



Helsinki

The Education Division in Helsinki

The Division in numbers

Helsinki residents learning



early childhood education and preschool education



comprehensive education



Swedish-speaking services



upper secondary and vocational education and public education work

administrative and support services



13,000
professionals



Services at over
700
locations

65 playgrounds

320 daycare centres

50 group family daycare locations

101 comprehensive schools of which 14 Swedish-speaking

15 upper secondary schools of which 3 Swedish-speaking

17 vocational education institution locations

13 liberal adult education locations

The City's Education Division is complemented by several private operators

We serve the learners of Helsinki



25 300

in early childhood education
children
and preschool education



9400

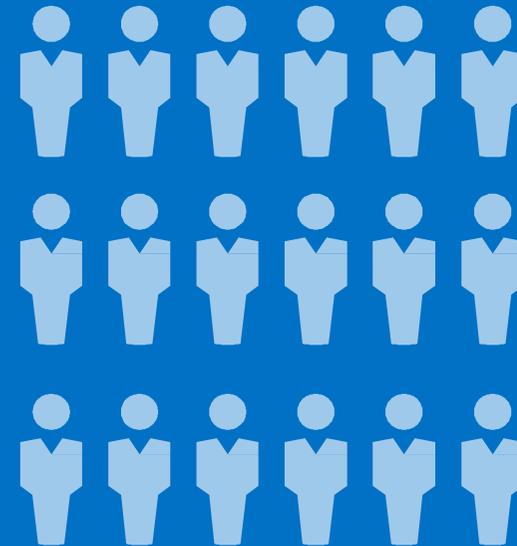
children
in afternoon activities for school children
and playground operations



41 900 pupils
in basic education



18,000 students
in vocational training and in upper
secondary education



90,000
residents

on the courses provided by liberal
adult education (Helsingin
työväenopisto and Arbis)

