

2013「幼兒教師自主專業發展」國際學術研討會

日期	時間	議程	
5月18日 (星期六)	08:20 08:30 (10分鐘)	報到、領取資料 地點：國際會議廳（花師教育學院 A109）	
	08:30 09:00 (30分鐘)	開幕式暨開幕致詞 開幕致詞：張德勝院長 主持人：高傳正教授 地點：國際會議廳（花師教育學院 A109）	
	09:00 10:20 (80分鐘)	專題演講（一） 講題：Everyone has to participate and planning models for ECEC teachers 主持人：高傳正教授 主講人：Dr. Jyrki Reunamo（University of Helsinki） 即席翻譯：吳敏而教授 地點：國際會議廳（花師教育學院 A109）	
	10:20 10:40 (20分鐘)	茶敘與經驗交流	
	10:40 12:00 (80分鐘)	研討工作坊（第 A-1 場） 議題：幼兒遊戲與社會性 主持人：鄭東芬教授 與談人 1：Merja Kivistö 與談人 2：Marita Käyhkö 與談人 3：顏桂玲老師 即席翻譯：施淑娟教授 綜合座談 地點：國際會議廳（花師教育學院 A109）	研討工作坊（第 A-2 場） 議題：幼兒肢體活動 主持人：王筱篁教授 與談人 1：Taija Pölkki 與談人 2：Leila Saros 與談人 3：張珮嘉老師 即席翻譯：汪麗真教授 綜合座談 地點：國際會議廳（花師教育學院 C128）
	12:00 13:30 (90分鐘)	午餐時間（花師教育學院 B111、B126）	
	13:30 14:50 (80分鐘)	專題演講（二） 講題：The importance of feedback in ECEC development. 主持人：石明英教授 主講人：Dr. Jyrki Reunamo（University of Helsinki） 即席翻譯：施淑娟教授 地點：國際會議廳（花師教育學院 A109）	
	14:50 15:10 (20分鐘)	茶敘與經驗交流	
	15:10 16:30 (80分鐘)	研討工作坊（第 B-1 場） 議題：資訊與幼兒人際 主持人：傅建益教授 與談人 1：Heli Söderqvist 與談人 2：Kati Timo 與談人 3：Marja-Liisa Akselin 與談人 4：顏如玉老師 即席翻譯：汪麗真教授 綜合座談 地點：國際會議廳（花師教育學院 A109）	研討工作坊（第 B-2 場） 議題：語言發展/文化/質性評量 主持人：蘇育代教授 與談人 1：Mervi Keski-Oja 與談人 2：Petra Salomaa 與談人 3：Vesa Joronen 與談人 4：陳美如老師 即席翻譯：李慧娟教授 綜合座談 地點：國際會議廳（花師教育學院 C128）
	16:30 17:30 (60分鐘)	綜合座談與閉幕式 主持人：高傳正教授 與談人：Dr. Jyrki Reunamo（University of Helsinki） 地點：國際會議廳（花師教育學院 A109）	

2013 International Conference on Early Childhood Education Pro-Development and Agentive Practice

Date	Time	Conference Schedule	
May 18 th Sat	08:20 08:30 (10min)	Welcome & Registration Location: Hua-Shih College of Education A109	
	08:30 09:00 (30 min)	Conference Commencement & Opening Remarks Opening Remarks : Dr. T. Chang (Dean, Hua- Shih College of Education) Chair: Dr. C. C. Kao Location: Hua-Shih College of Education A109	
	09:00 10:20 (80 min)	Keynote Address I Topic: Everyone has to participate and planning models for ECEC teachers Chair: Dr. C. C. Kao Guest speaker: Dr. Jyrki Reunamo (University of Helsinki) Translator: Dr. R. Wu Location: Hua-Shih College of Education A109	
	10:20 10:40 (20 min)	Tea Break	
	10:40 12:00 (80 min)	Panel Discussion A-1 Topics: Young Children's Play & Social Relations Moderator: Dr. S. F. Cheng Panelist1: Merja Kivistö Panelist2: Marita Käyhkö Panelist3: K. L. Yen Translator: Dr. S. C. Shih Forum Location: Hua-Shih College of Education A109	Panel Discussion A-2 Topics: Young Children's Physical Activities & Outdoor safety. Moderator: Dr. S. W. Wang Panelist1: Taija Pölkki Panelist2: Leila Saros Panelist3: P. C. Chang Translator: Dr. L. C. Wang Forum Location: Hua-Shih College of Education C128
	12:00 13:30 (90 min)	Lunch (Hua-Shih College of Education B111、B126)	
	13:30 14:50 (80 min)	Keynote Address II Topic: The importance of feedback in ECEC development. Chair: Dr. M. Y. Shih Guest speaker: Dr. Jyrki Reunamo (University of Helsinki) Translator: Dr. S. C. Shih Location: Hua-Shih College of Education A109	
	14:50 15:10 (20 min)	Tea Break	
	15:10 16:30 (80 min)	Panel Discussion B-1 Topics: Information Technology & Young Children's Interpersonal Relations Moderator: Dr. C. Y. Fu Panelist1: Heli Söderqvist Panelist2: Kati Timo Panelist3: Marja-Liisa Akselin Panelist4: R. Y. Yen Translator: Dr. L. C. Wang Forum Location: Hua-Shih College of Education A109	Panel Discussion B-2 Topics: Language Development, Culture & Qualitative Evaluation. Moderator: Dr. Y. T. Su Panelist1: Mervi Keski-Oja Panelist2: Petra Salomaa Panelist3: Vesa Joronen Panelist4: M. R. Chen Translator: Dr. H. C. Lee Forum Location: Hua-Shih College of Education C128
	16:30 17:30 (60 min)	Group Discussion and Closing Remarks Chair: Dr. C. C. Kao Discussant: Dr. Jyrki Reunamo (University of Helsinki) Location: Hua-Shih College of Education A109	


