical activities based on play, movement, the arts and cultural heritage, which provide children with a positive learning experience. The activities promote the realization of goals in accordance with the areas of learning and broad-based competence.

From the point of view of language learning, the realization of the different stages of the activity in a certain order is not the most important thing, but what can be learned in terms of vocabulary in the activity.

- The staff ensures that each child is able to participate in joint playing.
- The staff makes sure that there are daily children's rhymes and rhymes in the child group, as well as playing with language, sounds and syllables.
- The staff ensures that the activities are integrated, i.e. comprehensive pedagogical activities, which are based on among other things on children's plays, fairy tales or trips. The goals of different areas of learning and transversal competence are linked to comprehensive pedagogical activities.
 - The staff ensures that the topics, i.e. the themes chosen for learning, are wide-ranging, that learning is multi-channeled and that learning takes place in all the different situations of the day, taking the child's initiatives into account, in a teacher-led way.
 - The staff ensures that the activities allow adopting vocabulary according to the topics.
 - The staff teaches the language related to the topic in terms of comprehension, production, language use and expansion of vocabulary goal-orientedly.
- The staff takes into account a child's close development zone when talking to the child. If a child uses two-word expressions, the adult expands his or her own expressions one step further.
 - When discussing with a child, the staff makes sure that the discussions encourage the child to talk, develop the child's thinking skills and are in accordance with the child's age and level of development.
 - The child is enticed to discuss a variety of topics.
 - The staff teaches language use skills in a variety of encounters, social situations, and teaching situations (e.g. "Good morning. How are you?", "Enjoy your meal!", "Excuse me, may I disturb you?", "Make a circle. Sit down on the floor.").
- The staff describes the objects, places, activities and people using:

- adjectives (e.g., checkered, striped, dotted, high, low, narrow, wide, last),
- numerals (e.g. three, first, fifth),
- location attributes (e.g. rear, front, top)
- time attributes (e.g., today, tomorrow, evening, night).
- e.g., "Today we're enjoying the square-formed biscuits."
- The staff teaches different language structures.
 - Verb conjugation and tense (e.g. I sit, I sat)
 - Negative expressions (e.g. What don't you like? What doesn't show in the picture? You don't like carrots.)
 - Plural (e.g. wolf-wolves, girl-girls, apple/apples)
- The staff helps the child to communicate with other children.
 - The staff helps the child use the pictures in the plays.
 - The staff is involved in verbalizing and supporting playing.
 - The staff guides the child to use appropriate language for the situation.
 - The staff encourages the child to communicate verbally.
- The staff encourages the child to tell about events, to express his or her opinion and to describe his or her thoughts in a variety of ways.
 - The staff uses the which, what, where question words with younger children to expand the child's expression.
 - The staff uses the what kind of, why, when, for what, how questions with older children to expand the child's expression.
 - The staff takes into account the level of proficiency in the Finnish language of a learner of other language.
- The staff teaches conceptual language in addition to everyday spoken language (e.g., in the middle, line, queue, last, every other, in the back, middle, above, on the top, narrow, shallow, longer, longest, as many as, more, less).
- The staff learns greetings, single words, numerals, songs and children's rhymes in children's languages. (e.g. "In how many languages can we say red?")
 - The group gets acquainted with a new language every week, among other things by learning the days of the week and courtesy phrases in that language.
 - A child who speaks the language subject to learning can act as an assistant teacher, he or she may have practiced in advance, for example, the names of the day of the week to be learned in his or her own mother tongue.
- The staff takes into account the culture and worldview related backgrounds of the child group. For example, the staff remembers to wish a nice feast day on important feast days in children's culture and religion.

- The staff reads fairy tales to children in a variety of ways (e.g., using pictures, objects, and props, utilizing music, musical instruments and movement, performing as a table theater, and showing a book using a video projector).
- The staff reads a variety of text types written for children: viewing books, picture books, fairy tales, poems, children's nonfiction books, children's dictionaries, newspapers and magazines, comics, children's news, news in plain language, reviews, instructions, game instructions, food recipes, advertisements, calculations etc.
- The staff selects and ensures that children's books related to the topic are on display. The staff reads these books with the child in one-on-one situations, small groups, and with the whole group. The staff varies the books on display according to the seasons, parties, themes and topics.
- The staff takes advantage of opportunities to listen to fairy tales in different languages (different applications such as *Lukulumo*, different language skills of employees and guardians, library, utilization of students from different language backgrounds, etc.).
- In the guided activities, the staff uses pictures that allow the child to express him or herself (e.g. express an opinion, share how they are doing, make wishes, comment, tell about events, come up with something new).

Cooperation with guardians:

The involvement of guardians in the planning, activities and evaluation of early childhood education and care is made possible. Various forms and methods of educational co-operation are planned together with guardians.

- The staff utilizes the knowledge of guardians to produce texts in different languages. For example, the following texts in different languages may be requested from guardians:
 - Phrases and words
 - Children's songs
 - Poems, counting out rhymes
 - Children's literature, magazines
 - Alphabet
 - Numbers
- The staff tells the guardians about the importance of literature in the development of linguistic skills.
 - The staff takes up the children's initiatives and organizes for example a tea time for the guardians, where they can tell about a shared reading experience between the children and the staff.
 - Parents and children are provided an opportunity to read together at the ECEC centre, for example in a fairytale tent.
 - Guardians are given the opportunity to borrow books from the ECEC centre.

- A book exchange point will be arranged for the guardians.

Store- Expand:

Framework:

The staff systematically builds and guides the group's operational culture in a way that promotes, maintains and develops social cohesion. The staff makes sure that every child gets to feel they belong to the group and feel part of the group. The staff supports the formation and maintenance of children's diverse friendship relationships.

Together, the staff and the children form a community of learners in which the meaningful participation of all children in the activities takes place. The staff supports the children's group activities by guiding and setting an example.

- Multilingualism is a common value and way of working in the work community.
 - The right to one's own language, culture, religion and worldview is a fundamental right of children and families.
 - In the activities, Finnish cultural heritage, national languages and the cultural, linguistic and worldview diversity of the community and the environment is being utilized.
 - The work community has the ability to see and understand things from many perspectives as well as the ability to put themselves in other person's position.
 - The work community is constantly developing new ways to operate in a changing operational environment.
- The work community promotes participation, equality and equity in all activities, including those children who do not yet express themselves in Finnish.
 - The unit has a structure (pedagogical team, management team, etc.) in which attitudes among other things towards language, ethnicity, disability, worldviews, gender and its diversity are reflected in speeches, gestures, actions and practices.
 - The staff has understood that patterns of interaction and language use, as well as ways of acting according to stereotypical assumptions, are conveyed to children.
 - The staff encourages children to make choices that are not related to gender, stereotypical roles, or expectations.
 - Different ways of thinking and acting are discussed constructively, remembering Finnish legislation.
 - Topics to be discussed include among other things: equity, equality, swimming instruction, playing with a person of opposite sex, child's seating and holding hands.

- The staff recognizes the unequal features related to children's encounters with each other and addresses them subtly and consistently (e.g. a child who does not speak Finnish is always offered the role of a dog when playing house, a child who speaks better Finnish corrects another child's comprehensible speech in unpolite manner).
- The unit has a structure (pedagogical team, management team, etc.) that discusses ways to support a child growing up between two or more cultures. They consider how to discuss with guardians about a child's experiences growing up between two cultures. In Finnish early childhood and care education, girls and boys are encouraged to work and play together, although at home a child may be raised to play the role of a boy/girl according to their own culture.
- The staff consciously develops practices promoting participation and structures also for children who do not speak Finnish.
 - The participation of all children is made possible by the use of picture support, objects and electronic means, e.g. in joint discussions, exchange of weekend news, and children's meetings.
 - The staff has pondered how a child's rights and responsibilities (e.g. the right to one's own mother tongue, responsibility for cleaning up after themselves) are described to the child through picture support, their own behavior and activities.
 - The staff has thought about how to describe the child's sense of belonging to the community through picture support, their own behavior and activities, such as taking care of grouping when a member of a child group changes and maintaining methods that also strengthen the absent child's sense of belonging to the group, (for example waving to the absent person) as an established manner.
 - The staff has been thinking how the consequences of one's own choices are described to the child through picture support, their own behavior and activities (e.g. illustrated social stories).

Physical learning environment:

- The staff ensures that the learning environment contains words related to the topic to be dealt with in different languages.
- In the learning environment, the alphabet as well as number signs, numbers and numerals 0-10 are displayed in other languages of the group in addition to the Finnish language. In addition, at least in the group of 5-6-year-olds, objects have been named in other languages in addition to Finnish.
 - Alphabet boards in different languages
 - Numerals in European languages

- Numerals, colours, phrases in different languages
- Number signs with different writing styles
- The content of the plays shows both a linguistic and a cultural perspective.
 - The play is related to the topic to be covered and enables the learning of vocabulary and concepts within the topic.
 - The cultural backgrounds of the child group (e.g. toys, objects, textiles, role clothes, eating habits) have been taken into account when planning the play.
 - Guardians have been asked to provide vocabulary related to plays in different languages (e.g. objects are named in the mother tongues of children in addition to Finnish).
- The topic to be covered, i.e. the theme chosen for learning, is shown to the guardians in the learning environment illustrated with pictures and objects (e.g. self-made poster, collage, illustration on a bulletin board).
 - The guardians see the concepts to be learned in Finnish in words and pictures and are asked to write the corresponding concepts in the children's mother tongues.
 - A poster, collage, or bulletin board is photographed or videotaped. A collection of topics covered during the year is compiled, such as an e-book or a growth folder, the contents of which is revised in regular discussions with children.
- The learning environment displays viewing, picture, nonfiction and picture books in many languages that are suitable for the age, level of development, interests and theme in question of the group of children.
- In learning environments (e.g. house play, car play, examination room, bathroom), children's viewing, picture, nonfiction and poetry books related to activities in question are displayed attractively. This gives the child the opportunity to study the book according to their own interests.

Pedagogical activities:

- The starting point for all activities of the entire unit is the teaching of a second language so that the activities are pedagogically planned, of high quality implementation and evaluated. Activities are constantly being developed using pedagogical documentation methods. These methods include e.g. photographing together with children, videotaping and recording children's speech word for word, recording various outputs. These documents are discussed with the children and further plans will be made on the basis of the discussions.
- The staff makes sure that there are daily making of children's rhymes and rhymes in the children's group, as well as playing with different sounds and syllables also in different languages.

- The languages naturally used by children are used in the interaction.
 - Simultaneous use of different languages helps to understand things and learn something new (e.g. the concepts of sister and brother in different languages are found out from the guardians and the concepts are used in future teaching).
 - The staff guides the child to learn content that is relevant to the child's own interests, using the child's own mother tongue.
- The staff is committed to long-term development work. The aim is to find a new kind of way of teaching that promotes the teaching of the language of learning. The aim is also to find natural ways to integrate children's different languages into teaching. Development work is carried out in peer groups in cooperation with language and culture coordinators through separate development tasks. The entire staff of the ECEC centre participates in the development work.
 - The staff plans and implements the activities so that all the children in the group are interested and enthusiastic about the activities and want to take part in them.
 - Development based on interactive fairy tale reading is an activity that lasts at least a year.
 - The integrated pedagogical activities planned by the staff are based on interactive fairy tale reading.
 - In interactive storytelling, the goals of different learning areas and transversal competencies are realized.
 - The Australian Genre method (Reading to Learn) and the Canadian LAP pedagogy (Linguistically Appropriate Practice) are loosely used as pedagogical methods for development.

Cooperation with guardians:

- The whole ECEC staff are advocates for multilingualism.
 - The linguistic resources of the whole work community are used both in the encounter with the guardians and in acting with the children (e.g. learning to greet a new child and family in their mother tongue in advance and putting out a welcome greeting in writing).
 - The staff asks the guardians to translate the concepts related to the topic, i.e. the theme chosen for learning, into the children's mother tongues.
 - Guardians are invited to be involved in the processing of a multilingual storybook.
- The initiatives, views and opinions of children, staff and guardians are heard and valued.
 - In the foyer of a child group, there is a mind map where guardians and children can express their wishes about the activities of early childhood education and care with the help of pictures (e.g. football, forest trip, watercolors) and texts.
 - The staff will consider ways to find out if guardians are willing and able to take part in the activities (e.g. a questionnaire for guardians equipped with picture support or symbols).

- The staff also asks for the views and opinions of the guardians on the actual activities also in discussions accompanied with an interpreter.
- The staff builds and strengthens social cohesion between all children, families and staff in the early childhood education and care environment.
 - The staff invites the guardians to plan and carry out activities related to the topic being discussed.
 - Sensory room (e.g. Turkish tea room, Lapland hut, Indian Diwali, Spice bazaar, ornaments in art, Moomins included, green day).
 - Theme tables for celebrations of different cultures and religions (e.g. Easter, New Year, Women's Day, Holy Day, Shrove Tuesday <http://www.juhlakalenteri.fi/>)
 - Together with the guardians, the staff organizes culture days, where the family has the opportunity to present their own culture in the following ways, among other things:
 - dressing
 - objects
 - flags
 - maps
 - music
 - food and eating habits
 - The staff invites the families to take part in early childhood education and care or pre-primary activities.
 - The child is allowed to invite a person to the ECEC centre who is important to him or her for joint free-form activities.
 - Morning activities with the theme of learning through playing and understanding the meaning of the daily rhythm.
 - The day begins with a common morning circle, where the course of the day is explained with the help of pictures.
 - Plays are planned in advance in the children's meetings.
 - Children select a play using the play selection board.
 - Guardians are guided to play the games supported with pictures together with their children.
 - The staff is involved in modeling the plays and answering guardians' questions.
 - Experts may be invited to join.
 - The staff regularly provides opportunities for guardians for a joint discussion.

- For example, a common morning café may be organized for the whole ECEC centre, where an expert will be invited to initiate a discussion on a specific topic together with staff representatives. The wishes of the guardians are taken into account. The topics may be:
 - Issues related to parenting and child upbringing
 - Cultures and different customs of families
 - Sharing of homework, support networks and parental coping
 - Matters related to starting school
 - Hobbies
 - Healthcare (mother and child clinic, dental care, etc.)
 - Child welfare

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- Leena-Mari Tornivaara, head early childhood education and care

Authors of the criteria:

- Raija Mannermaa, language and culture coordinator
- Tuija Ruonala, language and culture coordinator
- Nina Thurin, language and culture coordinator

QUESTIONS TO CONSIDER:

- What are the structures in your unit to promote equality?
- What are the structures in your unit for implementing, evaluating and developing a language, culture and worldview aware operational culture?
- What are the good practices of your operational unit?

– **SUMMARY OF CHAPTER 2**

- ECEC centre director leads the language, culture and worldview aware early childhood education and care, pre-primary and preparatory education in his/her operative unit and supports the development of the work community into a learning community where competence is developed and shared
- The Equality Act obliges the ECEC centre to have a plan for the necessary measures to promote equality and equity.
- The entire staff influences the formation of the operational culture of the ECEC centre

3 COOPERATION WITH PARENTS

3.1 STARTING EARLY CHILDHOOD EDUCATION AND CARE

According to the principles of national core curriculum for an early childhood education and care plan, cooperation with guardians is important in early childhood education and care. According to Vantaa's early childhood education and care curriculum, co-operation between early childhood education and care and guardians takes into account the linguistic and cultural background of the family. Particular attention is paid to encountering families from different linguistic and cultural backgrounds and to sensitive receiving and supporting of children as a member of the group. In addition, the building of a child's multilingual and multicultural identity is supported and confidential and respectful co-operation with guardians is enabled.

Creating a working collaboration starts with the first encounter. The staff has a statutory duty to provide advice, which includes providing guidance and answering inquiries in their respective fields of operation. Efforts must be made to guide the client forward, even if the matter in question would not be related to the field of early childhood education and care.

A conversation is held between the guardian and the early childhood education and care worker before the child starts attending early childhood education and care, pre-primary or preparatory education. In municipal early childhood education and care, starting practices are defined in a common operational model. If necessary, an interpreter will be ordered for the conversation. The type of residence permit of those persons who have moved to Finland from abroad is being determined immediately in the early stages of early childhood education and care. More information on the child's placement in early childhood education and care, pre-primary and preparatory education can be found in chapter 5.1, and information on residence permits in chapter 5.2.

The initial conversation form made for bilingual and multilingual families is filled out with the family when starting at early childhood education and care. The purpose of the initial conversation is to obtain information about the child's earlier life and the development of his or her own mother tongue(s), as well as the family's expectations for early childhood education and care. During the discussion, the guardians are informed about the child group's practices and cooperation and information provision practices are agreed on. The conversation will also include a *Lapsi kotiloissa* (Child at Home) form for all new families, which can be filled out in advance by guardians. The form is available in Finnish, Russian, Estonian, Somali, English and Swedish.

It is important to discuss the goals, contents and methods of Finnish early childhood education and care and teaching with parents. *The Kuvaopas vanhemmille – varhaiskasvatuksen aloittaminen* (Picture guide for parents – getting started at early childhood education and care) in Finnish can be used to support the discussion. Sufficient time is reserved for the child and guardian to become acquainted with the child group, taking into account the child's age and temperament. Guardians are encouraged to be involved during the first few

days or weeks. Vantaa uses an operational model for starting at early childhood education and care.

The clients of *Neuvova Vantaa* (Counselling Vantaa) project are all employees who provide guidance and counselling for foreign language speakers in Vantaa. The aim of the project is to compile a website where the staff can find information about the services available to foreign-speaking families in Vantaa.

Vantaa-Info offers a wide range of service guidance in Finnish. From there, a resident of Vantaa receives advice and answers to questions related to everyday life and leisure, as well as guidance to further services. Persons who have moved to Vantaa from abroad or elsewhere in Finland have the opportunity to participate in an initial survey, which provides information on studying in Finnish or Swedish, employment, training and services in Vantaa. An early childhood education and care employee can guide the guardians to contact the person conducting the initial surveys or, with the guardians' permission, send their contact information and information of their mother tongue to alkukartoitus@vantaa.fi.

Information for guardians about the services in the Helsinki metropolitan area in several different languages can be found on the infoFinland.fi website. The site contains information on housing, employment, study opportunities to learn Finnish and Swedish, education, health, permits, social services, crisis situations, cultural services and leisure opportunities. The website also contains links in different languages to reliable information on current affairs published by Finnish authorities.

The *Tervetuloa Suomeen* (Welcome to Finland) guide helps immigrants during the initial stages when settling in Finland. The guide contains information among other things about housing, working and authorities, as well as basic information about Finnish society and culture. The guide is available in the following languages: Finnish, Swedish, English, Russian, Estonian, French, Spanish, Chinese, Arabic, Persian, Somali, Turkish and Thai.