Helsinki

The world's most impactful place for learning



The whole of Helsinki as a learning environment



EARLY CHILDHOOD EDUCATION AND CARE, PRESCHOOL EDUCATION

LIBERAL NON-FORMAL AND VOLUNTARY EDUCATION

GENERAL UPPER SECONDARY EDUCATION, VOCATIONAL UPPER SECONDARY EDUCATION AND TRAINING

UNIVERSITY OF APPLIED SCIENCES
UNIVERSITY
WORKING LIFE

Growth & play

Learning how to learn

Becoming independent & taking responsibility

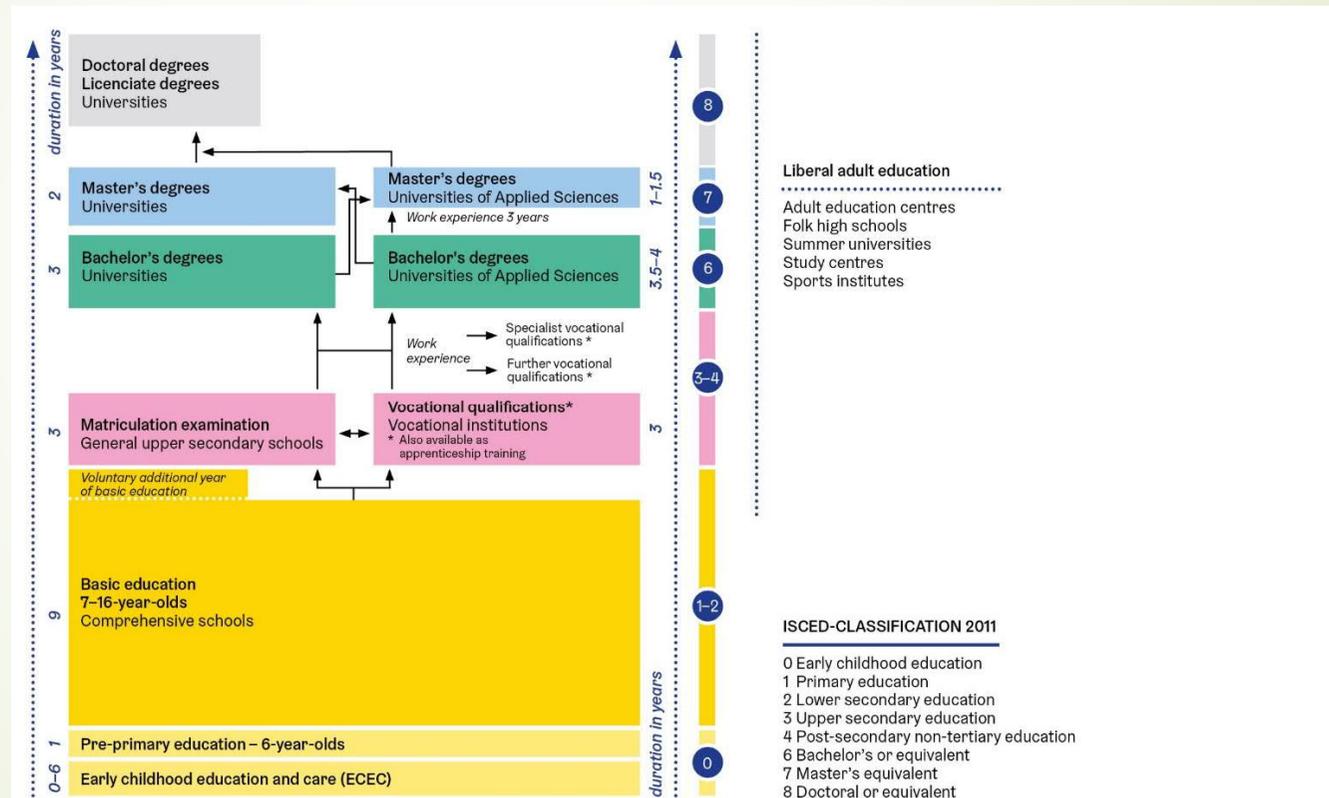
13 000 PROFESSIONALS

Educational system in Finland

5/2016



tsinki



Forces of change that affect our division

Phenomena are complicated.
The best result can be achieved by combining the different skills and knowledge of different learners.

Learning materials are available to all online.

Learning is not dependent on the time or place.

Engagement and service culture

Growth, urbanisation and globalisation.

Digitalisation and phenomena-based working dissipate the borders between different subjects.

Learning is an active, goal-oriented and self-motivated action. Our role is to support people in learning how to learn.

The starting levels of learners vary a great deal.



7

WELCOME TO KANAVA KINDERGARTEN



20.3.2019



Welcome to Kanava Kindergarten

- Teaching is done with heart and personality. Not only do we educators guide, teach and act as a source of information, our most important role is that of a fellow traveler in life. Discovering, observing, thinking and learning about the amazing world around us together.
- At Kanava Kindergarten we firmly believe that we have the world's most important and fulfilling job.



INTRODUCTION

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Education and Care	

Our Kindergarten

We are a public kindergarten situated in Vuosaari, a district in the outskirts of Helsinki. We consist of 10 groups who operate in three different buildings -

Kanava 1, Kanava 3 and Auringonpilkku. Our children range from 1 to 7 year olds. Our pre-primary groups are situated in the same building as our local comprehensive school.



Our Pedagogy



We aim to create a safe and inspirational environment where each child has an equal opportunity to strive and develop to their full potential. Together we learn how to learn and have fun while we're at it. Learning through play is at the heart of our pedagogy. Our activities are diverse and child-oriented. We focus on developing our social and emotional skills, our life skills and on how to be responsible and active members of society. Together we explore, discover and experiment on the world around us and think of ways in which we can make a positive impact.

To maintain a high quality of care, we regularly evaluate our work. By doing so, we can realise our strengths and weaknesses, build on them and use them to our advantage.

Learning through experience

Our job as educators is to equip each individual with the tools they need to go forward in life. Pre-primary is all about finding your strengths as a learner through play, project work and phenomenon -based learning. Our initiative is to provide child-oriented, engaging, motivational, inclusive and stimulating programs across all subject and curriculum areas by making learning fun. Learning through experience, observing and experimenting is essential towards developing a child's cognitive abilities, their critical thinking and problem solving skills and providing them with the means they need to become influential members of society. We are building a base for future learning.