目錄

1. 專題演講(一)—Everyone has to participate and planning models for ECEC teachers.....	1
2. 研討工作坊(第 A-1 場)—幼兒遊戲與社會性.....	2
3. 研討工作坊(第 A-2 場)—幼兒肢體活動.....	11
4. 專題演講(二)—The importance of feedback in ECEC development.....	19
5. 研討工作坊(第 B-1 場)—資訊與幼兒人際.....	22
6. 研討工作坊(第 B-2 場)—語言發展/文化/質性評量.....	29

專題演講（一）

Everyone has to participate and
planning models for ECEC teachers

Dr. Jyrki Reunamo



Planning models in ECEC


Jyrki Reunamo, University of Helsinki, 18th May 2013
At the National Dong Hwa University

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Orientation project - A Finnish - Taiwanese research and development project

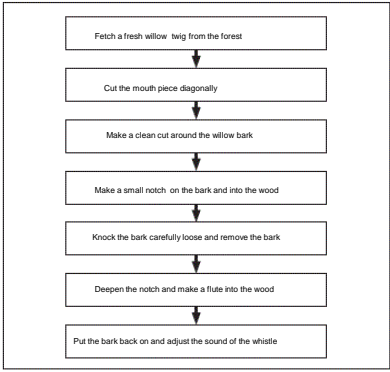
www.helsinki.fi/yliopisto

12.5.2013 1



A road is a good model to use when we already know where we are going and how we should get there.


ROAD



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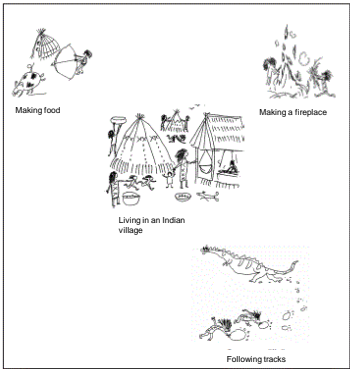
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12.5.2013 2



A marketplace is a good model when we want the learning environment be as fertile and rich as possible.


MARKETPLACE



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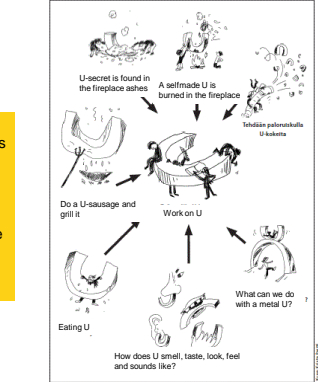
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12.5.2013 3



In pool model the educator is better prepared for changes and creativity because there are a lot of paths to the goal


POOL



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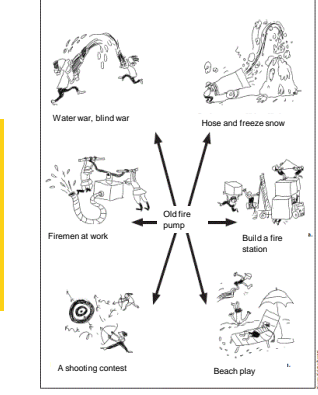
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12.5.2013 4



Sun model ignites creativity, humor, testing and possibilities. It is a practice of affordances and calls for participation.


SUN



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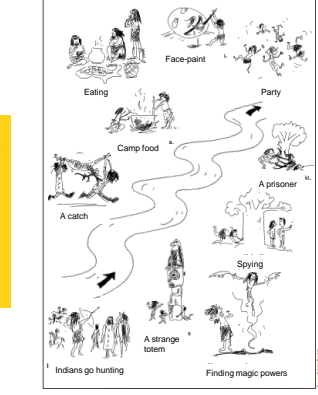
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12.5.2013 5



River is an adventure with some fixed points in the river, dangers below and possibilities above. It calls for a shared process.


RIVER



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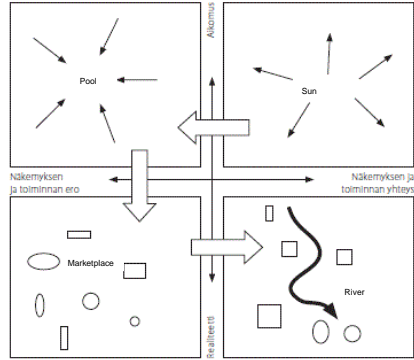
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12.5.2013 6



In the end the models make a whole where new ideas are produced and tested and development is based on feedback.