The *Lastensuojelu.info* (Child welfare info) website is aimed specifically at immigrant parents and the professionals who work with them. The website is an online service that presents Finnish child welfare services in several different languages (Finnish, plain Finnish, Swedish, English, Russian, Estonian, Somali, French, Arabic, Farsi, Kurdish).

The multicultural skills centre of the Family Federation in Finland provides advice, counselling and training and produces practical materials for both immigrants and professionals in various fields. On the website of the Family Federation you will find booklets about child upbringing in plain Finnish, Arabic, Albanian, Burmese (Myanmar), English, Kurdish (Sorani), Somali and Russian. From these, parents get advice on how, for example, they should deal with problems related to their child's behavior and how they could support children with school attendance in Finland. The Family Federation has also published short videos on *Lapsi oppii* (Child is Learning) to support the development of language and interaction among children from multilingual families. The videos are currently available in Finnish, Russian, English and Arabic.

Familia association's Duo parental coaching has produced the *Rakkautta ja vanhemmuutta kahden kulttuurin perheessä* (Love and Parenting in a Family of Two Cultures) guide booklet, which is available in Finnish, English, Spanish, French, Russian and Thai. Also, professionals

who encounter bicultural families in their work can also benefit from the guide. Familia association offers free counselling for bicultural couples and families.

The International House Helsinki provides information and advice to immigrants who have moved to the Helsinki metropolitan area.

Kotoudu kotona (Integrating at home) guide is aimed at immigrant mothers as well as professionals who encounter immigrants in their work. The guide is available in Finnish, Arabic, Dari, Somali, English and Russian. Illiterate persons can make use of videos in their native language found behind the QR codes.

QUESTIONS TO CONSIDER:

- How have you ensured that the staff has sufficient information about Vantaa-based services and expertise for counseling families in accordance with the service principle?
- What are the best practices of your operative unit for starting at early childhood education?

3.2 COOPERATION WITH GUARDIANS

The co-operation between early childhood education and care and guardians takes into account the family's linguistic and cultural background as well as experiences from their country of origin. Interpreters will be used if necessary for discussions with parents and in parents' evenings.

The importance of development and support of the mother tongue(s) are emphasized in the conversation of the child's early childhood education and care plan and in the pre-primary or preparatory education curriculum conversation. It is recorded in the child's multilingualism plan how the guardians and staff support the development of the child's mother tongue(s) and what the aims and main contents of teaching Finnish as a second language (S2) are. In addition, the methods, procedures and pedagogical solutions that support the child's development and learning of the Finnish language are also recorded in the plan. The evaluation of Finnish as a second language teaching methods, operational methods and pedagogical solutions is continuous. Parents are informed about the progress of the child's Finnish language skills with the help of the LangPeda tool.

Parents are also told about the goals and the general educational significance of worldview aware early childhood and pre-primary education. The customs, traditions, and celebrations related to the family's culture, worldview and religion are discussed with them. Families' own expertise can be used when learning about different cultures.

Celebrations and events in early childhood education and care and pre-primary education enable both children and guardians a natural environment to become acquainted with the customs, culture and festive traditions of Finnish society. The festive tradition of early childhood education and care may also include some elements referring to religion, which are part of Finnish culture.

The Finnish National Agency for Education has also drawn up guidelines for the organization of worldview aware education and religious events in pre-primary education.

The staff is responsible for informing the guardians about the content and significance of celebrations arranged at the ECEC centre.

The staff should ensure that parents have the opportunity to participate in the planning and development of early childhood education and care activities and educational goals. The participation of guardians in early childhood education and care also enables networking between guardians. In parental events, the methods of early childhood education and care, child upbringing and learning are discussed, and information is provided about the Finnish educational system and the concept of learning. Early childhood education and care can also arrange events for guardians together with among other things school, speech therapy or psychologist's services. Information and communication technology and pictures illustrating activities are used as help in cooperation with guardians. If necessary, interpreter services are used.

The ECEC centre strengthens social cohesion between all children, families and staff in the early childhood education and care environment. Guardians can be invited to plan and carry out activities related to a topic, such as reading fairy tales in different languages or building themed tables together. The staff and guardians can also plan themed days together, for example in order to introduce different cultures. The staff can invite families to participate in early childhood education and care or pre-primary activities, such as celebrating important persons' festive day or participating in the forenoon activities of the child group. The staff can arrange regular possibilities for guardians to participate in a joint conversation, for example over morning coffee. You can read more about the examples in chapter 2.4.

QUESTIONS TO CONSIDER:

- How do you ensure the participation of bilingual and multilingual families in the planning, implementation and evaluation of early childhood education and care activities?
- What are the best practices of your operative unit for cooperating with guardians?

3.3 LANGUAGE, CULTURE AND WORLDVIEW AWARE PUPIL WELFARE AND THE CHILD'S WELL-BEING

According to the principles of the early childhood education and care plan, every child has the right to be heard, seen, taking into account and understood as a person and as a member of his or her community. Getting to know a foreign environment and learning a new language takes time and requires resources. Particular attention is paid to the sensitive reception of children when they start attending early childhood education and care. The child is supported to become a member of the group and join other children's plays. The staff responds to the interaction initiatives made by the child with a look, gesture, facial expression or speech. The staff ensures that positive interaction is maintained with gestures, facial ex-

pressions, tones and weights of voice. The staff uses pictures, objects, and gestures alongside speech to support interaction. Adequate adult presence and emotional availability create a sense of security for the child.

Early childhood education and care aims to support the well-being of the child by paying attention to the child's physical, mental and social development and by creating a safe environment for children to grow and learn that supports language and culture. Wellbeing-promoting activities are both preventive communal activities that support the whole group of children and individual consideration of the child's needs. The staff shall ensure that in interaction they take into account joy, kindness, positive feedback and unhurriedness. Well-being is promoted by a clear and planned day structure that is flexible to meet the child's needs when needed. The staff actively participates in children's activities to ensure that all children are able to participate. In Vantaa, guardians, early childhood education and care and mother and child clinic cooperate in connection with the child's extensive health check for 4-year-olds (*HYVE*).

Supporting children's peer relationships and well-being of the community is essential for prevention of bullying. The *Tietoa koulukiusamisesta vieraskielisille vanhemmille* (Information on Bullying for Foreign-Speaking Parents) leaflet provides information on bullying, harassment and discrimination. The guide explains how one can intervene these issues. The guide is aimed specifically at foreign-speaking parents and has been published in plain Finnish and in several different languages. The languages are plain Swedish, Russian, Estonian, Somali, Arabic, Persian, Turkish, Chinese, Albanian, Kurdish and English. Videos on the subject have also been published in Somali, Arabic and Kurdish.

In addition to the pre-primary staff, pre-primary pupil welfare in Vantaa is provided by the staff of the mother and child clinic, pre-primary education psychologists and school social workers together with guardians and children. Pupil welfare in preparatory education takes place as part of pre-primary pupil welfare.

QUESTIONS TO CONSIDER:

- How does your operative unit ensure that a new child who does not speak Finnish feels safe and welcome?
- How does your operative unit take care of the well-being of a child who has newly started?

SUMMARY OF CHAPTER 3

- In your operative unit, agree on ways to receive a new family
- Have an initial conversation with the guardians
- Introduce the activities of early childhood education and care, e.g. with the help of the *Kuvaopas vanhemmille – varhaiskasvatuksen aloittaminen* (Picture Guide for Parents - Starting Early Childhood Education) guide booklet
- Tell the guardians about infoFinland.fi website
- Tell the guardians where they can get the information they need
- Use an interpreter if necessary
- Help the child become a member of the group and participate in the plays

4 LANGUAGE, CULTURE AND WORLDVIEW AWARE EARLY CHILDHOOD EDUCATION AND CARE

In language aware early childhood education and care, the staff understand the key role of language in children's development, learning, interaction and collaboration. Languages are ubiquitous and play a very important role in building identities and belonging to society. Language awareness also means self-awareness as a user of the language(s), in which case the staff should be aware that they are linguistic models for children. The staff should pay attention to their own use of language.

Children are encouraged to learn different languages and to diverse use of language. Concepts and vocabulary related to learning modules are taught in natural situations that are relevant to children. Children's linguistic starting points are always taken into account. In early childhood education and care, all the languages present in a child group or in their immediate surroundings are introduced. The official languages of Finland or other languages and dialects spoken in Finland can also be introduced.

Language, culture and worldview aware early childhood education and care considers issues related to languages, worldviews and religions, as well as cultural customs, traditions, habits and celebrations together with all children. Dealing with these issues creates the basis for building a child's own worldview. The task of early childhood education and care is to pass on Finnish cultural heritage. Children also learn from each other such knowledge and skills that are a prerequisite for living in a diverse Finnish society.

National core curriculum and municipal-level curricula direct the activities of early childhood education and care. In addition, Vantaa's own instructions and guides determine the implementation of activities. Each child's early childhood education and care plan or pre-primary child's curriculum and child group action plan guide the planning of the content of activities.

In language aware early childhood education and care, language learning takes place in interaction. The child learns a second language by adopting the language from other children and adults in situations that are relevant and meaningful to the child. In addition, the staff must teach the second language systematically and goal-orientedly, taking into account the child's starting point. In language aware early childhood education, the languages of the immediate environment appear naturally in the learning environment, so that the language skills of children and their guardians are utilized and concrete language actions are performed.

Language aware staff understand that language is linked to interaction, a child's development, learning new things, expressing opinion, and participation. A language aware staff is aware of its own way of using the language and consciously teaching vocabulary related to each learning module. The learning modules are linked with both teaching sessions and daily recurring situations.

Culture and worldview aware early childhood education and care supports the construction of a child's cultural identities by providing experiences, knowledge and skills from different cultures. Culture and worldview aware staff has the ability to listen, identify and understand different views, and the ability to reflect on their own values and attitudes. The staff is also aware of the importance of religions as part of culture and acts in a culturally and worldview sensitive manner.

One method of language aware pedagogy is the so-called **scaffolding**, where interaction is a key principle in structuring pedagogy. This method helps the staff to understand the importance of the child's close development zone in learning so that the staff can provide the child with appropriate support and challenges. The teaching method requires the staff to identify the different stages of learning and to structure the skill to be learned in advance. The guided activity is carried out as interactively as possible, utilizing the child's close development zone. In scaffolding teaching, the content of the subject to be learned is first explained and described, and for example what is happening in a picture depicting a field landscape is explained and named to the children. Once the content to be learned has been told, the questions are asked so that everyone knows the correct answer, for example "can you find a tractor in the picture?". It is not question of the traditional teacher-led transfer of knowledge from adult to child or the assumption that a child will be able to answer a question without being taught before asking the question versus "what is this?" or "what season is in the picture?".

Scaffolding instruction should be utilized in interactive fairy tale reading. **In the first phase** (a phase regulated by the teacher), the children are introduced to the subject to be learned by briefly describing the plot of the fairy tale.

The second phase (the phase of doing it together) delves into the story to be learned in more detail. When reading a fairy tale, the meanings of the new concepts are described. This also ensures that a child practicing Finnish can participate. When learning the concepts of the fairy tale, all means of expression are used in joint action. For example, the word "roll" can be illustrated by movement. Instead of asking what the verb "to roll" means, the meaning of the term is illustrated and verbalized. The phase of working together is essential for learning, as it increasingly shifts responsibility to the child with the support of the teacher.

In the third phase (the phase of the child's independent work), the child is an active participant. The staff observes and encourages the child. The child is enabled to re-experience and work on the fairy tale through role-play, table theater, songs, children's rhymes, computer games and making art. Placing pictures and objects related to the fairy tale in the learning environment ensures that the vocabulary of the fairy tale remains in active use. Children can create their own new stories based on the fairy tale they have read. Documenting these new stories is important. The method is slow, but it engages children to work together and develops all children's interaction skills in addition to all children's language skills. Working on one fairy tale requires several learning sessions.

QUESTIONS TO CONSIDER:

- Are all the languages in the immediate surroundings valued and taken into account as languages of interaction and learning in your ECEC centre?
- What kind of discussion is taking place in your unit about the role of staff as a linguistic model? How do you develop the activities based on the discussion?

4.1 STRENGTHENING CULTURAL IDENTITY IN EARLY CHILDHOOD EDUCATION AND CARE

In early childhood education and care, getting to know different languages, cultures and worldviews strengthens children's self-esteem, cultural identity, builds co-operation with guardians and supports the family's integration. The publication *Kulttuuri-identiteetti & kasvatus* (Cultural Identity & Education) in Finnish examines the importance of cultural identity from the perspective of a child's growth and development. Even young children identify with the group to which they belong. Children know they are boys or girls, brothers or sisters. Gradually, they begin to identify with other groups or individuals, consciously or unconsciously. The early childhood education and care plan obliges the staff to discuss with guardians the formation of multilingual and multicultural identities.

In ECEC centre, it is important to get to know different cultures and celebrations so that children develop a positive image of their own background. Early childhood education and care supports a child's positive perception of himself or herself and promotes the child's ability to identify positively with his or her own ethnic group. The child must have the opportunity to grow up to represent both the Finnish and his or her own family's culture. Children who have identified positively with both their own and Finnish culture tend to appreciate both. ECEC centre plays an important role in building and strengthening the cultural identity of all children. The cultural understanding of children belonging to the dominant culture is also developing. More information on cultural awareness can be found in chapter 4.5.

Children's languages and cultures are present in teaching and activities. It is recommendable to start getting to know different cultures with things that are clear and concrete enough for small children. For example, a joint study could focus on how animals sound in different countries or what is eaten for breakfast in different countries. In early childhood education and care, children's music and visual arts from different cultures are part of art education. More examples on operating models can be found in section 2.4.

The staff takes into account the cultural and worldview related backgrounds of the child group. It is important that the staff remembers to wish a happy festive day on important festive days in children's culture and religion. The ECEC centre celebrates festive days related to the Finnish festive tradition and gets acquainted with the celebrations of the families of the child group. More information about the celebrations can be found in chapter 4.6.

In early childhood education and care, each child is encountered as his or her own self and not as a representative of an ethnic group or culture. If the environment constantly strengthens a child's immigrant identity, there is a danger that the child will learn to see

himself or herself only as an immigrant and not primarily as a child. In early childhood education and care, it must be remembered that even in everyday situations, a child is not set as a representative of a certain culture, but it is the task of the staff to find out in advance how an expression is said in a certain language. Language expertise should be provided for all children in the group. By doing so, all children are allowed to show their skills and not an individual child feels that he/she is the centre of attention. More information on equality, equity and racism can be found in chapter 2.2.

QUESTIONS TO CONSIDER:

- How do you support the building of a multilingual and multicultural identity of all children?
- Do you discuss about the fact that each child or family should be encountered as an individual and not as a representative of a particular language group or culture?
- How do you take into account the visibility of diversity in a variety of ways?

4.2 STRENGTHENING SOCIAL COHESION IN EARLY CHILDHOOD EDUCATION AND CARE

According to the Act on Early Childhood Education and Care (2018), the goal of early childhood education and care is to ensure that a child has the opportunity to participate and be able to influence matters that concern him or her. The Act obliges the organizer of early childhood education and care to work together with the child and his or her guardian for the benefit of the child's balanced development and overall well-being. This is achieved when the guardian has the opportunity to participate in and influence the planning, implementation and evaluation of his or her child's early childhood education and care.

When the Finnish Education Evaluation Centre Karvi (16:2018) was evaluating the local early childhood education and care plans, attention was drawn to the fact that in them, there was very little consideration of concrete ways of involving children who do not yet express themselves in the language used in early childhood education and care. The report also found that the ways in which children under the age of three to participate in joint decision-making were not very concrete. The means of participation mentioned in the local early childhood education and care plans seemed to require proficiency in the Finnish language and a willingness and ability to use it. The indicators of Karvi (24: 2018) describe the goals of high quality early childhood education and care at a general level. The criteria for the development of language, culture and worldview aware early childhood education and care developed in Vantaa specify and describe in concrete ways how the indicators related to language, culture and worldview awareness regarding early childhood education and care can be sought and achieved. Concrete means and methods can be found in chapter 2.4.

In inclusive early childhood education and care, the child is valued for his or her personal skills and abilities as he or she is. According to the rights of the child, the child must have the opportunity to express himself or herself, his or her opinions and thoughts by the means of expression he or she has. Inclusion is possible when the staff develops inclusive operating

models and structure that promote participation. This requires a discussion of attitudes and values. The staff must be able to face diversity and create equal opportunities for all children to work in a group.

According to the principles of the early childhood education and care plan, an inclusive operational culture promotes participation, equality and equity in all activities. Sensitive encountering of children and positive experiences of being heard and seen strengthen participation. Active and responsible participation requires skill and a willingness to participate. Children's participation and influencing skills are strengthened when the staff encounters children with respect, listens to their thoughts and responds to their initiatives.

The participation of children and guardians in the planning, implementation and evaluation of early childhood education and care activities promotes participation. In addition to children and staff, the early childhood education and care community can be seen including guardians, siblings, grandparents and other people close to the child. Participation and inclusion support the building of social cohesion. According to a study, e.g. dialogue, caring, mutual understanding, play pedagogy, positive feelings and the significance of other children and families increase social cohesion and at the same time enable the implementation of the Act on Early Childhood Education and Care (Lastikka, 2019).

The short video trainings published by the Finnish National Agency for Education delve into participatory pedagogy from different perspectives. The videos can be used in work communities' and teams' meetings and in the development of work communities.

QUESTIONS TO CONSIDER:

- Consider whether observing activities is participating?
- How is the participation and social cohesion of guardians who are not yet proficient in Finnish made possible in your unit?

4.3 IMPORTANCE AND SUPPORT OF MOTHER TONGUE(S)

Early childhood education and care supports the strengthening of a child's mother tongue and the learning of Finnish or Swedish of foreign-speaking children. The aim of the Act on Early Childhood Education and Care (2018) is to provide capacities to understand and respect the general cultural tradition and the linguistic, cultural, religious and worldview related background of each child. The principles of the early childhood education and care plan state that, when possible, children are arranged possibilities to use and adopt also their own mother tongue(s). The child must have the opportunity to grow into a member of both his or her own cultural circle and Finnish society.

For a child, his or her own mother tongue is a language of thinking and feeling that enables the child to interact and communicate with his or her family and cultural circle. Strong command of the mother tongue promotes the development of one's own identity and knowledge of culture and creates a basis for learning a new language. The child grows up to

be bilingual and multilingual in an environment where his or her own mother tongue is valued and where he or she is allowed to practice Finnish. Strong mastery of one's mother tongue also promotes the learning of a second language and broadly supports the child's school readiness and integration.