Learning Life skills

At Kanava we put great emphasis on supporting social and emotional skills. We utilise material directed specifically towards these abilities, such as Piki, Molli and Miniverso. Through play, small group work and individual support we guide each child to become positive influences and responsible members of not only our group, their family but also of society. By practicing sustainable development, recycling, and learning to appreciate nature, we instill in them a sense of values.





Our values

Encouragement, Friendship and Fairness

Parents play an important part in implementing these shared goals and values. We support families and work together to maximise learning and wellbeing outcomes for students. Each child has an early learning plan which is built on the child's interests, strengths and support frameworks. Our pedagogical goals are made for the group as a whole.

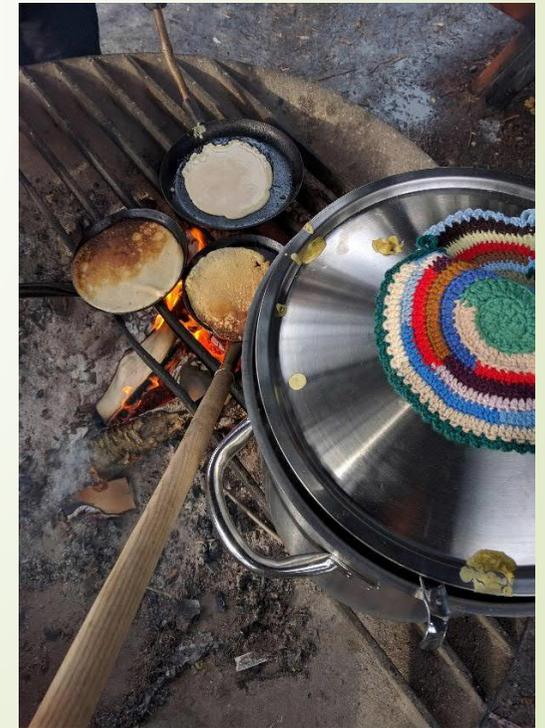
Nature, Imagination and Exercise



At Kanava we support a child's development as a whole. With emphasis on Nature, Imagination and Exercise we are able to integrate important aspects of different stages of learning. Children are innate scientists. Understanding how and why everything works is essential to being able to make responsible decisions and having equal opportunities to affect your surroundings.

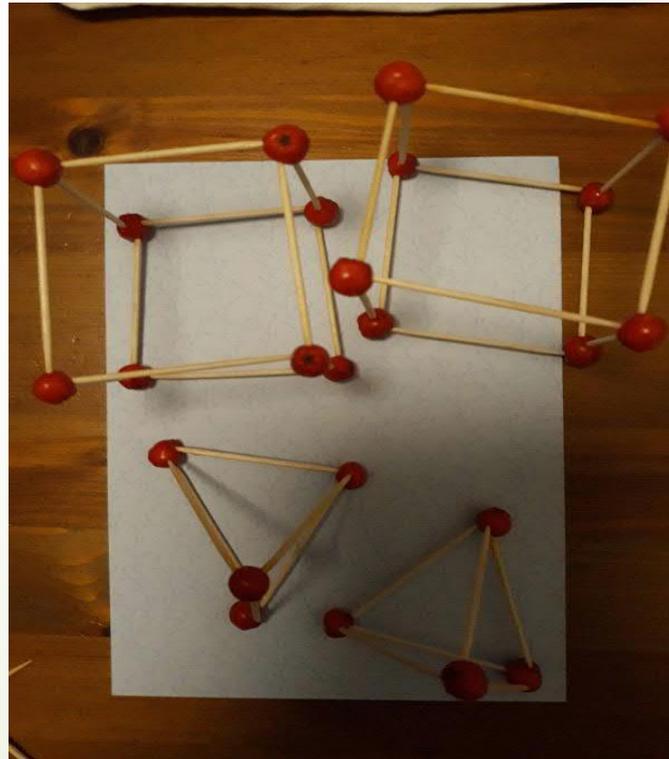
Nature

Nature provides countless opportunities for learning about sustainable development, discovery, creativity and problem-solving. Interacting with natural environments allows children to use all their senses and learn by doing and experimenting with ideas. Playing outdoors promotes imagination, encourages physicality, supports critical and problem solving skills and reduces stress.