THE MODELS COMPLEMENT EACH OTHER



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12.5.2013 7

研討工作坊（第 A-1 場）

幼兒遊戲與社會性

Merja Kivistö
Marita Käyhkö
顏桂玲老師



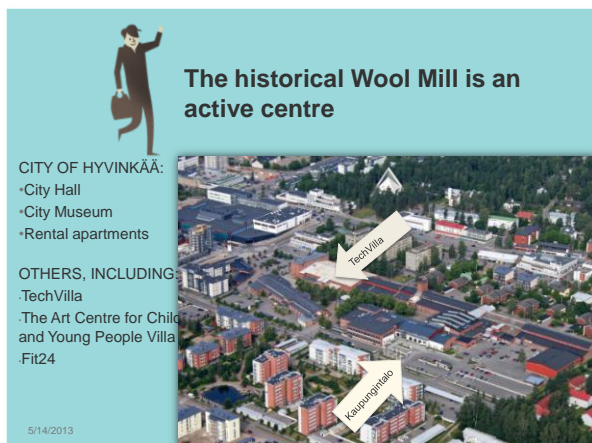
Hyvinkää is the regional centre of public and private services

- Population 45 582 (31.12.2012)
- Population on the rise, target for year 2030 is 53 300
- The 23rd largest city in Finland
- Income tax rate 19,25%

During January – August 2012, altogether 126 apartments were built in Hyvinkää of which half were one-family houses. (block houses 21 % and row house apartments 29 %)

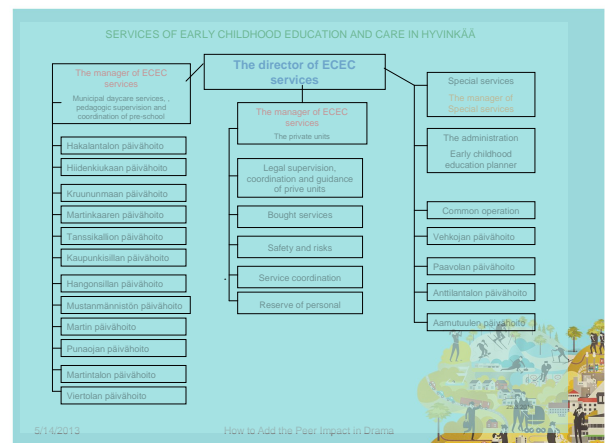
5/14/2013

How to Add the Peer Impact in Drama



5/14/2013

How to Add the Peer Impact in Drama



5/14/2013

How to Add the Peer Impact in Drama

The Orientation project in Hyvinkää

- In the beginning: only one day care centre participated the perception part (2009)
- In 2010 a principle decision (the committee of health and social services): the municipal services attend the project – **all units** are involved:
 - ~ 2000 children
 - ~ 350 educators

5/14/2013

How to Add the Peer Impact in Drama

Altogether 17 development tasks for educators

- *How do we enhance children's safety and not yet prohibit their physical efforts? - How to engage also small children in meaningful rule plays? - How to make the learning environment more sustaining for children with special needs? - How to get children involved in wholesome visual expression?*

How to Add the Peer Impact in Drama

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How to Add the Peer Impact in Drama



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How to Add the Peer Impact in Drama



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How to Add the Peer Impact in Drama

The mainstream practises & history support adult-oriented work in ECEC services

- The children aren't very active and participative in bigger day care centers
- The children with weaker connections have difficulties in stronger peer contacts

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- Children are a huge resource of educational content. With other children there is more room for influence and personal feedback
- By letting the children participate in the progression of the activities the teacher could get a better grip on children's orientation and the children could experiment with their orientation, eventually becoming more aware and skilful on confronting different tasks
- Reunamo: Orientation project

5/14/2013 How to Add the Peer Impact in Drama

How the development was done?

- The four-way table made some points clearer:
 - It would give lots of **possibilities**:
 - co-operation between the groups
 - co-operation between children, too
 - sharing & getting information (narrative play)
 - support the evaluation
 - partnership with parents

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- The **chaos** aspects were
 - Needs in **professional support**
 - **Lack of sharing knowledge** between different groups
 - Feelings of hurrying (due to absence of the staff, for example) caused **harm for planning and doing things**
- They were very much personal / private aspects, too, dealing with
 - **emotions &**
 - **lack of courage**

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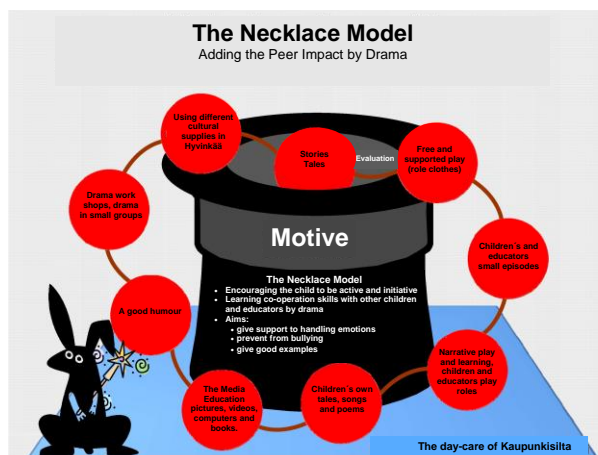
➡ **The educators felt themselves quite unsure and wanted to get more schooling / training.**

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Creating The Necklace model

- The model was prepared with a smaller team:
 - * The manager * 2 teachers * 2 nurses *
- It was processed by the whole staff ("working evening").
At first there was **blood, sweat & tears**.
- **The manager's role was very important**
- The main idea of the model is **continuity**

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The elements

- A good humour
- Free & supported play
- Children's and educator's small episodes
- **Narrative play and learning; children and educators play roles**
- Children's own tales, songs and poems
- **Drama work-shops, drama in smaller groups**
- Using different cultural supplies in Hyvinkää
- **Stories & tales**
- **The Media education: pictures, videos, computers and books**

5/14/2013 How to Add the Peer Impact in Drama

Evaluation of the model

- Some elements rose up from the necklace, but altogether all pearls are "vivid" and important
- The pearls connect to each other and the evaluation leads to use new elements
- Not so easy to all educators, but in some level used by everyone

5/14/2013

How to Add the Peer Impact in Drama



- Helps the educators to be present
- The scaffolding is important
- Draws the attention to the pedagogical aspects (instead of problems with the building)
- Has activated in learning new methods

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How to Add the Peer Impact in Drama



What happened then..?