Guardians' means to support the mother tongue(s)

A child is inherently social and seeks to interact with others. Babies initially communicate through gestures, facial expressions, breathing rhythms, body postures, and making sounds. In order to develop mother tongue skills, a baby needs a lot of opportunities to hear the spoken language. An adult caring for a baby should talk, chatter, sing, and pamper the child. Early experiences of interaction are important for all aspects of development. A plain language video of the interaction between a toddler and a father is available on *Papunet's* website in Finnish.

Further information can also be found in the *Vuorotellen* (In Turns) guide leaflet, which is available in Finnish, Swedish, English, Russian as well as Northern, Inari and Skolt Sámi.

The Family Federation of Finland's *Lapsi oppii* (Child is Learning) videos emphasize the importance of positive interaction and togetherness for a child's speech development. The videos are currently available in Finnish, English, Russian and Arabic. Ten short videos give practical tips for guardians.

The language is usually learned either individually or community-based manner. In an individual-centred culture, such as today's Finnish culture, there is a lot of interaction between the child and the parent. One's own way of speaking is changed to be more suitable for the child. In addition, phenomena, things and events are verbalized to the child. Viewing, naming and reading books starts early. In community culture, the child learns the language by listening and following the speech in the environment. Adults do not consciously adjust their speech to suit the child, but prefer to repeat sentences. Learning a language communally requires a broad language community around the person. It is good to tell the parents about the importance of linguistic interaction in everyday life, because in Finland, families usually do not have a large community of their mother tongue around them. A child can learn his or her own mother tongue equally well in both individual and community culture.

Every child should have the opportunity to hear a lot of speech, whether the child is monolingual, bilingual, trilingual or multilingual. In addition, it is important to talk to the child in all the languages he or she is expected to learn. The speech must be rich and varied in terms of the child's level of development. According to current research, a guardian can speak more than one language to a child, but it is important that the languages are used systematically. For example, a bilingual guardian should consider in advance in which situations he or she will use which language.

In a Finnish-speaking environment, the guardian can maintain and develop the child's own mother tongue(s) in many ways. The daily conversation between the guardian and the child in their own mother tongue about different things enriches the child's vocabulary. In addition to everyday language situations, the child should also have the opportunity to learn a

more conceptual language in his or her own mother tongue. The language is learned naturally by listening to and reading books, following natural phenomena and doing household chores. Doing things together provides an opportunity to discuss concepts of location and relation, comparison, classification, and regularity. For example, when sorting laundry, it is natural to discuss colours, compare (similar - different, larger - smaller, odd - even) or think about what belongs / does not belong to the set.

QUESTIONS TO CONSIDER:

- Have the guardians been introduced to the picture of the parents' means of supporting the mother tongue(s)? Is the picture on display?
- Have you discussed in your unit how a plan for multilingualism will be drawn up and used to support the development of a child's language(s)?

Methods of early childhood education and care to strengthen the child's mother tongue(s)

In early childhood education and care activities we understand the value and significance of a child's own mother tongue(s). The languages in children's immediate surrounding should be naturally present in the everyday activities of early childhood education and care. Getting to know different languages, cultures and worldviews broadens one's worldview, creates an atmosphere of acceptance and arouses interest in other cultures. It is good to note that the overlapping use of the mother tongue(s) and Finnish allows the child to express himself or herself in the languages he or she knows and allows a rest in the new language learning environment during the early childhood education and care day.

The principles of an early childhood education and care plan oblige the staff to discuss with guardians the family's linguistic environment, language choices and the stages in the development of the mother tongue(s). In addition, the role of the mother tongue(s) in the development of a child's identity, joining one's own linguistic community and learning a second language is discussed. These issues are discussed with the guardians in the child's early childhood education and care plan conversations (*Lapsen vasu*) and in the pre-primary or preparatory education curriculum conversations (*Leops*). Common practices are recorded in a multilingualism plan that is part of a child's early childhood education and care plan or pre-primary / preparatory curriculum. The family always has the primary responsibility for maintaining and developing the child's own mother tongue(s).

The development of language aware pedagogy in early childhood education and care (LangPeda tool) section 2 can be used together with guardian to look at the languages and language use situations of a multilingual child's environment.

The Vantaa speech therapy website in Finnish contains files created for children of different ages to support their mother tongue.

Supporting language development for 0-12 months old file

Supporting language development for 1-2 years old file

Supporting language development 2-3 years old file

Supporting language development 3-4 years old -file

In addition, you can use the questions in the City of Helsinki's *Ota koppi* -program in Finnish to find out your child's proficiency in his or her own mother tongue(s).

In early childhood education and care, ways to support the child's own mother tongue are considered together with the guardians. Emphasizing the importance of interaction in language learning is important. For more information, see the *Huoltajien keinot oman äidin kielen/-kielten tukemiseen* (the parents' means to support their mother tongue(s)). In these discussions, you can use among other things the *Vuorotellen* guide leaflet available in Finnish, Swedish, English and Russian. The brochure *Monikielisyys arvokas voimavara* (Multilingualism is a valuable resource) can be presented and lent to the family for reading, is distributed to ECEC centres in Estonian, Vietnamese, Somali, Albanian, Russian, Turkish, Arabic, Kurdish, English and Finnish. A brochure on the meaning of one's mother tongue can also be printed for families. The file is available in several languages (Albanian, Arabic, Bosnian, Dari, English, Chinese, Kurdish, Pashtu, Persian, German, Somali, Finnish, Russian, Vietnamese, Estonian).

The Finnish National Agency for Education has published the *Oma kieli – oma mieli* (Own Language – Own Mind) guide leaflet to support the learning of one's mother tongue. In addition, the book *Oma kieli kullaan kallis* (Own Language Worth Gold), published by the Finnish National Agency for Education, presents the means a guardian can use when a child does not speak or refuses to speak his or her own mother tongue. Guardians can be told about the means mentioned in the publication:

- The guardian may seem not to understand the child's speech in Finnish and ask the child to repeat what he or she says in his or her own mother tongue.
- The guardian can ask clarifying questions that repeat the word or phrase used by the child in the mother tongue.
- The guardian can repeat the child's Finnish speech in his or her own mother tongue.

With the help of the Family Federation of Finland *Lapsi oppii* (Child is learning) videos, it is possible to discuss the importance of developing a child's own mother tongue and the means of developing it. Ten short videos give practical tips for guardians. The videos have been published in Finnish, Russian, English, Somali and Arabic.

In early childhood education and care, it is also possible to support guardians in developing the child's own mother tongue(s). The staff can tell the guardians more about the contents of the early childhood education and care activities, the vocabularies and concepts discussed at any given time. Glossaries can be introduced to guardians with the help of a language development notebook between the ECEC centre and home, or for example a mind map placed in the foyer. Then the guardians have the opportunity to support the child's language development by learning the same vocabulary and concepts in their own mother tongue(s) and at the same time the child can follow his or her own learning. See chapter 2.4 for more examples and tips.

If the development of the child's mother tongue(s) is of concern to guardians or early childhood education and care staff, it is advisable to contact the language and culture coordinator and agree on procedures.

Referring bilingual and multilingual children to speech therapy follows the guidelines prepared by speech therapists in Vantaa. Consultation with a speech therapist is appropriate if guardians are concerned about the development of the child's mother tongue(s). It is appropriate to worry about the child's progress in the Finnish language when the child has attended Finnish early childhood education and care regularly for at least two years without long breaks and he or she still speaks little in individual words and/or does not seem to understand even everyday instructions. Before referring a child to speech therapy, a language and culture coordinator or a counseling special teacher in early childhood education and care is consulted. It is important that the group uses pictures, objects and demonstrations to support understanding and enable the acquiring and learning of the Finnish language (Finnish as a second language (S2) teaching) in early childhood education and care activities. Other reasons for referring a child to speech therapy may include speechlessness, interaction problems, stuttering, or oral motor skills.

With the permission of the guardian, the teacher is in contact with the speech therapist of the ECEC centre, if the language development of a bilingual and multilingual child causes concern. The *Puheterapia* website in Finnish provides information on supporting a child's speech and language development, as well as brochures on speech therapy in different languages.

QUESTIONS TO CONSIDER:

- How do you prepare for discussions with guardians, among other things to support the mother tongue(s)?
- How do you make visible to parents what kind of vocabulary and concepts a child may have learned in early childhood education and care?
- How are guardians told about how early childhood education and care supports the construction of a child's linguistic identity?
- What kind of discussion do you have with guardians about how and which languages are subject of common interest?

The effect of mother tongue on the acquiring and learning Finnish

When learning another language, the child learns not only vocabulary but also sounds and new linguistic structures foreign to their own mother tongue. Learning a second language is affected by several factors such as motivation, temperament, age, sound distinction, grammatical sensitivity, reasoning, and memory. The relationship between the mother tongue and the new language being learned affects how the language is acquired and learned.

The *Tunne kieli* (Know the Language) website in Finnish states concerning the characteristics of the Finnish language the following: "In all languages, vowel pairs such as Finnish a- and ä-vowels or u- and y-vowels or sounds corresponding to r- and l-consonants are not distinguished. In such languages, it does not matter in terms of meaning whether one says, for example, *kannu* or *känny* or *karu* or *kalu*. From the Finnish language learner's point of view, new features can also be, for example, the numerous vowel combinations within the syllable, i.e. diphthongs (*tie*, *työ*, *täi*) and the function of distinguishing the meaning of sound durations (*sula*, *sulla*, *suulla*)."

In Finnish, the main emphasis of the word is always at the initial syllable. The challenge in learning Finnish can be long words and compound words, as well as sound changes when conjugating words (*susi-suden-sutta*). In addition, grammatical meanings are expressed by suffixes instead of prepositions that produce different meanings.

QUESTIONS TO CONSIDER:

- Has there been a discussion in your work community about the characteristics of different languages, such as sounds and word order?

4.4 FINNISH AS A SECOND LANGUAGE (S2) TEACHING

The aim of the Act on Early Childhood Education and Care (2018) is to support the conditions for a child's learning and to promote lifelong learning and the achievement of educational equity. According to the principles of the early childhood education and care plan, the development of foreign language speaking and multilingual children's language skills and linguistic and cultural identities and self-esteem is supported in a variety of ways. The development of Finnish language skills is goal-orientedly promoted in the areas of linguistic skills and abilities, starting from the needs and preconditions of children. With the help of diverse interaction situations and learning environments, children are offered opportunities to use and adopt Finnish as a second language. The early childhood education and care plan in Vantaa and the curriculum for pre-primary and preparatory education in Vantaa state that every child who speaks a language other than Finnish as their mother tongue has the right to attend Finnish as a second language (S2) instruction. The right to learn Finnish as a second language is based on the need to receive support for the development of proficiency in Finnish. The ECEC centre director is responsible for the realization of the S2 teaching in his or her operational unit and the group's teacher in early childhood education and care is responsible for the implementation of the teaching.

Key areas of a child's language development in early childhood education and care

The task of teaching Finnish as a second language in early childhood education and care is to develop a child's Finnish language skills in different areas of the language, which are interaction skills, language comprehension skills, speech production skills, language use competences, linguistic memory and vocabulary, and language awareness. The aim is for the child to understand and be understood in various interaction situations and to acquire the best possible level of Finnish language proficiency in accordance with his or her age level. Learning Finnish and one's mother tongue(s) creates the basis for the development of bilingualism and multilingualism. The child learns Finnish while participating in guided activities and play situations with Finnish-speaking children and staff. The child has the right to express himself or herself, his or her opinions and thoughts and to be understood by the means of expression he or she has. All situations in early childhood education and care are viewed from the perspective of what a child can learn in them linguistically and interactively. The pedagogical responsibility in all situations lies with the staff.

Developing linguistic identities refer to the child's perception of themselves in key areas of language development, such as how a child perceives himself or herself, for example when producing speech. All key areas of language development develop in interaction. Linguistic identities develop when children are guided and supported in key areas of linguistic skills and acquirements. Linguistic identities develop in all the languages spoken by the child and they develop at different pace. In early childhood education and care, the foundation is laid for a child to learn Finnish.

Interaction skills as well as the ability to express oneself and understand others are important for identity, ability to function and well-being. The child has the right to express himself or herself, his or her opinions and thoughts and to be understood by the means of expression he or she has. The development of a child's interaction skills is also supported by the staff's sensitivity and response also to non-linguistic initiatives. The staff should consider how all of the child's interaction initiatives will be taken into account. When children plan, implement and evaluate activities together with the staff, they also learn interaction skills and the importance of common rules, agreements and trust.

Children's **language comprehension skills** are supported through rich linguistic modeling. At least in the early stages of language learning, the staff use pictures, quick drawing, clear speech, short sentences and they give one instruction at a time. The use of gestures, facial expressions, changes in tone, illustrated instructions, and other illustrative items are important. The staff uses proficient Finnish, precise expressions and pictures in all educational, teaching and care situations and explains words and concepts to the child.

The staff monitors the development of children's **speech production skills** and use their findings in teaching. Children are encouraged to talk to both adults and other children in different situations. At the same time, they are guided to kindness and good manners. Practicing speaking skills supports children's developing skills to participate and influence and encourages their taking initiative. Through participation and influence, children's self-confidence grows and the social skills needed in the community develop.

Strengthening the use of situation aware language will support the development of **language use competences**. The language used with family and friends is informal, while in teaching, the language can be divided into everyday language, general learning language, and discipline specific language. The language used by the staff changes according to the teaching situation, which connects the vocabulary to the activities. For example, in the forest, the vocabulary of natural sciences is practiced or vocabulary of body parts is practiced in medical plays. The child should gain experience of the language required in social situations; for example, how an adult speaks to an adult, an adult to a group of children, an adult to a child, or a child to a child. At the same time, the child learns the use of sound, weight and tones according to the situation. Emphasizing and the use of humor strengthen children's language skills. Children are trained to listen/receive a message, tell, ask questions, explain and take turns when speaking. In interaction, it is important that the listener strives to understand the speaker and, on the other hand, tries to convey his or her own message so that the other party speaking understands it. Familiarization with different texts also helps children to detect differences between spoken and written language.

Children's linguistic expression becomes more diverse as their **linguistic memory and vocabulary** expand. It is the responsibility of the staff to consciously support this development. The development of linguistic memory and vocabulary is supported by children's rhymes, song plays, playing with language, naming, and the use of descriptive words. Unhurried conversation and reading, as well as storytelling, provide opportunities to reflect on the meanings of words and texts and to learn new concepts in different contexts.

The observation of different languages in the immediate environment supports the development of children's **language awareness**. The role of the staff is to arouse and increase children's interest in oral and written language and gradually in reading and writing. With the help of language perception and studying, children's attention is drawn from the meanings of words to the forms and structures of language, such as words, syllables, and sounds. Children are encouraged to play and read playfully. In early childhood education and care, rich texts and stories are used, and children's literature is studied in a variety of ways. Children are encouraged to come up with their own stories, tales and children's rhymes. Children's output is documented. In early childhood education and care, among other things visual, auditory and audiovisual messages and texts are used alongside speech.

Observation of Finnish language proficiency levels in early childhood education and care

Some children only get to know Finnish culture and the Finnish language when they start attending early childhood education and care. Early childhood education and care acts as a child's key integrator into Finnish society.

Although a bilingual and multilingual child does not yet have Finnish language proficiency in the beginning of early childhood education and care, he or she does have interaction skills and often also some competence of his or her mother tongue. It is very important that the staff creates a safe atmosphere that inspires confidence and where the child dares to interact with others, even in the absence of a common language.

At the elementary proficiency level (pre-A1), the child does not yet understand or speak Finnish. When a child experiences early childhood education and care situations and the environment as safe, he or she is able to cope with recurrent daily interaction situations. The staff uses pictures, gestures, facial expressions, the child's name, touching or other demonstration to support the interaction so that the child can interpret the speech related to the situation in a very simple and clear way. When possible, the words of the child's own mother tongue are used as support. At this proficiency level, the child usually responds to the interaction initiative assigned to him or her with a look, gesture, facial expression, or he or she may use his or her own mother tongue. The child monitors and mimics the actions of others.

The child adopts the Finnish language when he or she hears the speech and conversations of others, digests what he or she hears and at the same time increases his or her vocabulary. Gradually, the child is able to show or associate the word he or she hears with an object and to name objects, things and phenomena independently. Pronunciation is influenced by the mother tongue, and the child may still use two languages during the conversation.

During developing basic language proficiency (A1), the child understands and produces the Finnish language in the most familiar situations. The child's coping with recurring daily language use situations is aided by the speaker's familiar way of speaking. Adopting the words, concepts, and things to be learned requires demonstration and picture support, clear speech, short expressions, and repetition for the child to understand some of the subject matters. The child relies a lot on facial expressions and gestures to interact. The child has the possibility to understand the topic to be covered in the teaching situation, if the key concepts, i.e. the core words, are explained using pictures and other illustrative material.

When moving towards the stage of developing basic language proficiency, the child's immediate need for the support of the co-speaker is reduced. Comprehension of a second language extends from the level of individual words and phrases to the understanding of some main points and longer episodes. The child's vocabulary in Finnish is expanding.

In the early stages of developing basic language proficiency (A2), the child is able to understand and produce simple speech as well as follow a discussion on familiar topics. At this stage of language development, the child copes with language use situations related to everyday routines, but comprehension requires slow and clear speech or a familiar topic. The child understands repetitive instructions and assignments, but in social situations he or she needs concrete cues to be able to participate in group activities. The use of pictures and objects, as well as illustrating the meanings of key words, helps the child to understand the text read aloud. Grammatical errors still appear in the speech, and the child's mother tongue may affect, for example, the word order, conjugations and pronunciation of the Finnish language. The child needs a systematic expansion of vocabulary and the development of linguistic memory.

A child gradually manages to act even in unforeseen interaction situations. He or she gradually learns to initiate conversations and to understand and discuss topics that are not directly related to his or her own life or his or her own interests.

In the stage of fluent basic language proficiency (B1) a child learns to understand speech more broadly. Following learning situations are successful, but the child still needs support

to understand the key concepts and details of what is being learned. This requires deep concentration from the child. In social situations, he or she is mainly able to follow the speech of other children if the speech is in standard language or a familiar spoken language. Participating in a fast-paced conversation can be difficult. The child is also able to express himself or herself intelligibly in group situations where the topic is familiar. As language proficiency progresses, the expressions produced by the child become more diverse and the fluency and accuracy of the spoken language increases. The child is systematically taught new concepts and vocabulary of new topics, and comprehension of multi-part instructions and grammatically correct expressions are practiced together.

A person who has achieved functional bilingualism is able to use two languages alternately in daily interaction and is able to switch from one language to another if necessary. A person is able to speak, understand and think in two languages, but he or she may not have achieved the same level of proficiency in both languages. There are many factors that affect the learning of a second language. These include motivation, personal factors such as willingness to risk-taking, mother tongue(s), age, learning style, memory, and linguistic talent. Early childhood education and care provides a significant basis for functional bilingualism and multilingualism.