Imagination

Imagination fosters cognitive and social development. It is the language and door to creativity and basis for learning life skills. Through imaginative and creative play, children learn about themselves and the amazing world around them.



Exercise

Exercise and core strength not only supports physical health and healthy choices but also impacts on emotional health, cognitive development, concentration, self-control and listening skills.



Our Classroom

Our Kindergarten is situated next to the Baltic Sea and Uutela Nature Reserve. Our surroundings create and allow for a unique learning environment and support us in implementing our themes –Nature, Imagination and Exercise. Teaching is not restricted to a classroom.



We also have access to a large network connection including multiple museums, libraries, sports centres, religious institutions, public health centres, family health centres, multi professional units that support child development, Finnish as a second language teachers, curators', etc.



Our Groups

- Our kindergarten consists of multiple groups with ages ranging from 1 to 7 year olds. We have 4 pre-primary groups.
- Whilst adhering to joint themes and the national curriculum, each group has the autonomy to adapt and implement pedagogical methods and emphasis on learning according to the children's interests and teachers' strengths.
- Overall we have 3 'At Home in Nature' groups. In general all their activities are based outside, typically in the nearby Uutela Nature Reserve or by the coastline of the Baltic Sea. Emphasis is on playing and learning in a natural environment whilst encouraging skills and values that derive from the love of nature.
- The majority of our staff is forest school educated.
- Our staff consists of many professionals, each with a multitude of abilities and a wide range of experience, from kindergarten teachers to practical nurses and assistants.

OUR DAILY ROUTINE

- Our daily routine's are somewhat similar however vary according to age, group and subject emphasis. Our daily operating time is from 7am to 5pm, however upon request we are on call from 6.15 am to 5:30 pm.
- Pre-primary operates from 9am to 1pm, during this time all students are obligated to be present.

An example of how our day in general is constructed in pre-primary:

- ▶ 6:15 -8 am - first children arrive
- ▶ 8 am –breakfast in the school cafeteria
- ▶ 8:30 am – outside play
- ▶ 9 am - pre-primary officially starts
- ▶ 9:30 am - circle time
- ▶ 10 am - pre-primary small group activities, max 45 min cycles
- ▶ 12 noon – lunch in the school cafeteria
- ▶ 12.30 pm – story time
- ▶ 1 pm – pre-primary officially ends
- ▶ 1 pm – 2:15 pm – outside play
- ▶ 2:15 pm -2:30 pm – snack time in the school cafeteria
- ▶ 2:30 pm – 3:30 pm – assigned small group indoor play
- ▶ 3:30 pm – 5 pm - outside play
- ▶ 5 pm – 5:30 pm – Kindergarten closes

The Finnish National Core Curriculum for Early Childhood Education and Care

- From the 1st of August 2017, Helsinki implemented a new local curriculum for early childhood education and care. The curriculum guidelines form a national framework for promoting children's well-being, development and learning and puts emphasis on experience and phenomenon -based learning.
- The task of educators is to ensure that the following 3 educational goals for development are taken into account in activities:
 - 1) promotion of personal well-being
 - 2) reinforcement of considerate behaviour and action towards others
 - 3) gradual build-up of autonomy

- ▶ All service providers are obligated to make their own plans of engagement and evaluate them on a regular basis. They are to assess the extent to which their services meet the national curriculum and their local municipalities standard and how well they serve the children's needs and interests.
- ▶ Each child has their own early development plan documented and assessed every year. Both children and their parent's are involved in the process.
- ▶ The curriculum guidelines also aim to increase professional awareness of staff, parental engagement in services and multi-professional co-operation between different services supporting children and their families before the start of compulsory education at age 7.
- ▶ In Finland, all parents of children under school age have a subjective right to early childhood education and care for their children for 20 hours per week. Local authorities must arrange these opportunities either as a service provided by the municipality or as a service purchased from private providers. Participation in pre-primary education is compulsory for all six-year-olds.

Thank You!

Helsinki