- The Mediaplay -project started. A new model to Media education, in which the children play the main role.
- The children decide what is important
- The main attention to the process, not to the final score

**The children are active actors
– not objects**

5/14/2013

How to Add the Peer Impact in Drama



Special Adviser on Early Childhood Education
Marita Käyhkö

Supporting play



Nurmijärvi

- Located near the Helsinki metropolitan area
- Fast-growing municipality with 40.000 inhabitants
- Attracts families with young children



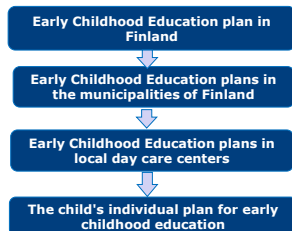
Nurmijärvi

Development tasks at day care centers in Nurmijärvi

- 73 development tasks
 - The tasks were related to re-thinking of everyday pedagogical solutions
- > Solutions for repeated everyday situations, adult attitudes, and commitment have a great influence on the child's balanced growth, development and learning

Early childhood education in Finland

"Early childhood education is the educational interaction between young children in various circles of life. The aim of which is to promote children's balanced growth, development and learning."



Nurmijärvi

Culture

Nature



Housing



Work



Birthplace of
Aleksis Kivi,
father of Finnish
literature

Nurmijärvi

Three main topics emerged from the teachers' discussions:

- Functioning interaction
- The child's experience of participation
- The child's commitment to activities

The main principles in early childhood education plan in Finland

- The focus is in the child's wellbeing
- Planning and implementation comprises of
 - Care, education and teaching as integrated components of the whole
 - The key role of teachers and nursemaids
 - Early childhood environment
 - The joy of learning
 - The importance of language
 - The child's typical way to act such as **play**, movement, artistic experience and exploration

The core contents of early childhood education are built through orientations:

- Mathematical orientation
- Natural science orientation
- Historical and social orientation
- Aesthetic orientation
- Ethical Orientation
- Religious orientation

- Supported play implies deep learning, and thus it is optimal activity in promoting the child's learning
- Supported play is an invaluable tool for children to learn and also a valuable tool for an adult to better understand how children think

A group of 21 children aged 3-6- years/ one teacher and two nursemaids

- The 2 x 2 table contains the shared ideas on how adults should support the play
- The development task focused on how to support children's play in their minds
- The question was how the teacher can help the children to carry on the play in their minds when they move indoors from the courtyard – how to continue the play in the new environment.

Why is supporting play so important?

- The role of play is emphasized in Finnish early childhood education, because it is the child's typical way to act.
- The ECEC-project showed that there is a lot of free play in day care centers, but play with **adult support** is minimal.
- There should be more supported play, because according to this research, children's commitment to play was high during adult support.

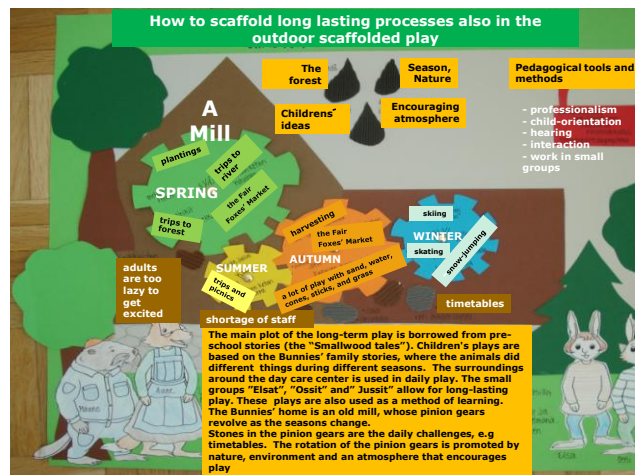
Example 1 :

• How to scaffold long lasting processes also in the outdoor scaffolded play

(Tornitie day care center)

Preparing the model

- The children liked the familiar fairy tale (animals in the forest). The animals did different things during different seasons.
- The teacher had read the story many times to the children.
- The children played the fairy tale indoors.
- When it was time to go out, the play didn't stop, because the teacher transferred the themes of the fairy tale outdoors.



Example 2:

- **How to start a scaffolded process with children**
(Sorvankaari day care center)

17 Dataesitys

Nurmijärvi

How to do that?