The goals for the first years of early childhood education and care are described in Appendix 8. In general, a child learns to understand and produce a second language enough to cope with daily repetitive social situations in a year or two. The developing language proficiency scale aims to describe how language proficiency usually tends to develop. The descriptions on the scale make it possible to obtain information about the strengths of the child's language proficiency, making it easier to plan teaching and activities and to choose pedagogical solutions. Language proficiency continues to develop after the child has achieved the fluent basic language proficiency level as the child moves on to primary and lower secondary education and towards independent language proficiency. It takes 7 to 12 years for a second language learner to achieve a proficient level of language. This level is usually reached after lower secondary level education. At the proficient level in language, the learner has the ability to use language both as a tool for thinking in problem solving and in intellectually demanding situations where clues from the environment are not available.

Learning a second language by acquiring and teaching

A second language is a language that is learned and adopted while residing and living in a new language community. The process of learning a second language is very similar to the development of a child's mother tongue(s). Acquiring requires interaction with the language being learned, in which case the child acquires the vocabulary used in the environment as well as the structures of the language unconsciously. In addition, the child needs Finnish as a second language (S2) teaching, which is linked to all the content, activities and themes to be addressed of early childhood education and care, pre-primary and preparatory education. The goal of teaching a second language is to ensure that the child learns vocabulary and language structures so that he or she is able to interact with and participate in teaching. Teaching also supports the learning of the language used in different situations. At the latest at school, all pupils will notice that everyday language is different from the language used in teaching. The language used in teaching can be further divided into general learning language and discipline specific language. When working with children under school age, the general language of instruction may be thought to contain the concepts needed to receive

instructions. These concepts may be among other things first, next, angle, edge, always and lowest. The discipline specific language, on the other hand, refers to the contents of learning areas/learning modules such as understanding the differences between verbs in the visual arts, draw, colour and paint. In mathematics, there may be similar concepts, for example, more, less or more, the meaning of which is necessary to learn.

The starting point for S2 teaching is child orientation, functionality and play. The child's strengths, interests, needs and level of language proficiency guide the planning and implementation of S2 teaching. Learning the Finnish language is a process that takes place in continuous interaction and pedagogically planned activities. The positive, unhurried and encouraging atmosphere arouses interest in learning the Finnish language and encourages the child to use the language.

According to the principles of an early childhood education and care plan, the starting point for learning in early childhood education and care, pre-primary and preparatory education is the children's previous experiences, their interests and skills. The new things to be learned must be linked to the children's developing skills and to the rest of the world of experience and cultural background. In practice, the areas of learning are naturally combined according to the theme being addressed. Themes can be selected from plays, fairy tales, trips, children's interests or different interaction situations. When planning the content of the theme, the goals of both the comprehensive proficiency and the learning areas / learning modules must be taken into account. Wondering, insight and the joy of learning are evident in all activities of early childhood education and care.

In early childhood education and care, Finnish as a second language (S2) teaching should primarily be seen as an active presence in interaction situations, in which case the language teaching takes place as pedagogically planned encounters in different situations in early childhood education and care. Finnish as a second language (S2) teaching is naturally related to the areas of learning of early childhood education and care and pre-primary education learning modules, which are:

- the rich world of language(s)
- many forms of expression
- me and our community
- I study and act in my environment
- I grow, move and develop

The areas of transversal competence are

- thinking and learning
- cultural competence, interaction and expression
- self-care and everyday skills
- multiliteracy and proficiency in information and communication technology
- participation and influencing

Learning vocabulary, concepts and language structures

Study results on developing feedback (2020) show that a child's commitment to joint activities is the key to learning. The study found that the commitment of bilingual and multilingual children to joint activities was weaker than that of native-speaking Finnish speakers.

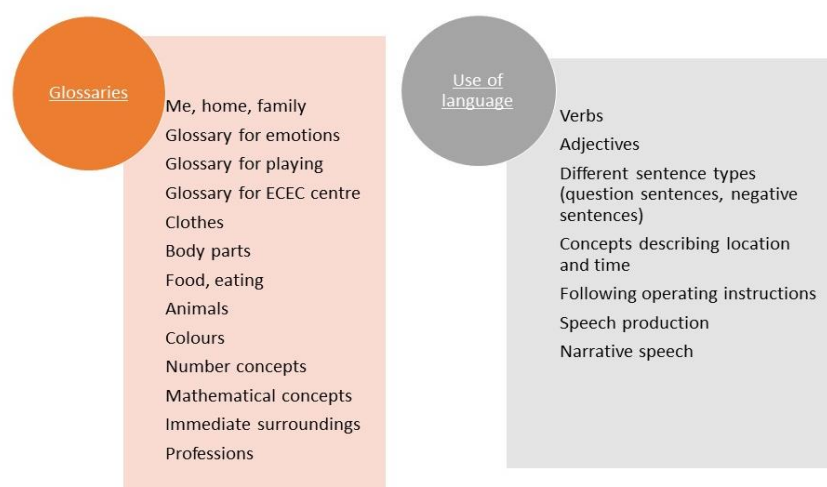
When it is possible to create situations in which a bilingual and multilingual child can be involved in building an activity, he or she is almost always committed, in other words the commitment to the activity increases with participation. Role play prevents exclusion while enabling participation and inclusion. In order for the role play and the rule play to be successful, care must be taken to enable common understanding. According to the study, bilingual and multilingual children are best engaged in role, rule and physical exercise plays. Playing offers a great opportunity to learn vocabulary, concepts and language structures.

In the study on developing feedback, the staff were found to work differently with bilingual and multilingual children than with Finnish-speaking children. The staff plays a more educational role, with the child being the object of teaching rather than an active actor. It is important that the staff interacts with the child on a reciprocal basis. The staff plans and creates play situations in which both children and adults play an active role. A committed child learns the language in interaction situations through functional methods as well as music, physical exercise and outdoor games, among other things.

In addition to the pedagogically planned daily activities, regular gathering in a small group strengthens the learning of vocabulary, concepts, and language structures. S2 teaching includes both vocabulary learning and practice in the most important aspects of grammar. Particular attention should be paid to the teaching of verbs and adjectives, in which case things are taught as interconnected entities rather than lists of individual words. Systematic, goal-oriented, pedagogically planned Finnish language teaching sessions are an important way of working in S2 teaching.

When teaching a language, it is important to start with words and concepts that are appropriate for many situations. After turning two years old, a child who learns a language as usual should learn ten new words every day. For example, a bilingual and multilingual child may learn six new words in one language and four in another language he or she speaks. Extensive vocabulary in all languages the child can speak supports a smooth school start. Appendix 9 contains glossaries, part of speech and matters related to language use that are important for learning Finnish for a child in pre-primary age.

Finnish as a second language (S2) teaching



3/13/2018: Kokljuschkin, Mainland, Packalen, Ruonala, Thurin

Toys, plays, songs, books, fairy tales, stories, children's rhymes and games are used as learning material. The pictures and instructions produced with the fast-drawing technique, the illustration of play moments and rule plays create a sense of togetherness and help the child to get involved in the plays and promote the learning of the Finnish language.

Ota koppi website of Helsinki in Finnish provides practical tips for implementing language-aware activities. The site also has tips for customizing activities so that children with different language proficiency levels can participate.

The interactive fairy tale reading method developed in Vantaa is presented in the *Sadusta pedagogiikkaa* (Pedagogy from Fairytales) educational video in Finnish.

Kielinuppu (Language Bud) songs and instructional videos support the learning of the Finnish language.

Storycrafting and word bags serve both as a tool for teaching language and as a method of making observations.

A video of the implementation of song drawing can be found on the Finnish National Agency for Education's website in Finnish.

A video of the implementation of the *Myrkkysanaleikki* (Poison Word Game) can be found on the website of the Finnish National Agency for Education in Finnish.

Oral workout strengthens the production of sounds in the Finnish language.

QUESTIONS TO CONSIDER:

- How do you take the child group in Finnish as a second language teaching into account when drawing up the action plan? (structure of child group: age range of children, mother tongue(s), starting point of early childhood education and care, staff structure, etc.)
- How do you make sure that a beginner in learning a language understands and is able to participate in the activities of the group?
- How do you make sure that a child has enough opportunities to hear and use the vocabulary to be learned?
- What are the insights of your operative unit in implementing Finnish as a second language teaching?
- How do you ensure that the best practices of your operative unit are available to all the staff?

Literature supporting language learning

The more a child hears spoken language, the stronger his or her language skills will develop. The recommendation of Karvi's longitudinal study, which began in 2018, is among other things that a child could have repetitive early reading experiences both in early childhood education and care and at home. The child must hear the reading aloud every day, regardless of his or her language skills or proficiency in the Finnish language. By reaching

school age, a child should hear at least 3,000 books read aloud. Reading different books is a natural way to increase and enrich the use of language. Reading can be interactive or listening, soothing or playful.

Literature is also used in early childhood education and care as a teaching tool. On the *Lue lapselle* (Read to a Child) website in Finnish, you will find research data on the effects of reading, materials for early childhood education and care, book tips for children of different ages, and a children's rhyme bank for common reading moments. Discussing the importance of reading with guardians is important. The *Lue lapselle* website also has brochures for guardians to print in fifteen different languages.

In the Vantaa's *Lukunen – lumoudu lukemisesta* (Get Enchanted About Reading) project's website in Finnish, you will find videos about the importance of reading in Albanian, Arabic, Somali and Russian.

On the webpages of the *Lukuliike* (Reading Movement) in Finnish, they remind us that reading in early childhood education and care is often associated with a moment of rest, in which case the child perceives reading strongly as part of resting and falling asleep. In early childhood education and care, interactive and functional forms of reading should also be considered.

In a learning environment, it would be a good idea to have changing and current books, children's drawings, crafts and descriptions of the books read, and the group's common documentation on display. It is a good idea to place posters that encourage reading at the height of the children's eyes and also for the guardians to see.

Interactive reading of a fairy tale is a way to get all the children in the group, regardless of their proficiency in the Finnish language, to participate and commit to joint activities. When choosing a fairy tale or a book, the staff takes into account the interests of the children in the group and gets familiar with the book in advance. The choice of fairy tale is also influenced by what vocabulary and concepts children should learn. One has to think about what concepts are chosen from the fairy tale and how the concepts are explained. By listening to books, the child learns a lot of vocabulary, some of which remain in passive vocabulary, e.g. *akka*, *muori*, *eukko*. Words that are relevant to the child are transferred to his or her active vocabulary. The theme of the fairy tale with its vocabularies is made visible in the learning environment with objects, pictures and play equipment. Children should have the opportunity to repeat and create something on their own after getting acquainted with the fairy tale. If possible, a book to be read will also be made available in the learning environment in other languages that children know. The concepts of the fairy tale can be seen both in the pictures and written in the languages in the immediate surroundings. Children have access to objects related to the book and, for example, a fairy tale bag with pictures and props related to the fairy tale.

The process of reading a fairy tale starts with orientation to a fairy tale, for example with the help of a **picture walk**. The children's interest and curiosity about the book being read is

aroused by looking at the pictures in the book and being completely silent. The book to be read will be returned to the next day. With the help of the book's illustration, we discuss what might happen in the fairy tale. One can enter the world of a fairy tale with the help of a commonly agreed sign, which can be, for example, putting a storyteller's hat on, going to a fairy tale carpet, or crawling through a gate to fairyland. For reading the fairy tale, it is a good idea to arrange a cozy reading place where the child can see and hear well. Lighting can also be used to create an atmosphere. Props such as pictures, objects, movement, music, musical instruments, or clothing are used to support reading.

During the reading, the excitement and interest of the children is maintained through tones, props and activities. Interaction is maintained by discussing what is happening in the book, reviewing the past and predicting the future. The events and words in the book are repeated together and thought about how the selected concepts are said in the languages that the children know (for example, in how many languages we can say bear or red). Parents are told about the importance of reading for a child's language development. Through pedagogical documentation, guardians are described how fairy tales and stories are used to support learning. When possible, guardians are invited to common reading moments and borrowing books from the ECEC centre is made possible.

On the *Lukunen* project website in Finnish, you will find a poster for interactive fairy tale reading, which describes the steps for interactive reading of a fairy tale. The poster gives you tips on what to take into account when reading a fairy tale interactively. There are also videos on the site that show you the method of reading a fairy tale interactively. More information on how to read a fairy tale interactively can be found in chapter 2.4.

A fairy tale or story heard together creates a basis for narrative play and the building of play worlds. As we continue a fairy tale or story heard together by playing, the child's vocabulary and concepts will also increase. When the staff participates in the play, they also enable each child's joining the play and support the duration of the play.

The annual clock of the narrative play, produced in the *Lukunen* project, is intended for early childhood education and care, pre-primary and primary education to support the planning of activities. You can find the annual clock poster for narrative playing and a video about play worlds on the *Lukunen* website in Finnish.

The books also supports the building of a child's identity and the strengthening of emotional skills and self-esteem. The illustration in the books makes it possible to present cultural diversity. It is important that every child finds objects for identification in the illustrations of the books. The child should have the opportunity to influence what kind of books and fairy tales they get to hear and read. At the same time, it is possible to get acquainted with the writing patterns of different languages and to get information among other things about customs, traditions and celebrations of different cultures. You can find more information on the building of identities in chapter 4.1.

Utilizing the services of a multilingual library, one can get to know the same story in different language versions. With the help of books, it is possible to teach the contents of all learning areas. The diverse selection of books on display in the learning environment supports the learning of the content of the theme. Early childhood education and care utilizes various types of literature such as nonfiction, poetry and fairy tales. The library has compiled a language aware book list of children's books. These books support the development of vocabulary and take cultural diversity into account. The *Lukemo* website in Finnish, maintained by the Finnish Institute for Children's Literature, presents novelties in children's and adolescent's books and gathers information on children's and adolescent's literature.

In the early stages of language learning, plain language benefits the learner of another language. Plain language is Finnish in which the content, vocabulary and structure of the message have been modified to be easier to read and understand. You can find among other things books and news in plain language.

Illustrated fairy tales in plain language are also available. As a person's language skills develop, he or she can gradually start reading a more demanding text.

In early childhood education and care, it is important to note that families' ways of introducing a child to a written text vary a lot. The written tradition may be less or may be completely absent in some cultures. In that case, oral storytelling can be very strong. It is important for the staff to remind families about the importance of oral storytelling and reading from pictures in developing a child's language and learning skills. It is also good to use storytelling in the activities of early childhood education and care. It is important to use pictures to support narration. Pictures should also be made available to children to iterate a story and create new stories. Reading pictures is part of multiliteracy. The *Polku tarinaan* (Path to Story) material in Finnish produced in the *Lukunen* project is a good support for multiliteracy education.

Reading to a child regularly can have a decisive effect on the development of the child's skills, imagination and emotional intelligence. On the *Lue Lapselle* (Read for a Child) website in Finnish, you can find research data on the effects of reading, materials for early childhood education and care, book tips for people of all ages, and a children's rhyme bank for common reading moments.

QUESTIONS TO CONSIDER:

- How do you use the services of a multilingual library?
- How do you promote a culture of reading between guardians and children?

Science and mathematics as part of language learning

It is good to look at language, mathematics and science as a coherent whole, as they are intrinsically linked. In language aware early childhood education and care, we understand that mathematical skills are learned through language. In early childhood education and care, children are offered the opportunity to learn the language and vocabulary characteristic of

science and mathematics according to their age level. The teaching of science and mathematics (*LUMA*) is goal-oriented and develops children's thinking skills. The *LUMA* glossary can be practiced with even limited language skills.

In the early stages of language learning, it is important to remember that a child needs concepts that can be generalized to their vocabulary, such as big or to fall. As language skills develop, the use of concepts in different contexts becomes more precise and the child learns to distinguish that a big one can be wide, high, long, heavy and to fall can mean dropping or falling down. The naming of species also starts from general concepts and becomes more specific as language skills develop. At first, a child learns for example the concept of a bird and later he or she learns to distinguish between different species.

In early childhood education and care, children's previous experiences are taken into account. Children gain joint experiences and make observations together in different interaction situations. Clear verbalizing of experiences and observations allow a child's language skills to develop towards a more conceptual language (Bruner 1966). For example, children's perception that a flat panel magnet sticks to a small car is a shared experience and observation. In the situation, a more skilled language user will say that the magnet attracts metal. Thus, the staff teaches children a more conceptual expression of the phenomenon of magnetism. From this point it is natural to continue to study the phenomenon and learn the glossary with the whole group of children.

The best learning situations take place in a child's natural learning environment, i.e. in the world of play and imagination. The child needs the staff to pay attention to environmental phenomena and to be interested in related concepts. For example, during a construction play, one can compare the heights of block towers, name the shapes of different blocks, form different sets of blocks according to verbal instructions, count the number of blocks, and test how many blocks are needed when measuring a friend's height. In the plays of under three years old children, the child's own body is first used as a learning tool. After that, various objects and concrete tools are utilized. After that learning is possible with the help of pictures.

LUMA teaching is integrated into unified pedagogical activities. The *LUMA* glossary to be learned will then be linked to the theme chosen for learning. It must be remembered that in *LUMA* teaching, the glossary and concepts teaching is significant. The main contents are summarized in the following list:

- Perception
 - making observations of the details of the environment, objects, and things
 - changes
 - building according to a model
- Concepts of location and relation
 - quantity (both, as many as, a lot, a little, etc.)
 - characteristics (similar, short, etc.)
 - time (sometimes, morning, etc.)
 - spatial relationships (adjacent, forward, etc.)

- Comparison
 - number, shape, size, volume (one, two, three, circle, etc.)
 - measuring (short, shorter, shortest, etc.)
- Classification
 - hypernym (means of transport, cutlery, etc.)
 - properties (colour, size, etc.)
 - opinion (favourite food, selection of a book, etc.)
 - negation, i.e. what is not (not alive, what is not in the picture, etc.)
- Regularity and programming
 - series (regular sequence red socks - blue socks - red socks, etc.)
 - recurrence and anomaly
 - every other
- The concept of number
 - observing and perceiving the number (How many? Perceiving small numbers with the eyes quickly, e.g. the number of dots in a dice)
 - naming the number and one-to-one correspondence (How many doors are there in this room? Take as many blocks from the box?)
 - combining the number and numeral with the correct number sign (❤❤ = two = 2)
 - number sequence skills (numbers read forwards and backwards, 1-10 in early childhood education and care and 0-20 in pre-primary education)
 - number comparison (more, less, as many as)
 - number consistency (three pens in a row = three beads in a row)
 - ordinal numbers (first, third, last)
- Measuring
 - length (distance is measured in steps, for example)
 - mass (find a heavy object)
 - volume (how many glasses of milk can you get from one milk can?)
 - surface area (how many children can lie on the carpet at the same time?)
 - time (order of the day, morning, evening, now, soon, often, days of the week, months, year)
- Geometry
 - object properties (angle, side, etc.)
 - shapes (two- and three-dimensional, square, circle, etc.)

