

The educators' evaluation of the ECEC learning environment

| | Does not describe | Describes poorly | Describes somewhat | Describes quite well | Describes well |
|--|-------------------|------------------|--------------------|----------------------|----------------|
| The education happens in small groups and is differentiated (below 8 children) | | | | | |
| The learning and activity environment are versatile | | | | | |
| Children's activities are documented regularly and it enriches our work | | | | | |
| The educators in the group have had a constant lack of time and resources | | | | | |
| We use children's personal curriculum all the time in the planning of the activities | | | | | |
| The educators in the group have at least once a week a planning and evaluation meeting | | | | | |
| The children take responsibility in the daily tasks | | | | | |
| Different project and themes are developed often together with children | | | | | |
| Children's play is usually free and independent | | | | | |
| The whole group takes part in the daily get-together | | | | | |
| Children participate in many ways in the planning of the activities | | | | | |
| The family and cultural differences have emerged as enriching the group activities | | | | | |
| For some reason joy and well-being has been lacking somewhat recently | | | | | |
| Children's emotional expression could have more nuances | | | | | |
| The controversies of the children are processed and examined together with the children | | | | | |
| There is a strong togetherness and consideration towards others in the group | | | | | |
| The pedagogic leadership and the educational culture should be strengthened in our day care/school | | | | | |
| We are well aware of the national curriculum and it is connected in our work | | | | | |
| The turnover of the staff is small | | | | | |
| Time and warmth is always available for the children | | | | | |
| Basic care and transition situations are usually peaceful | | | | | |
| Music and song are important in our everyday education | | | | | |
| The day care/pre-school yard invokes versatile activities | | | | | |
| The physical learning environment (space and materials) involves children in their activities | | | | | |
| We do a lot of excursions and utilize the neighborhood | | | | | |
| Children's plays last and develop often for weeks | | | | | |
| Our space has been divided into many smaller corners and activity spots | | | | | |

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| The educators support and enrich children's plays a lot | | | | | |
| The small group division is done by educators on pedagogical grounds, not by children themselves | | | | | |
| The day care/pre-school curriculum is a good tool for us | | | | | |
| Children have been given possibilities to impact the daily activities | | | | | |
| There is a lot of visual expression (drawing, painting and art) in the group | | | | | |
| There is a lot of drama plays (performances, plays) in the group | | | | | |
| Children play a lot of role plays in the group | | | | | |
| We read a lot of books for the children | | | | | |
| Children's learning and skill development is evaluated in a versatile way | | | | | |
| We process media education (e.g. take videos and process them) a lot | | | | | |
| The curriculum content is the foundation of our activities | | | | | |
| The different strengths and skills of the educators are considered in the team work | | | | | |
| In our team the educators' views make a working whole | | | | | |
| In partnership with parents we offer constant info of the activities and processes in the group | | | | | |
| In partnership with parents we invest in listening the families and daily discussions | | | | | |
| In partnership with parents the mutual trust and respect shows in everyday activities | | | | | |
| In partnership with parents we are ready for early intervention and support | | | | | |
| The educational content raises from everyday activities, not from activities planned ahead | | | | | |
| Children obey rules without educators' supervision | | | | | |
| The adults consider children views in the development of the activities | | | | | |
| Children's creativity and self-expression have been flourishing this year | | | | | |
| There is an excellent foundation for children's emotions in the group | | | | | |
| Children's physical fitness and physical exercise are central in our work | | | | | |
| Children's thinking, problem solving and learning to learn are flourishing in our group | | | | | |
| The social relations between children are very functional and develop well | | | | | |
| The work in our group is unified and harmonious | | | | | |
| The work in our group is often disconnected and chaotic | | | | | |
| The work in our group is well planned and well aimed | | | | | |
| The work in our group is a shared expedition towards unknown possibilities | | | | | |
| Evaluating in school numbers (4-10), how well a good quality day care/pre-school actualizes in the group? | | | | | |