A group of 21 children aged 5-6- years/ one teacher and two nursemaids

It all started from baking. The children and the teacher discuss how to make a meal
->the bread's journey from the farmer to the bakery

Children's idea:
Let's make a shop or a market

19 Dataesitys

Nurmijärvi



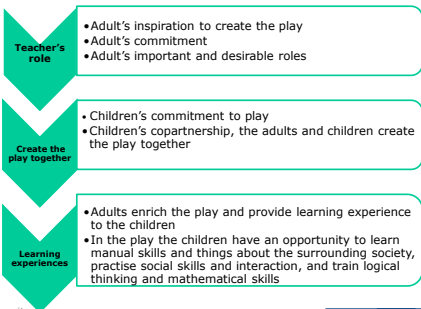
23

Nurmijärvi



Dataesitys

The main steps in the process/teacher's vision



18 Dataesitys

Nurmijärvi

->Children crafted bread from paper

->they pondered upon what else they could buy from the shop

->Children brought discarded objects from their homes

->The goods were priced with the children

->Before opening the shop the children painted a sign

20 Dataesitys

Nurmijärvi



22 Dataesitys

Nurmijärvi

The shopper needs money, where can we get it?

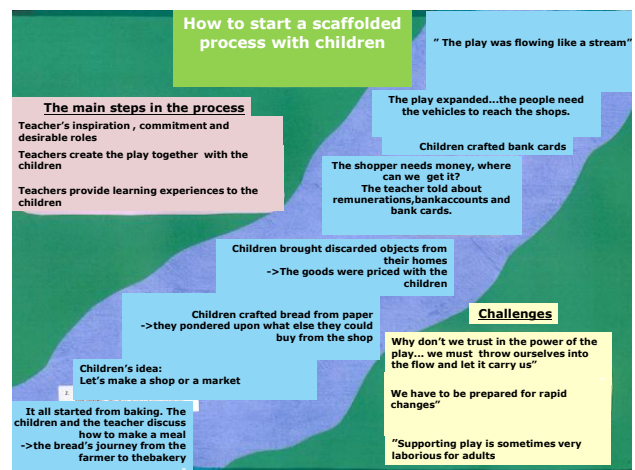
24 Dataesitys

Nurmijärvi



"The play was flowing like a stream"

The play expanded...the people need the vehicles to reach the shops.



Teachers thoughts about supporting play

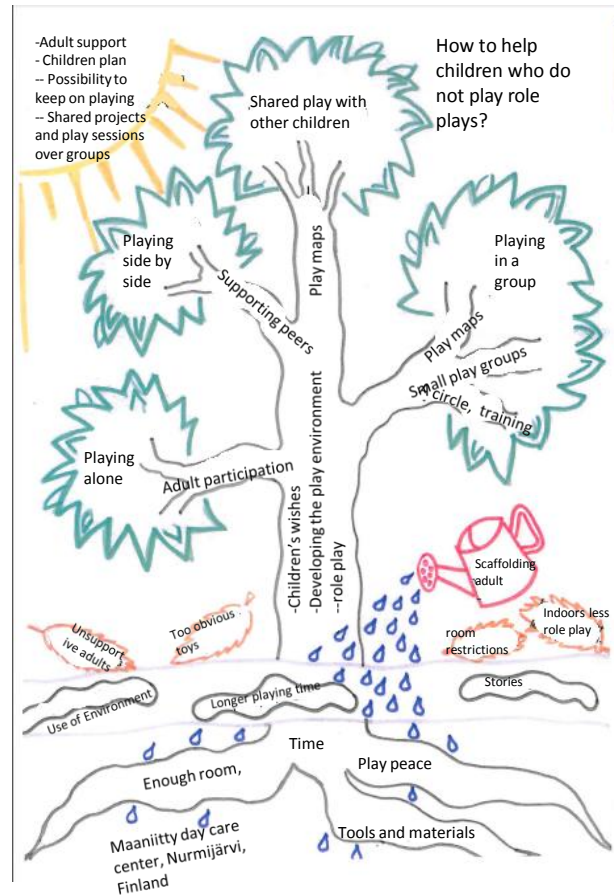
- "Why don't we trust in the power of the play... we must throw ourselves into the flow and let it carry us"
- "We have to be prepared for rapid changes"
- "Adults enrich the play, and therefore we need to be sensitive"
- "The Adult's role is to make the child participate"
- "In play the child's thinking is rich and diverse"

- In creative play, thinking is not bound by a single formula
- This is clearly motivating and successful learning for the child
- Play helps children to form groups
- With the help of adult support, children will find suitable roles in play to practice their communication skills

Staff interview: how will the task influence their daily work

- The task makes us think about play. Now we listen to the children and we carry on and develop the children's play ideas.
- We pay more attention to the playing environment
- We have realized the importance of play
- We should observe play more systematically

- We must develop the methods of observation
- By observing play we identify the child's strengths and need of support
- Lack of time and many daily tasks interfere with the adult's concentration
- Dividing the children into smaller groups turned out to be the solution
- It is important that the adults share a common policy