Kokeellinen oppimisympäristö Goes Metsä (Experimental Learning Environment Goes to the Forest) project has produced material in Finnish of the *LUMA* model that helps the staff carry out their own mathematics and science teaching. The *LUMA* model and its material support the staff in teaching vocabulary in the discipline in question. A printable poster has also been produced about the *LUMA* project.

Leikki lähtee ulos (The Play Goes Out) material in Finnish provides ideas for combining the world of *LUMA* activities and playing.

QUESTIONS TO CONSIDER:

- How do you take *LUMA* glossaries and concepts into account when teaching children with different language proficiency levels?

Observation and evaluation of language proficiency as part of pedagogical documentation

Pedagogical documentation is central to the observation and evaluation of a child's language proficiency. On the basis of the agreed methods, procedures and pedagogical solutions, the plan for multilingualism is updated and the development of the child's Finnish language is monitored and evaluated with the help of section 3 of the LangPeda tool.

The development of a child's Finnish language proficiency is regularly observed. The teacher in early childhood education and care ensures that a plan for multilingualism is drawn up for each bilingual and multilingual child as part of the child's early childhood education and care plan or pre-primary/preparatory curriculum. If one of the mother tongues of a bilingual or multilingual child is Finnish, special attention will be paid to how the development of the child's other languages is supported when drawing up the multilingualism plan. The multilingualism plan includes a conversation with guardians on the importance, development and maintenance of the mother tongue(s) and agreed measures to support and develop the mother tongue(s). In addition, we also discuss how early childhood education and care supports a child's linguistic identity. The overlapping use of the child's mother tongue(s) and Finnish offers the child more opportunities to interact and take a rest from the challenges of learning a second language, if necessary. Section 2 of the LangPeda tool can be used in particular to look at the linguistic environment of a multilingual child. More information can be found in chapter 4.3.

In early childhood education and care plan conversations, guardians are always told about the development of the child's Finnish language proficiency. At the same time, the goals and contents of learning Finnish as well as the methods and pedagogical solutions that support learning are recorded in the multilingualism plan. The agreed methods, practices and pedagogical solutions are always evaluated before updating the multilingualism plan.

The development of the Finnish language skills of a child who speaks a language other than Finnish as his or her mother tongue is regularly monitored and observed with the help of section 3 of the LangPeda tool. This section is used to see the development of the Finnish language proficiency of the children in the group. The pedagogical methods and practices that must be used in the activity can be found in the descriptive and transition texts of each proficiency level. The teaching of the Finnish language is planned and implemented from the point in which close developmental zone each child is. The development of Finnish language proficiency is observed using among other things the following methods:

- word lists
- documentation of the speech produced by the child
- interviewing the child
- storytelling
- storycrafting
- the staff's observations in small groups

- observation of a pre-primary aged child
- a child's self-evaluation: pre-primary airplane

When observing a child's language development, attention should be paid to the following matters in different interaction situations:

- Is the child able to express his or her needs and wishes? Like "I'm thirsty or want to drink buttermilk".
- Can the child regulate or encourage others in language in question? Like "don't run, don't take my toy".
- How does the child use the language in plays? Does he or she get the floor in the play? Is he or she able to plan the play forward linguistically together with the other players?
- How does the child express his or her feelings in the language? Like "I'm afraid of snakes, my favorite colour is blue".
- How can the child tell or teach others what they can do themselves? Like "I can show you how to play it".
- Does the child have the opportunity to use his or her own mother tongue(s) at the ECEC centre? In which situations?

The main responsibility for observing the development of the Finnish language lies with the teacher in early childhood education and care who is pedagogically trained, but the whole team participates in the observation. The language use patterns of the staff, interaction with children and learning environments are regularly evaluated using, for example, LangPeda section 1. It is important to have a discussion with the child about the progress of his or her language proficiency. More information on learning environments can be read in chapter 4.5.

QUESTIONS TO CONSIDER:

- What methods do you use to observe the progress of children's proficiency in Finnish?
- How do you make use of the observations gained of language learning progress?

Taking into account the different starting points of children in early childhood education and care

The knowledge and skills previously acquired by children when starting early childhood education and care, pre-primary, preparatory education or primary and lower secondary education vary a lot. The Finnish Education Evaluation Centre (Karvi) started a longitudinal study in 2018. The aim of the study is to obtain information on pupils' level of competence, especially in skills related Finnish and literature and mathematics, and their development during primary and lower secondary education. In the initial phase of the first grade, it was found that protective factors that promote learning can be found. These include, for example, a single guided hobby and reading to the child regularly. The report described five factors associated with the low starting level of schoolchildren starting school attendance. These include a decision on enhanced or special support made before the start of school, syllabus in Finnish or Swedish as a second language (S2), learning difficulties in the immediate family, birth at the end of the year and a low educational background of guardians. Risk factors are

already identifiable during early childhood education and care and their impact can be compensated with the help of adequate support. If there are several risk factors in the child's life that predict a low starting level, it is advisable to offer families full-time early childhood education and care instead of part-time, according to Karvi's recommendations. Karvi also considers a child's pre-primary day be supplemented with early childhood education and care to full-time as a justified recommendation.

In order to even out the differences in the starting level of children's learning, Karvi recommends among other things plenty of daily experiences of reading and spoken and written language. The staff ensures that each child has experiences of success that are often based on the child's strengths and interests. Early childhood education and care staff's own interests or lack of them must not guide the kind of learning experiences and opportunities offered to the child. In the activities, one must ensure that a child hears enough understandable speech directed to himself or herself to learn the language. Important ways to systematically increase language skills and vocabulary are conscious naming, directing the child's attention, developing thinking skills and encouraging the child to express his or her own thoughts. It is important to make sure that every child feels part of the group and is able to make peer relationships. The experience of inclusion supports the child's growth into a member of society.

QUESTIONS TO CONSIDER:

- How do you document the development of a child's language proficiency?
- How do you ensure that the staff's own interests or shortcomings do not affect the kind of learning experiences or possibilities the child receives?

4.5 LANGUAGE, CULTURE AND WORLDVIEW AWARE LEARNING ENVIRONMENT

According to the Act on Early Childhood Education and Care (2018), the goal of early childhood education and care is to give all children equal opportunities in early childhood education and care, to promote equality and gender equity, and to enable children to understand and respect the general cultural tradition and the linguistic, cultural, religious and worldview related background of each person. According to the principles of the early childhood education and care plan the linguistic, cultural and worldview related diversity of a child group must be taken into account in the planning and building of learning environments. The staff has a responsibility to create both a mental and a social learning environment. Physical learning environments are planned and built together with children, and care is taken that every child is able to participate in building the environments.

The mental and social learning environment consists of interactive relationships between children themselves and between children and the staff. Inclusion consists of the experience of belonging to a group and the opportunity to express one's thoughts and wishes. Getting to know different cultures, languages, worldviews and religions broadens the worldview and creates an atmosphere of acceptance. In early childhood education and care, opportunities are provided when possible for the use and adoption of also one's own mother tongue(s).

Interest in and appreciation of the family's mother tongue, culture and religion or other worldviews strengthens the child's self-esteem and supports his or her cultural identity.

The physical learning environment includes safe and healthy operative premises, learning tools, and the immediate environment. The use of pictures in a learning environment helps the child to function and participate and supports the understanding and learning of Finnish. Structures and daily repetitions create safety for the child and intensifies the development of Finnish language proficiency. Pictures give the child an idea of the course and activities of the day and help them understand the instructions and make choices. In addition, the pictures help the child to share their thoughts and wishes and to describe the events of the day. A variety of objects, photographs, drawings, emotion pictures, picture maps, symbols and fast drawing techniques, as well as the use of a tablet computer structure everyday activities and enable the child's participation.

Different languages appear in both the mental and physical learning environments. Courtesy phrases, greetings, days of the week and months in different languages can naturally be combined with, among other things, the day's structure. In the learning environment, children's language and cultural backgrounds are made visible through, among other things, flags, maps, texts in different languages, books, music and play equipment. In early childhood education and care, dolls, Lego characters and role clothes of different appearances are acquired for play equipment.

It is important for a child to know his or her cultural roots starting from early first years. The child must have the opportunity to identify with both his or her own and Finnish culture and to appreciate both of them. In addition to getting to know the national culture and festive tradition, in early childhood education and care we discuss important celebrations, dressing, food, languages and music from different cultures and religions. These prominent elements of cultures are clear and concrete enough for young children. The opportunity to see one's own culture in early childhood education and care increases a child's, who belongs to minority, awareness of his or her roots and strengthens the child to see his or her own community in a positive light. At the same time, it increases the awareness of children belonging to the dominant culture about their own culture and enables the children to deal with their own culture as one among many others. More information on the building of cultural identities can be found in chapter 4.1.

The language aware learning environment is evaluated and modified taking into account the interests of the child group, the learning needs and the linguistic and cultural backgrounds of the children. Section 1 of LangPeda helps the staff evaluate their own language aware learning environment and pay attention to what still needs to be developed. Concrete examples to support the development can be found in section 5.2.

A deployment training video has been published about the LangPeda tool.

The book *Kulttuuri-identiteetti ja kasvatus* (Cultural Identity and Education) in Finnish contains articles that reflect on the importance of cultural identity for an individual's growth and development.

The importance of the learning environment for learning is discussed in the book *Lapsi ja kieli* (A Child and Language) in Finnish and in the *Homma hanskassa* (We Got It) guide leaflet of the Mucca project.

QUESTIONS TO CONSIDER:

- How do different languages and cultures appear in the physical learning environment of your operative unit?
- What plays have you planned and implemented so that they show different languages and cultures?
- What are the best practices of your operative unit?

4.6 WORLDVIEWS AS PART OF LANGUAGE, CULTURE AND WORLDVIEW AWARE EARLY CHILDHOOD EDUCATION AND CARE

The principles of early childhood education and care plan and pre-primary education curriculum direct the worldview education in early childhood education, pre-primary education and preparatory education. Worldview education is a hypernym that includes both religious and irreligious worldviews. According to the Act on Early Childhood Education and Care (2018), the goal of early childhood education and care is to understand and respect the general cultural heritage as well as the linguistic, cultural, worldview related and religious background of each family. It is important for the child to feel that his or her own point of view is appreciated and respected. The child receives support for the development of their worldview related identity, which involves reflecting on and wondering about various issues in life. The child is given the opportunity to address issues in this area and receive support for living in a multicultural Finland with various worldviews. The Finnish National Agency for Education's guideline on the implementation of worldview education and religious occasions in early childhood education and care outlines that some elements related to the practice of religion may be included as part of the festive tradition.

In worldview education of early childhood education and care, religions and other worldviews present in a group of children are the subject of common orientation. Irreligion is viewed alongside other worldviews. Early childhood education and care promotes respect and understanding between individuals, which are prerequisites for working interaction. Cultural competence includes the ability to listen, identify and understand different views and the ability to evaluate one's own values and attitudes.

Culture and religion are interconnected in many different ways, so when talking about culture, religion cannot be ignored. Depending on the background, the relationship between culture and religion can vary greatly. For some cultures, the idea of diversity may be foreign. It is therefore good to explain to guardians what linguistic, cultural and worldview related diversity means in practice in the activities of a child group. Early childhood education and care introduces children to each other's worldviews and cultures, both in everyday life and celebrations. Celebrations provide a good opportunity to get acquainted with the culture and worldview related customs of Finland and other countries. In this way, the child is helped to understand and respect different traditions, and at the same time the child's own

identity is strengthened and his or her functional cultural and worldview related skills develop. The child is taught concepts and vocabulary related to worldviews and religions. A joint celebration calendar can be created for a child group on the *Kulttuurin vuosikello* (Culture Annual Clock) website in Finnish.

A calendar of celebrations presenting and informing about the celebrations of major religions is on display.

There is also the *Uskontokalenteri* (Religious Calendar) website in Finnish available for Christian, Jewish and Islamic celebrations.

Cooperation with guardians is done listening and respecting the background, worldviews and values of each family. Issues related to religion and worldviews are discussed with guardians in early childhood education and care and learning plan conversations, and matters agreed upon are recorded in the child's individual plans. Guardians are told about the appearance and realization of cultural and worldview related diversity in early childhood education and care. If the child does not participate in worldview related or religious occasions or excursions in early childhood education and care, the staff plans pedagogically planned replacement activities for the child.

Below are questions to support the discussion.

- How does your family's language, culture, and worldview/religion/irreligion appears in your life? How does it affect your child's life?
- What cultural, religious, or worldview related celebrations are celebrated in your family? How do you celebrate in your family?
- Examples of cultural celebrations:
 - o Estonia: Kadrin Day, Mardin Day
 - o Russia: New Year (Father Frost and Snow Maiden)
 - o China: Chinese New Year
 - o Benelux countries: Sinterklaas/Sint Nicolaas
- Examples of religious celebrations:
 - o Islam: id al Fitr/ Bayram (End of Ramadan)
Eid al Adha/Bayram (The Festival of Sacrifice)
 - o Hinduism: Diwali, Holi
 - o Buddhism: Vesaki, Ullambana
 - o Judaism: Hanukkah, Purim Feast
 - o Christianity/Orthodoxy: Easter and Christmas
 - o Christianity/Catholicism: Epiphany, Shrovetide and Easter
- Are you familiar with the Finnish calendar with its various celebrations? In early childhood education and care, the Finnish calendar celebrates the cultural events related to the year cycle and the Christianity / Lutheran Church Year, for example, All Saints' Day, Christmas, and Easter.
- How do you celebrate different calendar year festive days?
- Has your child encountered other religions, worldviews or cultures in the past (neighbours, family, acquaintances' families, holiday trips)?
- What kind of religion related discussions have taken place in your home?
- How have you talked with your child about the basic questions of life: right/ wrong, good/bad, birth, death, fears, security, God?

Early childhood education and care staff has cultural and worldview related knowledge and skills. The staff serves as a model for how religions, worldviews and cultures are perceived and talked about. Issues related to worldview education are openly discussed in the operative units. The joint discussions and reflections of the work community clarify the operative principles, help in the planning of activities and build a common operational culture. The ECEC director centre plays an important role in developing the value and attitude based atmosphere in his or her own unit. *Kasvua katsomuksista* (Growth from Worldviews) website in Finnish discusses the role of the ECEC centre director in the implementation and realization of the unit's worldview education. The following videos in Finnish, among other things, are available on the website for discussion: Do I hear a child's worldview related thoughts and questions, which would encourage you to a dialogue about diversity and worldviews and how community's values affect the way you encounter others. Early childhood education and care and Vantaa parishes co-operate in accordance with jointly developed strategic priorities. A description of the cooperation can be found on the parish's website.

To support the implementation of early childhood education and care, there is a *Katsomusten arreakku* (Treasure Box for Worldviews) material available in Finnish.

QUESTIONS TO CONSIDER:

- How do you take into account the celebrations and traditions of the different religions and cultures of your child group in your activities?
- How do you take into account the children's initiatives when they are wondering about issues of life?
- How do you support children's worldview related identities?

4.7 LANGUAGE, CULTURE AND WORLDVIEW AWARE PRE-PRIMARY EDUCATION

Language, culture and worldview aware pre-primary education is implemented in accordance with the Vantaa pre-primary curriculum as well as the Vantaa Handbook of Language, Culture and a Worldview Awareness in Early Childhood Education and Care. The children's linguistic and cultural backgrounds and abilities are taken into account in both pre-primary and preparatory education. The languages and cultures represented in the group of children, as well as their religions and worldviews are apparent in activities. The aim of the language, culture and worldview aware pre-primary education is:

- to support the development of each child's linguistic and cultural identity
- to teach children to appreciate the traditions and customs of all families
- to guide children to respect different languages and cultures as well as religions and worldviews
- to strengthen children's ability to understand the diversity of society
- to strengthen children's capacity to act as members of society

When learning to speak a language, you also learn grammar. New things are also learned in language, so language is both an object and a tool for learning. The teaching takes into account that each learning module has its own language, type of text, concepts and symbol system. Teaching progresses from everyday language to the language of conceptual thinking. Every child has the right to develop as a language user and language learner. The teaching takes into account the different learning conditions and learning styles of the children, as well as the symbol systems related to their own language and culture, such as different spellings. The reading direction should also be taken into account. More information on learning a second language can be found in chapter 4.4.

Pre-primary education supports the development of a child's multilingualism and appreciative attitude towards languages. Attitudes towards language communities are discussed in the work community and pondered together. In language aware early childhood education and care, the staff understands the key role of language in learning, joint activities, building identities and becoming socialized into society. In language aware early childhood education and care, the entire staff acts as a model for the Finnish language and teaches the key vocabulary of the learning modules.

The principles of the pre-primary curriculum direct the worldview aware pre-primary education. Getting to know the customs, religions and other worldviews of the local community supports the development of children's cultural and interactive skills, as well as a wide range of competence related to thinking and learning. The goal is to help children understand and respect the different worldview traditions of their own and other children and families by encouraging them to ask questions and reflect, and to make room for wondering about matters. Worldview education is implemented in everyday activities, celebrations and current events. The Finnish National Agency for Education's instructions on the organization of education of religion and ethics in primary and lower secondary education and worldview education in pre-primary education, as well as on organization of religious occasions in pre-primary and primary and lower secondary education, supports the planning and organization of pre-primary education activities. More information on the implementation of worldview education can be found in chapter 4.6.

QUESTIONS TO CONSIDER

- How do you strengthen children's ability to act as a member of society
- What are the best practices for your child group

SUMMARY OF CHAPTER 4

- Plan the implementation of language, culture and worldview aware early childhood education and care using sections 1 and 2 of the LangPeda tool and the criteria for developing language, culture and worldview aware early childhood education and care
- Start observing a child's Finnish language proficiency with the help of LangPeda section 3
- Tell guardians about the importance of one's own mother tongue and discuss ways to support the development of one's own mother tongue. You can utilize LangPeda section 2
- Take care of the organization of the teaching in Finnish as a second language and the implementation of evaluation by utilizing the LangPeda section 1
- Make the languages, cultures, worldviews and religions of a child group visible
- Collaborate with the language and culture coordinator

5 IMPORTANT PRACTICES

5.1 PLACING A CHILD MOVING TO VANTAA IN EARLY CHILDHOOD EDUCATION AND CARE OR PRE-PRIMARY EDUCATION

The municipality must arrange early childhood education and care for a child who resides in the municipality due to the work, studies, illness or similar reasons of his or her guardians, even if the child does not have a municipality of residence in Finland or the child's municipality of residence is in another municipality under the Municipality of Residence Act.

An application for early childhood education and care can be submitted once the registration of an EU citizen has been completed. The decision on early childhood education and care can be made until the child starts school, when the family has a domicile and a permanent address in Vantaa.