研討工作坊--幼兒遊戲與社會性

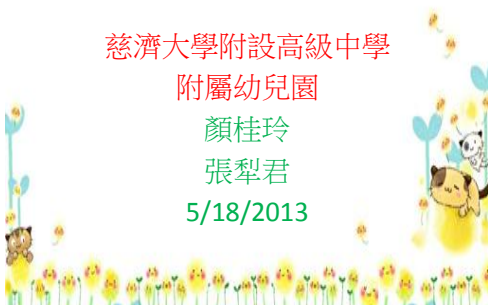
慈濟大學附設高級中學

附屬幼兒園

顏桂玲

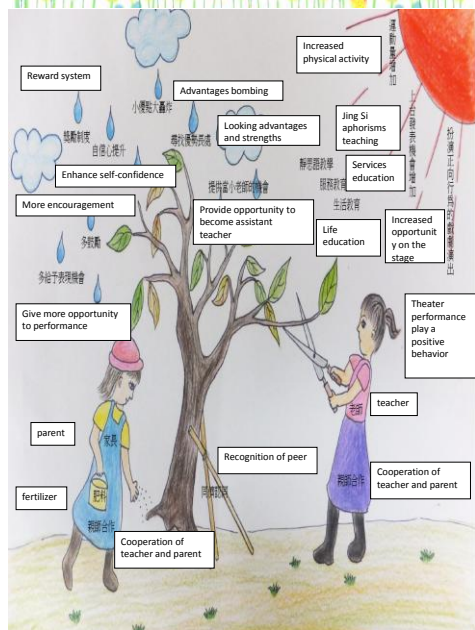
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5/18/2013



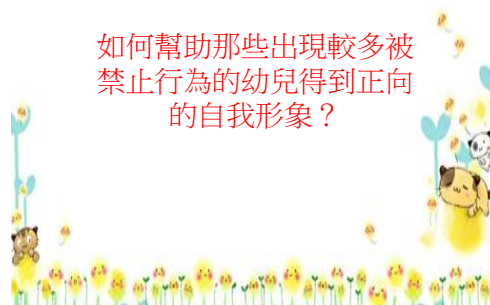
Children that do more forbidden actions get more negative feedback and attention from the educators. These children are also unpopular among their peers. The children are stuck with their inflexible and unconstructive images. Some children may grow a tendency to get attention by doing something not-allowed. These children need positive feedback of even small attempts of constructive deeds. Give examples of successes.

觀察訪談資料顯示：那些出現較多被禁止行為的幼兒從老師處得到比較多負面的回饋。這些孩子也在同儕間也不受歡迎，他們是被自己的缺乏彈性、無結構的形象阻礙了。有些孩子可能學到做一些被禁止行為似乎有得到注意力的趨勢，這些孩子需要正向回饋，即便是微小的建設性行為。



How to help the children with forbidden activities acquired a positive self-image ?

如何幫助那些出現較多被禁止行為的幼兒得到正向的自我形象？



研討工作坊（第 A-2 場）

幼兒肢體活動

Taija Pölkki

Leila Saros

張珮嘉老師

How to increase physical education and self-motivated activity outdoors safely?

Taija Pölkki
Special Adviser of Early Childhood Education
Järvenpää
Finland

Ihmistensä näköinen kaupunki.

JÄRVENPÄÄ

19.4.2013

Järvenpää A city full of culture and life

Järvenpää is located in the Uusimaa province, close to the main railroad track and two of the main motorways.

Järvenpää is a modern city with a young and well-educated population.

The city is well known for its culture and education, but also for high-tech metal industry.

Järvenpää was founded in 1951, became a city in 1967

39685 inhabitants (at the end of 2012)

Järvenpää's vision is to be a viable cultural city.



19.4.2013 2



Lake Tuusula: winter activities

Ihmistensä näköinen kaupunki.

JÄRVENPÄÄ

19.4.2013 4

Nordic (Finland, Sweden, Norway and Denmark) survey of children's outdoor activities (2009)

- children are outdoors approximately 2 hours per day which is frankly less compared to their parents in their childhood
- the amount of traditional outdoor games has decreased and the amount of free play has increased
- parents say: *it's very important that children are outdoors daily* :
 - ❖ children get fresh air,
 - ❖ children move vigorously and briskly
 - > children will eat healthy and the quality of sleep is better



19.4.2013 5

Parents are a lot outdoors with their children:

- working together in the garden,
- hiking,
- exercise fit for the season (skiing, skating, cycling)



19.4.2013 6

The childcare practice of children's daytime sleeping outdoors in the context of northern Finnish winter

the doctoral thesis of Marjo Tourula, University of Oulu, Faculty of Medicine

- a questionnaire was distributed to the parents of children under 2 years of age



19.4.2013 7

A fit can be found between family – cultural outdoor sleeping childcare practice – and Northern Finnish winter environment:

- ❖ winter environment offers children's outdoor sleeping fresh air and nature, silence and calmness
- ❖ the best temperature being -5 °C
- ❖ outdoor sleeping was a self-evident and common culturally bound custom
- ❖ by sharing their own experiences, mothers participated in the cultural knowledge-building processes
- ❖ many risk factors (the optimal thermal insulation) also existed, but when all security perspectives were first taken into account it promoted family well-being by creating rhythm and strengthening the fluency of everyday life
- ❖ the basic idea was that outdoor sleeping promoted children's health



19.4.2013 8

day care centre Pehtoori

- Pehtoori is open 24 / 7 (closed only on Midsummer and Christmas Days)
- the amount of educator community is 34
 - 8 teachers, 23 nurses, 2 assistants for children with special needs and superior of the day care centre
- 121 children are divided into 6 groups:
 - ❖ Paws of kittens (1 – 3 years)
 - ❖ Cranberries (1 – 3 years)
 - ❖ Twinflowers (3 – 5 years)
 - ❖ Bluebells (3 – 5 years)
 - ❖ Pole Stars (3 – 5 years)
 - ❖ Weather vanes (5-6 years)
- In day care centre Pehtoori we offer 24/7 warm and high-quality day care, early childhood and preschool education with a feeling of security.
- In the activities we pay attention to long and variable hours in children's day care and encourage children in their learning processes



19.4.2013 9

How to increase physical education and self-motivated activity outdoors safely?



JÄRVENPÄÄ

19.4.2013 10

POSSIBILITIES

- near the day care centre there are many opportunities to diversified physical education and self-motivated activities
- the educator community started elaborate a plan of physical education
 - > space for professional discussion
- educators who are moving and taking part in children's plays are the main resource every day
- increasing traditional outdoor games and physical education gives children more opportunities to participate
- each group of children have their "own time and space" of outdoors
 - > children's interest in games and plays gets higher
 - > more time for physical education
 - > educators notice and encourage children who don't move self-motivated
 - > it's easier and safer move in small groups



19.4.2013 11

CHAOS

- children's outdoor activities are a BIG ISSUE in the day care centre
 - Part of educators think that children have right to play to their liking in the yard
 - Some educators think that safety is most important
 - The rest of educators are willing to give physical education to children
 - Different opinions can be seen as an obstacle or a promoter of professional discussions
- it is demanding to make outdoor – rules to children from 1 year to 7 years old
- it takes time to assimilate new models of physical education; educators have to stand ignorancy and also worries
- working in "uncomfortable areas" gives educators possibility to adapt and develop professional thinking



19.4.2013 12

How to increase physical activities in daily life? (the educator community 20.9.2011)

SATISFIED WITH:

- hiking on regular basis
- good equipment and space to move indoors
- daily outdoor activities and in winter skating, skiing
- proper playground in the day care centre
- football ground in the neighborhood

NOT SATISFIED WITH:

- indoors only one room for wild plays
- too many negative sentences both indoors and outdoors
- conflicting rules
- running in the corridor
- same outdoors rules to all children (0 - 6 years old)
- physical education too much in the morning
- lack of educators



19.4.2013 13

How to increase physical activities in daily life? (the educator community 20.9.2011)

POSSIBILITIES

- the corridor
- children from separate groups play together
- creativity
- common physical education to several groups
- football area
- area for cycling
- better community spirit
- osaaminen esiin

GOALS

- plays and activities when children go from outdoors to indoors
- rules and space for physical plays to find permitted ways to move and jump in the corridor
- all the children move!
- parents move more with their children
- new equipment
- materials to build huts outdoors
- shared physical activities to all children
- workshops in physical education
- list of professional know-how



19.4.2013 14

How to increase physical education and self-motivated activity outdoors safely?

SURVEY physical activities and attitudes:

- ❖ The activities of the educators in the outdoor environment
- ❖ In 24 hour day care physical activities are possible also in the evening
- ❖ The increase of physical activities does not decrease the safety skills of children



19.4.2013 15



19.4.2013 16

How to increase physical education and self-motivated activity outdoors safely?

ASSESS built facilities, immediate neighborhood and the playground equipment:

- ❖ Natural areas and sports facilities in the neighborhood are utilized
- ❖ The amount of playground equipment is sufficient, it is well taken care of and easily accessible to children



How to increase physical education and self-motivated activity outdoors safely?

OBSERVE the child:

- ❖ Is the child running wild or moving?
- ❖ A child needs at least two hours of brisk physical activity every day
- ❖ A physically active child feels happy in the day care



How to increase physical education and self-motivated activity outdoors safely?

ENCOURAGE the child to be active physically:

- ❖ Be aware how fundamental physical activity is to children's well-being and healthy growth
- ❖ The strong professional awareness, know-how and innovation of the educator community
- ❖ Children are provided with an opportunity to have daily physical activities in a diversified way
- ❖ Children who are less active physically are noticed and encouraged to move



THE EDUCATORS COMMUNITY PLANS AND ARRANGES PHYSICAL EDUCATION OUTDOORS

- 1) on Fridays purposed and diversified physical education outdoors to all children of the day care
- 2) the educators move with children and encourage children to move



ONCE A WEEK CHILDREN IN PEER GROUPS HAVE OUTDOOR ACTIVITIES IN THE PLAYGROUND OF THE DAY CARE UNIT



THE BASIC EQUIPMENT FOR CHILDREN'S PHYSICAL ACTIVITY IS SUFFICIENT AND EASILY ACCESSIBLE TO CHILDREN

to increase children's daily physical activity in the playground during self-motivated activity



EXPERIENCES, THOUGHTS ...

Leena (teacher):

"The most important experience to me is that I look at children "with new eyes".
I understand physical activities more through the experiences of children.
That gives me great pleasure and joy!"

Iiro (teacher):

"Time to time I have had the feeling that being the promotor of the developing process is too much. Those educators who are unwilling step a side easily. I have had to accept that some colleagues are not interested in education which is professionally very important to me.
The only way to have an effect on passive educators is my professional way of giving physical education.
When colleagues notice how children enjoy to move they hopefully change their way of thinking and acting more positive."

Hanna:

"As a superior I have seen Leena's and Iiro's great commitment in developing and promoting the developing process.
In the beginning my own role was smaller but it has grown bigger during the process. Now I think that it's my responsibility to maintain the professional discussion and the realization of development model of physical education. I'm surprised how long time it takes when the new way of working becomes more common."

I have also noticed how demanding it is to make educators committed in physical education.
My priority in the future is to maintain the professional discussion of the realization of physical education.
I find also very important that in the future we have educators like Leena and Iiro who keep on promoting physical education in our day care centre."