If a non-EU family has a temporary residence permit, an early childhood education and care place may be granted for their child for a maximum period of validity of the residence permit.

As a general rule, early childhood education and care services for asylum-seeking children are provided only on child welfare grounds. In this case, the reception centre pays the actual expenses. The person in charge in the situation is the manager of early childhood education and care of the respective area.

The child is placed in pre-primary or preparatory education as soon as possible after the application is submitted. The child is admitted to pre-primary or preparatory education, even if he or she does not yet have a Finnish personal identity number, residence permit, domicile or permanent address in Vantaa.

5.2 RESIDENCE PERMIT

The ECEC centre director finds out the types of residence permits of the children applying for early childhood education and care from the guardians.

The type of residence permit affects, among other things, the placement of the child in early childhood education and care, the approval of invoices concerning interpreting and the application for financial compensation if development and learning support measures have been granted to a child with refugee status. For more information on compensations, see chapter 5.3.

A citizen of an EU country, the Nordic countries, Liechtenstein or Switzerland does not need a residence permit in Finland, but he or she must register his or her right of residence if the residence or work in Finland lasts for more than three months. In order to register a child, a separate application must be filled out.

The residence permit is either temporary or permanent. A temporary residence permit is issued either as a temporary or continuous residence permit. The first permit is always temporary.

The type of residence permit is entered on the residence card with the following letter codes:

- A = continuous residence permit
- B = temporary residence permit
- P = permanent residence permit
- P-EU or P-EY= EU residence permit of a long-term resident third-country national
- TTOL means an employee's residence permit. It then lists the professions in which the permit holder can work.

5.3 USING AN INTERPRETER

In early childhood education and care, an interpreter is used in initial meetings, early childhood education and care plan conversations and curriculum conversations in pre-primary or preparatory education, as well as in parents' evenings, if the guardian does not have sufficient knowledge of Finnish. Interpreting can be done on-site or by telephone or remote interpreting.

Instructions for ordering an interpreter and approving an interpreter's invoice can be found on the Intranet.

The interpreter's invoice of a person with refugee status is treated differently from that of a person with non-refugee status. Currently, the most common languages of persons with refugee status are Arabic, Dari, Farsi, Somali (nowadays mainly in family reunification situations), Swahili, Kikongo, Lingala, Burma, Chechen (Russian).

Carrying out interpretation:

- Check the type of residence permit from the guardian; the interpreter's invoice of a person with refugee status is treated differently from that of a person with non-refugee status.
- Find out the family's mother tongue, dialect and country/continent where the language is spoken
- Order an interpreter in time and tell the topic of discussion if necessary
- Plan the course of your conversation carefully
- Allow enough time for discussion
- Talk to the client, not to the interpreter and use clear language
- Give the interpreter enough time to interpret

5.4 APPLYING FOR COMPENSATION WHEN A CHILD WITH REFUGEE STATUS HAS BEEN GRANTED DEVELOPMENT AND LEARNING SUPPORT

Concerning the excess part of basic early childhood education and care, the municipality has the right to recollect the costs from the ELY Centre as per the Integration Act. It is therefore important that the ECEC centre director finds out the types of residence permits of the guardian and the child in order to know whether the municipality is entitled to apply for compensations.

Compensation can be applied when a child with a refugee background suffers from an injury, long-term illness or trauma. An expert's opinion on the child's injury or trauma must be provided. Not all problems related to growth and development justify recovery (for example mild learning difficulties).

When a child receives structural support measures of development and learning support, the counselling special teacher in early childhood education and care will provide an excerpt from the child's support measure decision to the relevant early childhood education and care expert.

More information on the matter can be found on the website of the Ministry of Economic Affairs and Employment <https://kotoutuminen.fi/valtior-korvaukset-kunnille-ja-hyvintaluelille> and the Handbook of Integration Act

SUMMARY OF CHAPTER 5

ECEC centre director

- finds out the type of residence permit of the family/child when an application for early childhood education and care is submitted
- ensures that the type residence permit of the family/child is known when ordering an interpreter
- informs the consulting special teacher in early childhood education and care if the child receiving enhanced support or special support has refugee status

6 SPECIAL SITUATIONS

Sudden, shocking life events and losses affect a person regardless of age. The smaller the child, the more important is the support of adults in the child's everyday life. The pre-primary staff has the opportunity to contact the pre-primary social worker or psychologist to get advice to help a child facing a crisis. Family counselling centres serve families with children in Vantaa in matters concerning the growth and development of a child, adolescent and family. Child guidance and family counselling of the Wellbeing services county of Vantaa and Kerava provides help when a child has experienced a crisis or trauma.

The Social emergency and crisis center of the Wellbeing services county of Vantaa and Kerava is a 24-hour emergency unit that acts as an on-call social authority and provides acute crisis assistance in shocking life situations. The client himself or herself, a relative, a close person or a friend can apply for help. The contacting person may also be another authority.

Multi-service office for immigrants is responsible for social and health services for refugees and returnees moving to Vantaa, for orientation to services as well as client and patient guidance in the initial phases. The clients include refugees moving to Vantaa, victims of human trafficking and immigrants with special needs, such as the chronically ill persons, the disabled, those on family leave and the elderly. Immigrant services provides aftercare services for young people aged 18–24 having arrived unaccompanied to the country and is responsible for the social work of the undocumented and, if necessary, for emergency accommodation.

Social services provide help and support in a variety of challenging life situations for young people, adults and families.

Adult social work serves Vantaa residents over the age of 25.

If necessary, the municipality must conduct an individual service needs evaluation based on the client's own views and the evaluation of one or more experts. In urgent cases, social services must also be provided for those residing temporarily in the municipality.

6.1 CIRCUMCISION

Circumcision of boys is an integral part of Judaism and Islam, but the practice is also known in many African communities as part of the rites of passage into adulthood of boys. Circumcision of boys due to religious and cultural traditions is permitted with the consent of the boy and his guardians. Circumcision of boys should only be performed by a licensed or authorized physician. More detailed information and a brochure can be found in several languages.

According to the Criminal Code, female genital mutilation is a criminal offense in Finland. This is the case even if a person living in Finland is taken abroad for surgery. Concerning

families who come from high-risk areas for mutilation, mutilation should be routinely addressed while talking about child welfare and health issues. If necessary, mutilation is discussed in the following situations, for example:

- Early childhood education and care plan conversations of the child
- *Hyve 4* conversation
- *LEOPS* conversation and preparatory education curriculum conversation
- When a pre-primary child is applying for an absence from pre-primary education for more than two weeks
- When the family informs about a child's long absences

According to the official instructions of Vantaa personnel, contact both the police and child welfare authorities must be taken if it is suspected that a girl will be or has been circumcised. Suspicion about an already performed circumcision may arise from a girl's changed behavior. The child may be painful, quiet, withdrawn, anxious, depressed, aggressive, fearful or tearful. She may also have concentration and learning difficulties.

If you are concerned about the matter, you can discuss the issue with the ECEC centre director, the language and culture coordinator, the consulting special teacher in early childhood education and care or *Kaso's* safety specialist.

6.2 CONCEPTS OF HONOUR AND VIOLENCE

Conceptions of honour are perceived as perceptions of the good life, but they can also lead to situations of conflict. Honour violence refers to domestic or family violence that violates human rights in the defense of standards of honour. Honour violence is related to a way of thinking that honour is a matter of the whole family or relatives. The actions of the individual affect the honour of the whole community. More information on honour violence can be found in the *Lastensuojelun käsikirja* (Handbook of Child Welfare) website in Finnish.

6.3 CHILD KIDNAPPING AND ABDUCTION

A child kidnapper is any person who takes a child away without the guardian's consent. If the child's other parent or other person indicates their intention to kidnap a child, the guardian will be notified immediately and they will be advised to contact child welfare services and the police. In this case, attention to the child's supervision should be intensified and person traffic of the unit should be limited as far as possible. In case of an emergency, an employee of the operative unit can also file a report to the police.

A person is guilty of child abduction when he or she arbitrarily takes the child in his or her custody and takes the child abroad from his or her country of residence or fails to return the child to his or her country of residence. If there is a threat of someone taking a child out of the country illegally, it is question of an international child abduction.

In the event of kidnapping, the aim is to act calmly and report the matter to the police, the guardian and one's own supervisor as soon as possible. In the event of kidnapping a child or other similar disorder, attention should be paid, if possible, to the distinguishing characteristics of the kidnapper. It is important to take good care of children throughout the situation and to guide them away from the scene.

If you are concerned about the matter, the subject can be discussed with the ECEC centre director, the language and culture coordinator, the consulting special education teacher in early childhood education and care or *Kaso's* safety expert.

6.4 CHILD WELFARE AND TAKING THE CHILD TO COMBAT ZONE

When there is a suspicion that a child will be taken or sent to a combat zone, early childhood education and care employees are obliged to make a child welfare notification. The threat of taking a child out of the country or traveling to the combat zone on their own is most often associated with violent extremism that makes the person leaving feel obliged to act in the conflict on the spot. A typical sign for suspicion referring to violent extremism is a sudden change in the behavior of a child or other family members. *Lastensuojelun käsikirja* (The Handbook of Child Welfare) in Finnish provides more information on the subject. The Ministry for Foreign Affairs' travel bulletins provide up-to-date information on the security situation in various countries.

If you are concerned about the matter, you can discuss the matter with the ECEC centre director, the language and culture coordinator, the consulting special education teacher in early childhood education and care or *Kaso's* safety expert.

6.5 IDENTIFICATION AND PREVENTION OF RADICALIZATION IN EARLY CHILDHOOD EDUCATION AND CARE

In early childhood education and care, it is important to identify the signs of violent radicalization and related phenomena. It is important to take into account the children who have been exposed to the effects of violent radicalism in their own living environment. Although there is no comprehensive set of characteristics for violent radicalization, the staff often identifies worrying changes in for example the behaviour, speech, or dressing of children or guardians.

If you are concerned about the matter, you can discuss the matter with the ECEC centre director, the language and culture coordinator, the consulting special education teacher in early childhood education and care or *Kaso's* safety expert. City-level safety guidelines for education and teaching are available in Intra.

The Finnish National Agency for Education's website contains up-to-date information on violent radicalization and its prevention in Finnish.

The Finnish National Agency for Education has also published a guide *Rakentavaa vuorovaikutusta* (Constructive Interaction) in Finnish, which can be used in early childhood education and care.

Resilienssiä rakentamassa – demokratiakasvatuksen tueksi (Building Resilience - in Support of Democracy Education) publication in Finnish supports the implementation of the National action plan for the prevention of violent radicalization and extremism in the education sector, including also early childhood education and care.

7 HYÖDYLLISTÄ MATERIAALIA JA LÄHTEET

Tästä luvusta löydät lisää sähköistä ja painettua materiaalia.

7.1 LISÄTIETOA LUKUUN 2 KIELI-, KULTTUURI- JA KATSOMUSTIETOISEN VARHAISKASVATUKSEN JOHTAMINEN

- [Kielitaidon arviointiohjeet rekrytoijalle ja arviointitehtävät](#)
- [Avaimia moninaisuuden johtamiseen](#)
- <https://www.finlex.fi/fi/laki/ajantasa/2015/20151384>
- [Palveleva johtaminen työpaikan kulttuuriksi | Työterveyslaitos \(ttl.fi\)](#)
- [Monimuotoinen työelämä | Työterveyslaitos \(ttl.fi\)](#)
- [Varhaiskasvatuksen ja esiopetuksen suunnitelmat](#)
- <https://www.oph.fi/fi/koulutus-ja-tutkinnot/varhaiskasvatus/varhaiskasvatuksen-tueksi/tasa-arvo-ja-yhdenvertaisuus-varhaiskasvatuksessa-ja-esiopetuksessa>
- <https://tasa-arvoinenvarhaiskasvatus.fi/>
- https://maailmankoulu.fi/wp-content/uploads/2018/02/yhdenvertaisuus_opas_web.pdf
- [Tutustu rasisminvastaiseen toimintaan - Punainen Risti](#)
- <https://maailmankoulu.fi/rasisminvastainen-paiva/>
- <https://maailmankoulu.fi/kuvakirjoja-ja-kirjavinkkejä-varhaiskasvatukseen-ja-1-2-luokkalaisille/>
- <https://www.oph.fi/fi/koulutus-ja-tutkinnot/tasa-arvo-ja-yhdenvertaisuussuunnitelu-oppilaitoksissa>
- [Varhaiskasvatussuunnitelman perusteet 2022 \(opintopolku.fi\)](#)
- <https://www.finlex.fi/fi/laki/alkup/2018/20180540?search%5Btype%5D=pika&search%5Bpika%5D=varhaiskasvatuslaki>
- <https://www.oph.fi/fi/koulutus-ja-tutkinnot/varhaiskasvatus/varhaiskasvatuksen-tueksi>

7.2 LISÄTIETOA LUKUUN 3 HUOLTAJIEN KANSSA TEHTÄVÄ YHTEISTYÖ

- Alkukartoitukset uusille maahan muuttaneille vantaalaisille.
[Alkukartoitus tukee vastikään Suomeen ja Vantaalle muuttaneita | Vantaa](#)
- Esiopetuksen opetussuunnitelman perusteet 2014. Opetushallitus. Määräykset ja ohjeet 2016:1
https://www.oph.fi/sites/default/files/documents/esiopetuksen_opetussuunnitelman_perusteet_2014.pdf
- International House Helsinki <https://ihhelsinki.fi/>
- Kotoutuminen.fi-verkkopalvelu on suunnattu työssään maahan muuttaneita kohtaan, kotoutumisen edistämisen ja pakolaisten vastaanoton toimijoille. [Etusivu | Kotoutuminen](#)
- Kotoudu kotona -opas <https://www.mikseri.fi/meri-la-pin+%C3%A4itien+%C3%A4rjest%C3%B6l%C3%A4ht%C3%B6inen+kotoutuminen/!!>
- Kotoutumislaki (1386/2010) <https://www.finlex.fi/fi/laki/ajantasa/2010/20101386>
- Kuvaopas vanhemmille – Varhaiskasvatuksen aloittaminen <https://vantaa.sharepoint.com/sites/Varhaiskasvatuksenintranet/Jaetut%20asiakirjat/Forms/AllItems.aspx?id=%2Fsites%2FVarhaiskasvatuksenintranet%2FJaetut%20asiakirjat%2FAloittaminen%2FKuvaopas%20vanhemmille%2DVarhaiskasvatuksen%20aloittaminen%2Epdf&parent=%2Fsites%2FVarhaiskasvatuksenintranet%2FJaetut%20asiakirjat%2FAloittaminen>
- Lastensuojelu sivusto. Kielet: arabia, englanti, farsi, kurdi, ranska, ruotsi, somali, suomi, selkosuomi, venäjä. <http://lastensuojelu.info/>
- Monikulttuurinen kodin ja koulun yhteistyö. 2010. Opetushallitus.
https://peda.net/p/sanna.kekkonen%40hirsensalmi.fi/ma/tmk/mkiky:file/download/5a3dcff684d2bf26b986c2b8e42e400ea66991f0/130188_monikulttuurinen_kodin_ja_koulun_yhteisty_2010_-esite_oph.pdf
- Neuvova Vantaa -sivusto <https://www.neuvovavantaa.fi/>
- Oma kieli – oma mieli. Opas oman äidinkielen oppimisen tukemiseen. 2016. Opetushallitus. https://www.oph.fi/sites/default/files/documents/179673_oma_mieli_oma_kieli_1.pdf
- Osallisuus varhaiskasvatuksessa videosarja <https://www.oph.fi/fi/koulutus-ja-tutkinnot/osallisuus-varhaiskasvatuksessa-videosarja>

- Opas varhaiskasvatukseen siirtyvän lapsen vanhemmille [Päiväkoti alkaa, tervetuloa! - Uusi opas vanhemmille - Vanhempainliitto](#)
- Perusopetukseen valmistavan opetuksen opetussuunnitelman perusteet 2015. Opetushallitus. Määräykset ja ohjeet 2015:49
https://www.oph.fi/sites/default/files/documents/perusopetukseen_valmistavan_opetuksen_opetussuunnitelman_perusteet_2015.pdf
- Rakkautta ja vanhemmuutta kahden kulttuurin perheessä. 2010. Monikulttuurisuusyhdistys Familia club ry.
<https://www.familiary.fi/duo-vanhempainvalmennus.html>
- Tervetuloa Suomeen -opas <https://tem.fi/tervetuloa-suomeen>
- Tietoa koulukiusaamisesta vieraskielisille vanhemmille -opas <https://kotouttaminen.fi/-/etno-julkaisi-vieraskielisille-selkokielisen-oppaan-koulukiusaamisesta>
- Tietoa suomalaisesta koulutusjärjestelmästä [Sinun oppaasi Suomessa \(infofinland.fi\)](#)
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7.7 AIHEESEEN LIITTYVIÄ VIDEOITA

Sadusta Pedagogiikkaa –koulutus

[Varhaiskasvatuksen intranet -Sadusta pedagogiikkaa-](#)

Kieli-, kulttuuri- ja katsomustietoinen varhaiskasvatus ja esiopetus <https://www.youtube.com/watch?v=9ZqNk-4Df2Y&t=3s>

KieliPedan käyttöönottokoulutus <https://www.youtube.com/watch?v=6WNoX0JA3s0>

Vantaan Lukunen -hanke

- [Vantaan Lukunen -Lumoudu lukemisesta hankkeen sivuilta löydät lukemisen merkityksestä kertovat videot albanian, arabian, somalin ja venäjän kielellä.](#)
- [Leikkimaailmoista kertovan videon löydät Lukunen -hankkeen nettisivuilta.](#)

Kielinappu [Kielinappu laulut ja opetusvideot tukevat suomen kielen oppimista.](#)

Osallisuus. OPH. [Opetushallituksen julkaisemissa lyhyissä videokoulutuksissa syvennyttään osallisuuden pedagogiikkaan eri näkökulmista.](#)

Lapsi oppii -videot. Väestöliitto [Väestöliitto on julkaissut myös Lapsi oppii -lyhytvideoita monikielisten perheiden lasten kielen- ja vuorovaikutuksen kehityksen tueksi.](#)

Opetushallituksen videoita kielten rikas maailma -oppimisen alueen toteuttamiseksi:

- Satuhetki ja sadutus <https://www.youtube.com/watch?v=MvGjESJ9zAY>
- Laulupiirtäminen <https://www.youtube.com/watch?v=qg1p4yrmQEO>
- Satuhieronta <https://www.youtube.com/watch?v=6dkxexU-Gg0>
- Myrkkysanaleikki <https://www.youtube.com/watch?v=-yl9X35b79Y>
- Monikielinen varhaiskasvatus <https://www.youtube.com/watch?v=8x7rAPUdNOA>
- Monikielinen ja -kulttuurinen varhaiskasvatus <https://www.youtube.com/watch?v=fcPStelZAMc>
- Kielitietoinen varhaiskasvatus <https://www.youtube.com/watch?v=hEUngDhbmI>
- Monikielisyyden tukeminen varhaiskasvatuksessa <https://www.youtube.com/watch?v=2bdcUEQBL2E>
- DivEd -sukella kieleen ja kulttuuriin <https://www.youtube.com/watch?v=QV6EsxYArGE>
- Merirastin päiväkodin kielivideo <https://www.youtube.com/watch?v=l1guMThEsy4>

Teaching in Language Rich Classrooms

- <https://www.youtube.com/channel/UCuznjX7nkcDqDwUJpzlYWsw>
- Linguistic Diversity in Vantaa, Finland <https://www.youtube.com/watch?v=pGZikeklCBQ>

7.8 TULOSTETTAVAT LIITTEET

Liite 1 Kieli-, kulttuuri- ja katsomustietoisien varhaiskasvatuksen vuosikello

1.1 Päiväkodin johtajan ja kieli- ja kulttuurikoordinaattorin välisen yhteistyön vuosikello

Liite 2 Kieli-, kulttuuri- ja katsomustietoisien varhaiskasvatuksen toimintakulttuuri

Liite 3 Varhaiskasvatuksen menetelmiä lapsen äidinkielen ja kulttuuri-identiteetin vahvistamiseksi

3.1 Varhaiskasvatuksen menetelmiä lapsen äidinkielen ja kulttuuri-identiteetin vahvistamiseksi ruotsi

Liite 4 Vanhempien keinot tukea äidinkielen/-kielten kehittymistä suomi

4.1 Vanhempien keinot tukea äidinkielen/-kielten kehittymistä ruotsi

4.2 Vanhempien keinot tukea äidinkielen/-kielten kehittymistä venäjä

4.3 Vanhempien keinot tukea äidinkielen/-kielten kehittymistä englanti

Liite 5 Kysymyksiä lapsen äidinkielen/-kielten osaamisen selvittämiseksi

Liite 6 Huoli suomen kielen taidon kehittämisestä varhaiskasvatuksessa

Liite 7 Huoli suomen kielen taidon kehittämisestä esiopetuksessa

Liite 8 Ensimmäisten varhaiskasvatusvuosien tavoitteet

Liite 9 Suomi toisena kielenä opetuksen sisältöjä

9.1 Suomi toisena kielenä opetuksen sisältöjä ruotsi

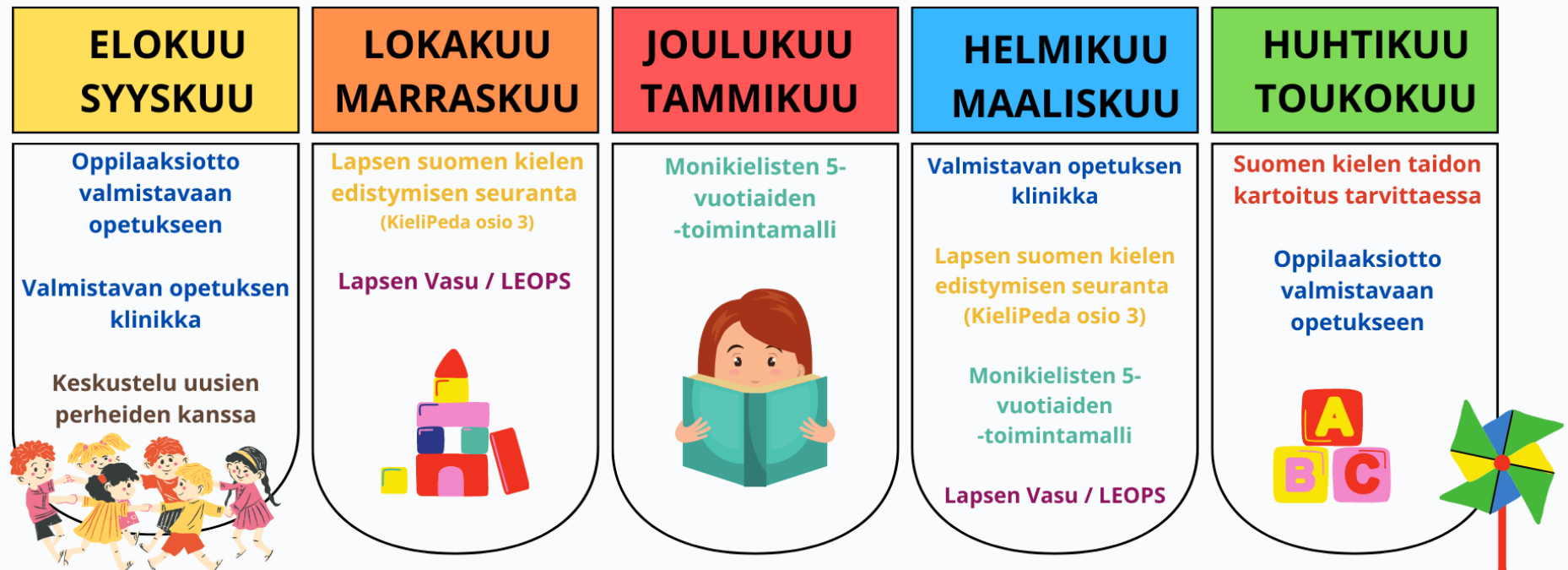
9.2 Suomi toisena kielenä opetuksen sisältöjä englanti

Liite 10 Valmistava opetuksen prosessi 6-vuotiaille syksy

Liite 11 Valmistava opetuksen prosessi 6-vuotiaille kevät

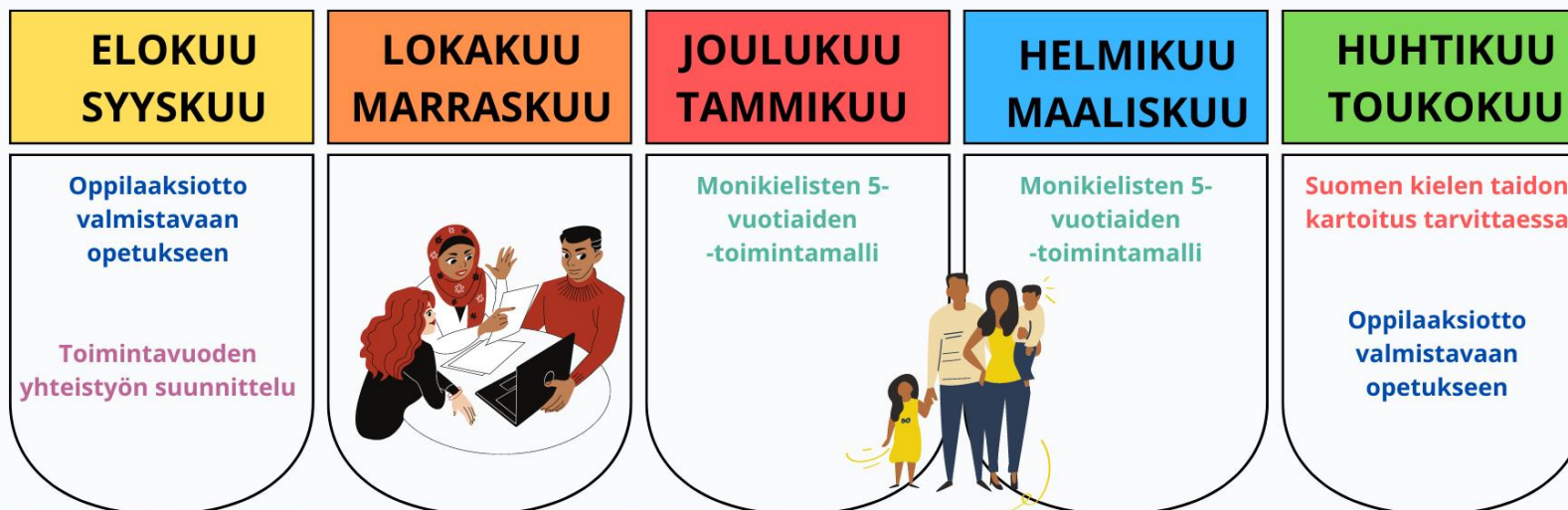
Liite 12 6-vuotiaiden valmistavan opetuksen vuosikello
Liite 13 Vuorovaikutuksellinen sadunlukeminen juliste
Liite 14 Monikielinen juliste lukemisen merkityksestä

Kieli-, kulttuuri- ja katsomustietoisen varhaiskasvatuksen vuosikello



Kieli-, kulttuuri- ja katsomustietoisen toimintakulttuurin kehittäminen KieliPeda ja kriteeristöä hyödyntäen
Suomi toisena kielenä -opetuksen toteutus
Osaamisen kehittäminen
Kuluvan toimintavuoden valmistavan opetuksen päätöksiä tehdään huhtikuun loppuun asti

Päiväkodin johtajan ja kieli- ja kulttuurikoordinaattorin vuosikello



Kieli-, kulttuuri- ja katsomustietoisen toimintakulttuurin kehittäminen KieliPedaa ja kriteeristöä hyödyntäen

Suomi toisena kielenä -opetuksen toteutuksen suunnittelu

Oppimisympäristöjen kehittäminen

Osaamisen kehittäminen

Kuluvan toimintavuoden valmistavan opetuksen päätöksiä tehdään huhtikuun loppuun asti

Kielitietoisessa varhaiskasvatuksessa

- Tunnistetaan kielen keskeinen merkitys oppimisessa, opetuksessa, arvioinnissa ja kaikessa toiminnassa
- Arvostetaan kaikkia lasten käyttämiä kieliä
- Eri kielet näkyvät oppimisympäristössä luontevasti
- Tunnistetaan eri kieliin kohdistuvia asenteita ja keskustellaan niistä
- Annetaan mahdollisuus lasten omien kielisten resurssien monipuoliseen käyttöön
- Tehdään konkreettisia kielitekoja (vietetään Satakielipäivää, sovitaan viikon tai kuukauden kieli, jolla opetellaan esim. tervehdykset, viikonpäivät yms. sekä tutustutaan murteisiin)

Kielitietoinen henkilöstö

- Ymmärtää kielen keskeisen merkityksen lasten kehityksessä, oppimisessa, vuorovaikutuksessa ja osallisuudessa.
- Ymmärtää oman äidinkielen osaamisen merkityksen toista kieltä opeteltaessa.
- Keskustelee oman äidinkielen tai -kielten sekä toisen kielen kehittymisen vaiheista huoltajien kanssa.
- On tietoinen omasta tavastaan käyttää kieltä
- Rakentaa vuorovaikutusta, joka takaa kaikkien lasten osallisuuden
- Opettaa kuhunkin oppimiskokonaisuuteen liittyvää sanastoa.

Kulttuuri- ja katsomustietoisessa varhaiskasvatuksessa

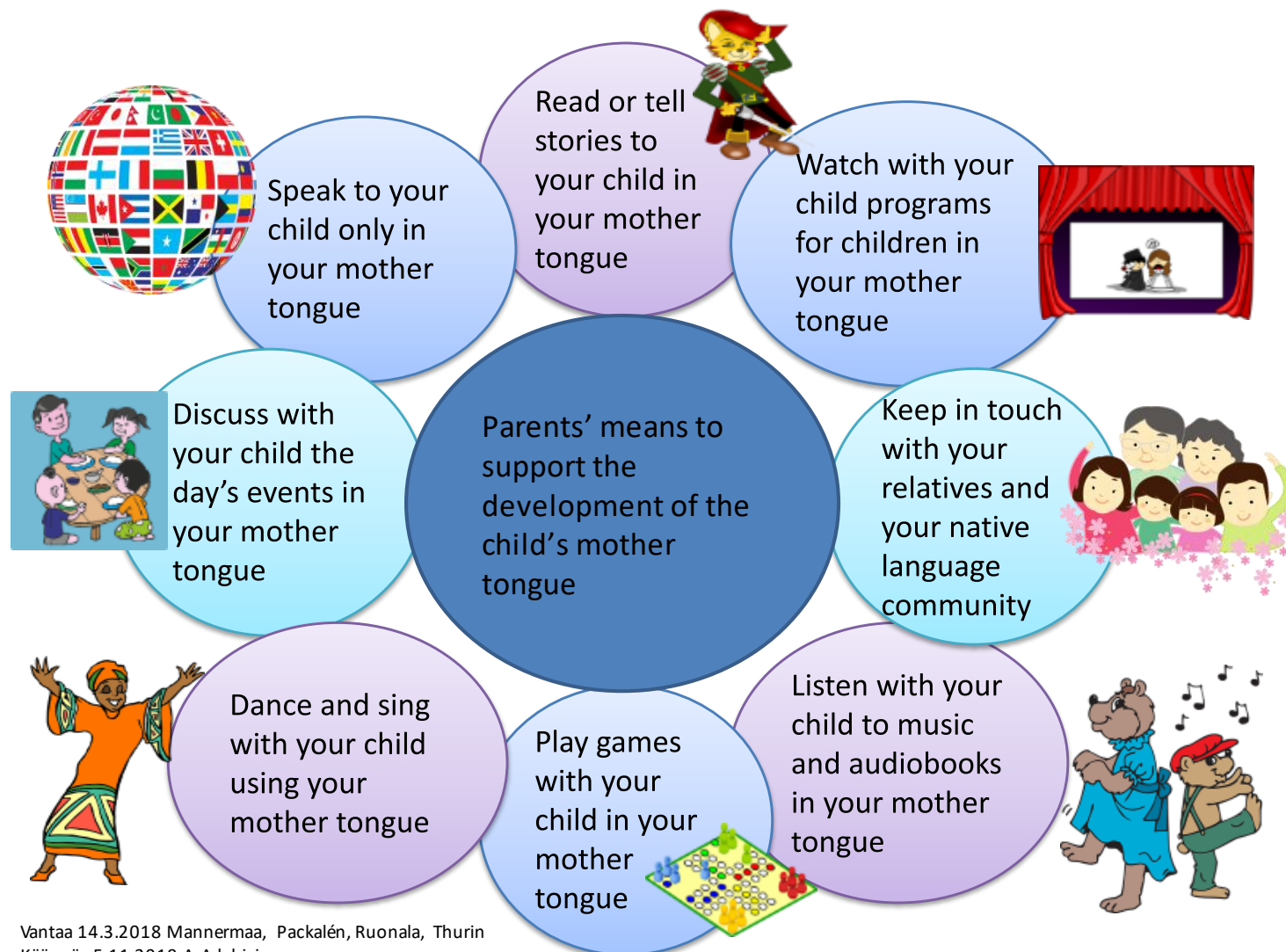
- Edistetään kielellisen, kulttuurisen ja katsomuksellisen moninaisuuden myönteistä näkymistä osan lapsiryhmän arkea ja juhlaa
- Tuetaan lapsen kulttuuri-identiteettien rakentamista tarjoamalla kokemuksia, tietoa ja taitoja eri kulttuuriperinnoista esim. leikkien, ruokailuhetkien ja juhlien avulla
- Huomioidaan, että vuorovaikutustaidoilla, kyvyllä ilmaista itseään ja ymmärtää muita on tärkeä merkitys identiteetille, toimintakyvylle ja hyvinvoinnille
- Huomioidaan, että toimiva vuorovaikutus erilaisista kulttuuri- ja katsomustaustoista tulevien ihmisten kanssa edellyttää oman ja muiden kulttuurin sekä katsomuksellisen taustan ymmärtämistä ja kunnioittamista
- Tuetaan lasta myönteisen suhteen luomisessa moninaiseen ympäristöön
- Rohkaistaan lasta tutustumaan toisiin ihmisiin, kieliin ja kulttuureihin
- Toimitaan mallina lapsille erilaisten ihmisten myönteisessä kohtaamisessa.
- Henkilöstöllä on taito kuunnella, tunnistaa ja ymmärtää eri näkemyksiä sekä kyky pohtia omia arvoja ja asenteita











Vantaa 14.3.2018 Mannerman, Packalén, Ruonala, Thurin
Käännös 5.11.2019 A. Adebisi



Vantaa 14.3.2018 Mannermaa, Packalén, Ruonala, Thurin
Käännös 2019 N.Sidelnikova

KYSYMYKSIÄ LAPSEN ÄIDINKIELEN / -KIELTEN OSAAMISEN SELVITTÄMISEKSI



ALLE 3-VUOTIAS

- ONKO LAPSI KIINNOSTUNUT, KUN KERROT HÄNELLE JOTAIN?
- OSAAKO LAPSI OSOITTAA NIMETTYÄ ASIAA?
- NOUTAANKO LAPSI PYYDETYN ESINEEN?
- OPPIIKO LAPSI KOKO AJAN UUSIA SANOJA?



3-4 -VUOTIAS

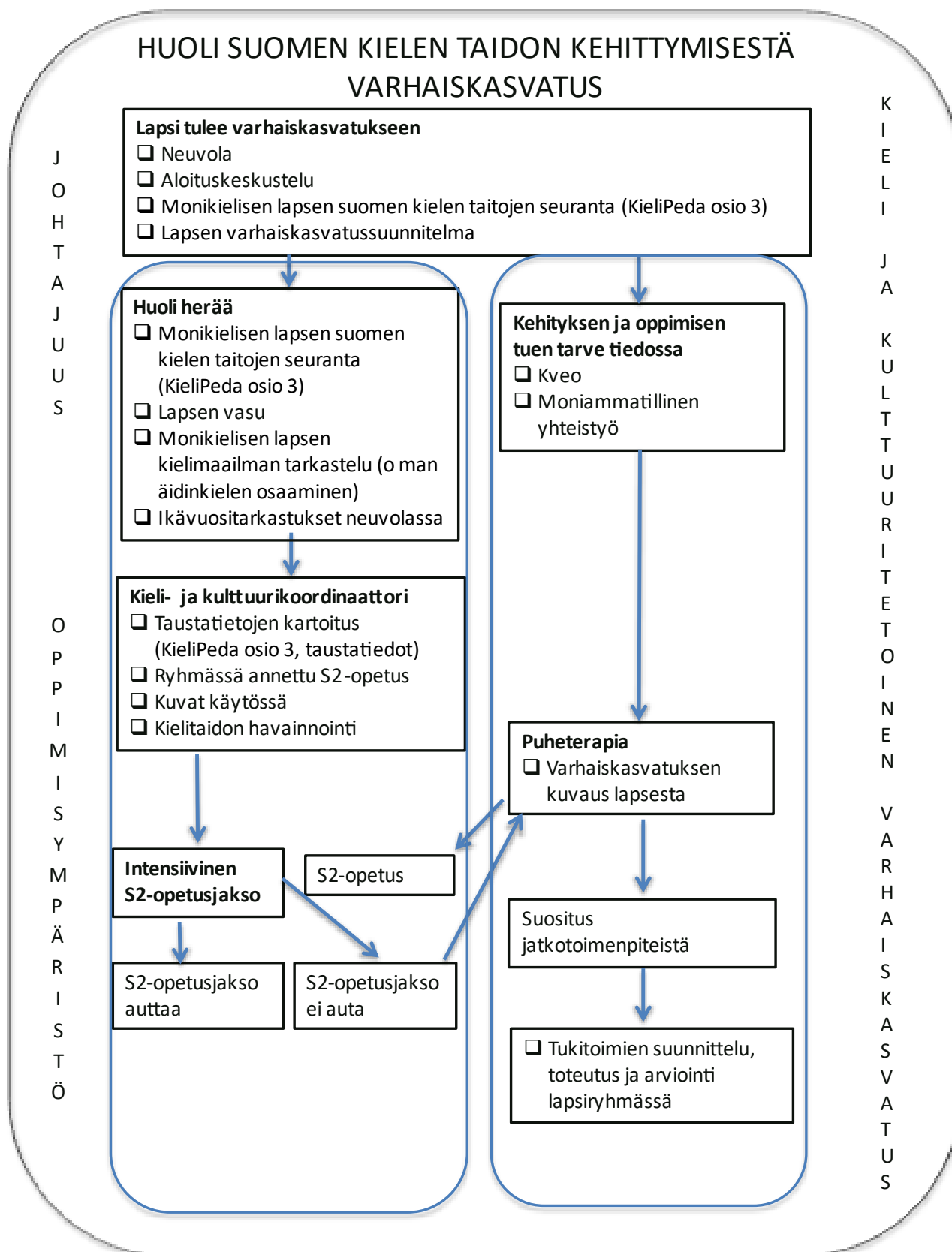
- JAKSAAKO LAPSI KUUNNELLA KUVAKIRJAA?
- LEIKKIIKÖ LAPSI MIELELLÄÄN MUIDEN LASTEN KANSSA?
- PYSTYYKÖ LAPSI NOUDATTAMAAN KAKSIOSAISTA OHJETTA, KUTEN "RIISU VAATTEET JA VIE NE KYLPYHUONEESEEN"?
- KERTOOKO JA KYSELEEKÖ LAPSI MIELELLÄÄN ASIOITA?



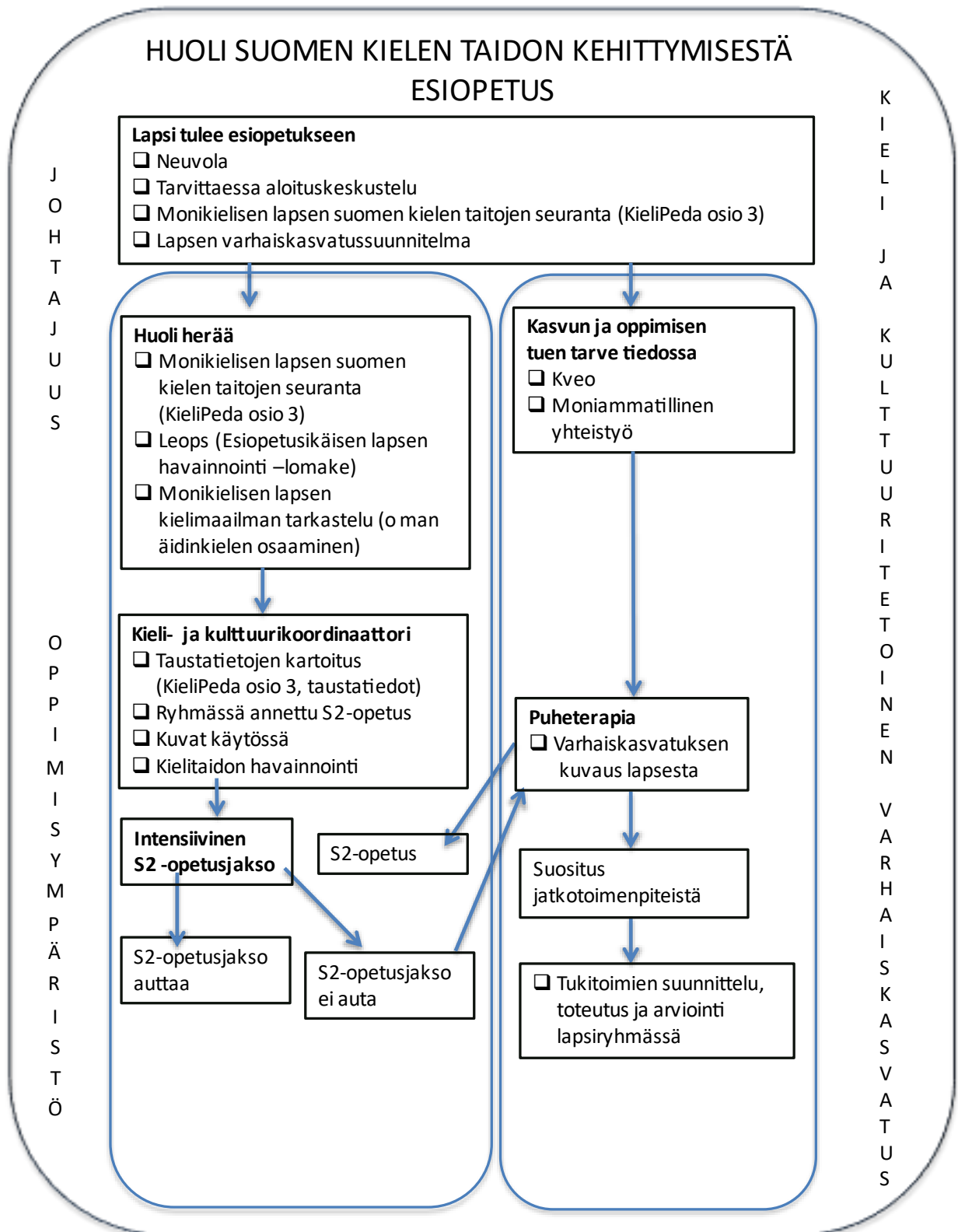
5-6 -VUOTIAS

- KUNTEELEEKÖ JA OSALLISTUUKO LAPSI KESKUSTELUUN?
- YMMÄRTÄÄKÖ LAPSI KAIKEN MITÄ HÄNELLE PUHUT?
- YMMÄRTÄÄKÖ LAPSI AJAN JA PAIKAN MÄÄREITÄ?
- YMMÄRTÄÄKÖ LAPSI, ETTÄ ASIAT JA ESINEET VOIDAAN LUOKITELLA ERILAISIKSI RYHMIKSI?
- YMMÄRTÄVÄTKÖ VIERAAT LAPSEN PUHETTA?
- OSAAKO LAPSI SANOA KAIKKI ÄÄNTEET OIKEIN?
- PUHUUKO LAPSI SUJUVASTI?

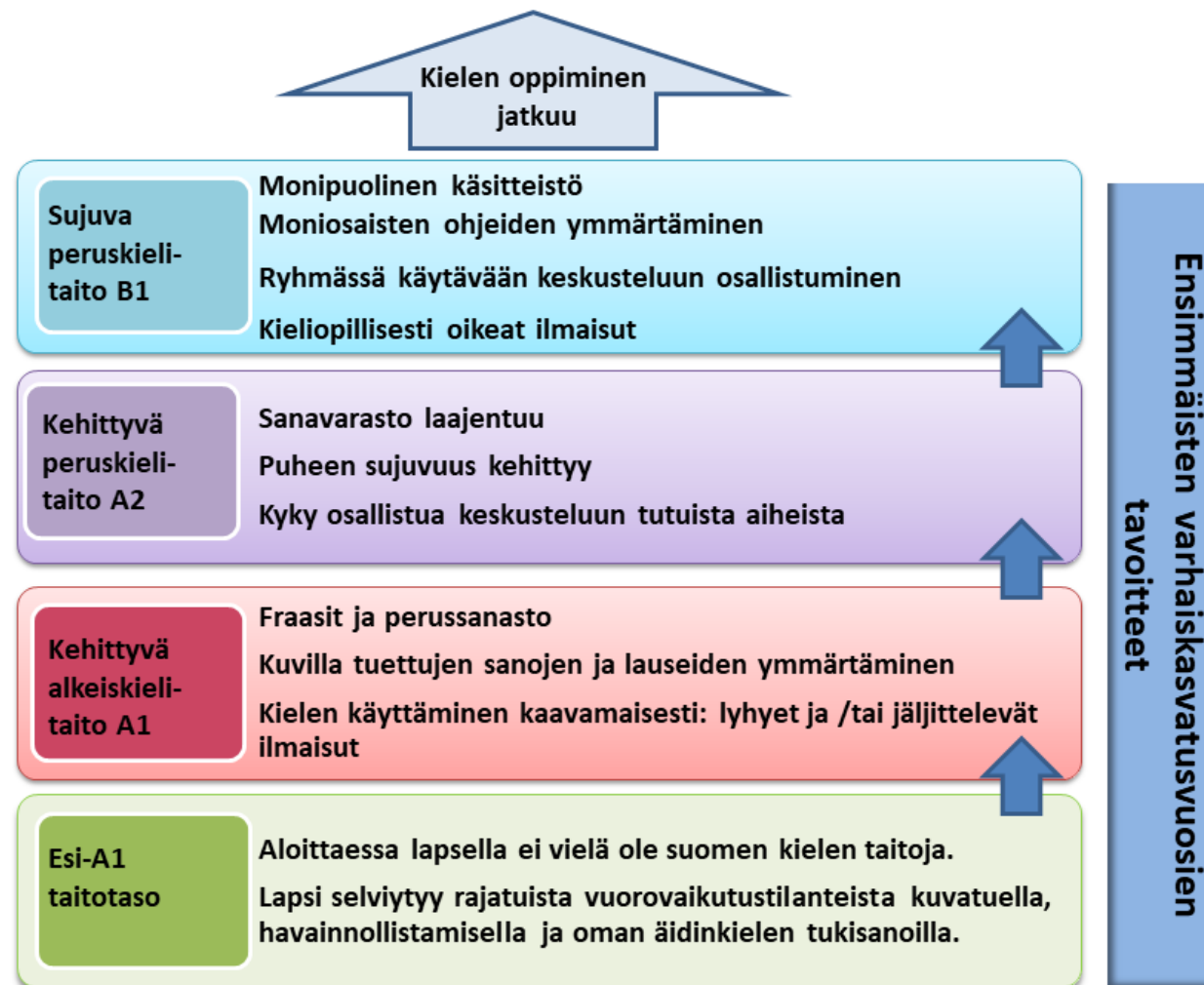
KYSYMYKSET POHJAAVAT EUROOPPALAISIN OPIOLIN KYSYMYKSIIN
5/2021 M. THURIN



Vantaa 15.6.2022 Partanen, Pennanen, Ruonala, Thurin



Vantaa 15.6.2022 Partanen, Pennanen, Ruonala, Thurin



S2-opetus

Sanastot

Minä, koti, perhe
Tunnesanasto
Leikkisanasto
Päiväkotisanasto
Vaatteet
Kehonosat
Ruoka, ruokailu
Eläimet
Värit
Lukukäsitteet
Matemaattiset käsitteet
Lähiympäristö
Ammatit

Kielenkäyttö

Verbit
Adjektiivit
Eri lausetyypit (kysymyslauseet,
kieltolauseet)
Sijaintia ja aikaa kuvaavat käsitteet
Toimintaohjeen noudattaminen
Puheen tuottaminen
Kertova puhe

Undervisning i S2

Vokabulärer

Jag, hemmet, familjen

Den emotionella
vokabulären

Lekens vokabulär

Dagisvokabulär

Kläder

Kroppsdelar

Mat, måltider

Djur

Färger

Talbegrepp

Matematiska begrepp

Närmiljö

Yrken

Språkbruk

Verb

Adjektiv

Olika satstyper (frågesatser, nekande
satser)

Begrepp som beskriver rum och tid

Att följa instruktionerna

Att producera tal

Berättande tal

Finnish as a second language (S2) teaching

Glossaries

Me, home, family
Glossary for emotions
Glossary for playing
Glossary for ECEC centre
Clothes
Body parts
Food, eating
Animals
Colours
Number concepts
Mathematical concepts
Immediate surroundings
Professions

Use of language

Verbs
Adjectives
Different sentence types
(question sentences, negative
sentences)
Concepts describing location
and time
Following operating instructions
Speech production
Narrative speech

VALMISTAVA OPETUS 6-VUOTIAILLE

SYKSY

- ☐ Huoltajien tapaaminen
- ☐ Valmistavan opetuksen päätöksen valmistelu ja päätöksenteko
- ☐ Esiopetusikäisen lapsen havainnointi
- ☐ Valmistavan opetuksen toteuttaminen inklusiivisesti (4h esiopetusta + 1h suomen kielen opetusta)
- ☐ Toimintasuunnitelma
- ☐ Oppilashuolto
- ☐ KieliPeda (osio 3)
- ☐ Lapsen itsearviointi-lentokone
- ☐ Lapsen valmistavan opetuksen oppimissuunnitelma
- ☐ Kieli- ja kulttuurikoordinaattori konsultoi valmistavan opetuksen opettajia

Valmistavan
opetuksen
klinikka
elokuussa

Valmistava opetus on tarkoitettu niille maahanmuuttajataustaisille lapsille, joiden suomen kielen taito ja/tai muut valmiudet eivät riitä esiopetusryhmässä opiskelemiseen (Perusopetuksen valmistavan opetuksen opetussuunnitelman perusteet, 2015, OPH)

VALMISTAVA OPETUS 6-VUOTIAILLE

KEVÄT

- ☐ KieliPeda (osio 3)
- ☐ Valmistavan opetuksen oppimissuunnitelman päivittäminen
- ☐ Valmistavan opetuksen klinikka
- ☐ Esiopetusikäisen lapsen havainnointi
- ☐ Valmistavan opetuksen opettajan ja huoltajien välinen keskustelu Eskarista Ekalle -tiedonsiirtoa varten
- ☐ Eskarista Ekalle –tiedonsiirto kouluun
- ☐ Eskarista Ekalle -tiedonsiirron yhteydessä toimitetaan koululle huoltajien luvalla
 - ☐ Eskarista Ekalle -tiedonsiirtolomake
 - ☐ KieliPeda osio 3

Vireille

Valmistelu

Päätös

Tulevan toimintavuoden valmistavan opetuksen lasten päätösten valmistelu alkaa keväällä

- Huoltaja hakee esiopetukseen

- Koordinaattori, päiväkodin johtaja ja vo arvioivat lapsen valmistavan opetuksen tarpeen
- Valmistavaa opetusta järjestävän pk:n pkj järjestää huoltajien tapaamisen ja kutsuu koordinaattorin paikalle
- Pkj skannaa hakemuksen

- Palvelusihteeri valmistelee päätöksen
- Päätöksen valmistavaan opetukseen 6-vuotiaille ottamisesta tekee varhaiskasvatuspäällikkö

6-vuotiaiden valmistavan opetuksen vuosikello

ELOKU SYYSKU	LOKAKU MARRASKU	HELMIKU MAALISKU	HUHTIKU TOUKOKU
Oppilaaksiotto valmistavaan opetukseen Huoltajan tapaamisen toteuttaa valmistavaa opetusta järjestävän päiväkodin johtaja Valmistavan opetuksen hakemukset skannattuna 15.9. mennessä (valmistavanhakemukset@vantaa.fi) Valmistavan opetuksen klinikka Alkukeskustelu uusien perheiden kanssa	Lapsen suomen kielen edistymisen seuranta (KieliPeda osio 3) LEOPS 	LEOPS tiedonsiirtoklinikka Lapsen suomen kielen edistymisen seuranta (KieliPeda osio 3) LEOPS	Eskarista Ekalle -tiedonsiirto ja KieliPeda osio 3 (huoltajien luvalla siirto kouluun) Suomen kielen taidon kartoitus tarvittaessa (kieku) Tulevan toimintavuoden oppilaaksiotto valmistavaan opetukseen

Valmistavan opetuksen (5h) suunnittelu, toteutus ja arvionti
Kieli-, kulttuuri- ja katsomustietoisuuden toimintakulttuurin kehittäminen KieliPeda ja kriteeristöä hyödyntäen
Suomi toisena kielenä -opetuksen toteutus
Osaamisen kehittäminen
Kuluvan toimintavuoden valmistavan opetuksen päätöksiä tehdään huhtikuun loppuun asti



تقرأ بصوت عالٍ
Read out loud Mii lohkot jitnosit
Luemme ääneen
Lexojmë me xë të lartë читаем вслух
Kor baan u akhrinaynaa
Vi lăser hăgt

تختبر المشاعر
Kohtaamme tunteet
Vi bemôter våra känslor Confronting our emotions
Mii vâldit dovdduid vuostâ испытываем чувства
Jemi të sinqertë në lidhje me emocionet tona
Dareenkeenna daacad baan u nahay

OLLAAN YHDESSÄ

Luomme turvaa
Creating a sense of security نصنع جو آمن
Mii leat oadjebasat **VI skapar trygghet**
Nabadgelyo ayaan is dareensiinaynaa
чувствуем себя в безопасности
Të ndjehemi të sigurtë

Closeness
Olemme lähekkäin
Närhet вместе
Mii leat ovttas نحن قريبون
Jemi pranë njëri-tjetrit
Waa isu dhownahay

Describe Gowidan
Pêrhkruij Kuvalien описываю
Sawir baan ka bixinayaa
أصف **Jag beskriver**

أتخيل
Govahan
Kuvittelen воображаю
Maskaxdaan ka qiyaasanaayaa
Jag föreställer mig
Imagine Imaginoj

OIVALLAN JA KERRON

أستمع
слушаю
Dêgjoj Kuuntelen
Waan dhegeysanayaa
Guldalan **Jag lyssnar**
Listen

Krijoi historinë time
Luon oman tarinan أقوم بتأليف قصتي
создаю свою собственную историю
Jag skapar min egen berättelse
Sheekadayda anigaa samaysanaya
Hutkkan iežan muitalusa
Create my own story

أعيد القراءة
Jag lăser pā nytt
Read time and time again
Luen uudestaan
Akhriika waan ku celcelinayaa
читаю снова и снова
Lexoj përsëiri Logan oddasit

Discuss
Keskustelen أتناقش
Waan la sheekaysanayaa
Bisadoj **Jag diskuterar**
Sığastan obşucđđau

TUTKIN JA OPIN

أسأل
Kyselen
Jag frågar Jearaan Ask
Waan weydweydiinayaa
أسأل **Jag frågar**
Jearaan Ask

Etsin Seek
Jag tar reda på Ozan
اىض **Kiirkoj**
Waan raadinayaa

Opetus- ja kulttuuriministeriö

TUUSULA



Vantaa
Vanda