Greetings from Järvenpää!

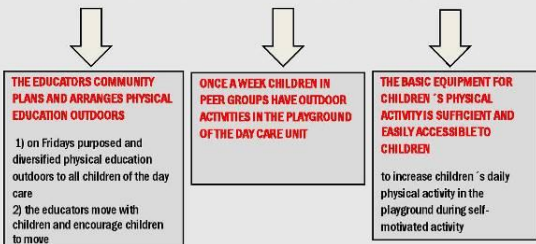


Thank you ☺

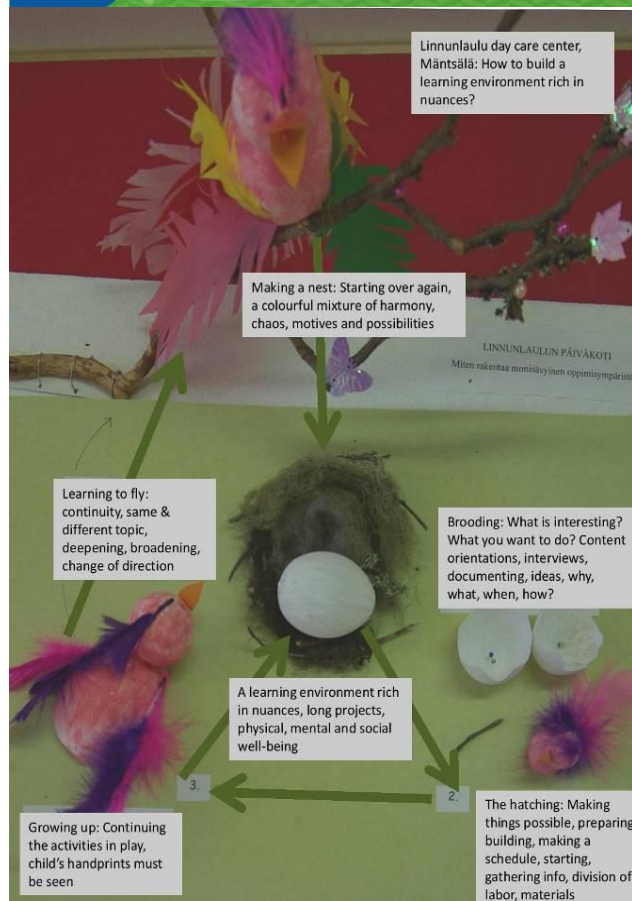


How to increase physical education and self-motivated activity outdoors safely?

- 1) **SURVEY** physical activities and attitudes:
 - The activities of the educators in the outdoor environment
 - In 24 hour day care physical activities are possible also in the evening
 - The increase of physical activities does not decrease the safety skills of children
- 2) **ASSESS** built facilities, immediate neighborhood and the playground equipment:
 - Natural areas and sports facilities in the neighborhood are utilized
 - The amount of playground equipment is sufficient, it is well taken care of and easily accessible to children
- 3) **OBSERVE** the child:
 - Is the child running wild or moving?
 - A child needs at least two hours of brisk physical activity every day
 - A physically active child feels happy in the day care
- 4) **ENCOURAGE** the child to be active physically:
 - Be aware how fundamental physical activity is to children's well-being and healthy growth
 - The strong professional awareness, know-how and innovation of the educator community
 - Children are provided with an opportunity to have daily physical activities in a diversified way
 - Children who are less active physically are noticed and encouraged to move



Day care unit Pehtoori, Järvenpää, Finland





Physical activity in direct education in Finland & Taiwan

Leila Saros & Jyrki Reunamo

14-15 May 2013

NAER Taiwan


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1



Research participants

Altogether 892 children from 50 Finnish day care centres and 14 childminders participated in the research in Finland.

Altogether 490 children from 8 day care centers participated in the research in Taiwan.

Altogether there were 19608 observations in Finland and 10248 in Taiwan. Observations done during direct observations were 3668 in Finnish day care centers and 3029 in Taiwan.)


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Observation

The observation was done between the hours of 8:00-12:00 in four or five minute intervals. The observation took place from December 2009 to June 2010. Children's physical activity was rated from one to three:

- 1) low (sitting, using a pen, eating etc.);
- 2) intermediate (walking, whole body movements) and
- 3) high (includes at least some running, more active playing or physical


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3



Physical activity in Finnish and Taiwanese day care

	Day care center (Fin)	Childminder (Fin)	Day care center (Tw)
Low (sitting, using pen, eating etc.)	56,4%	52,5%	69,6%
Intermediate (walking, whole body movements)	33,6%	37,1%	25,8%
High (at least some running, romping, exertion etc.)	10,0%	10,3%	4,6%
Total	100,0%	100,0%	100,0%


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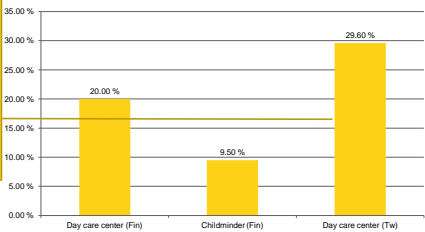
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The amount of direct education

The increase in PA would have a larger effect in the overall PA activity in Taiwan



Location	Percentage
Day care center (Fin)	20.00%
Childminder (Fin)	9.50%
Day care center (Tw)	29.60%


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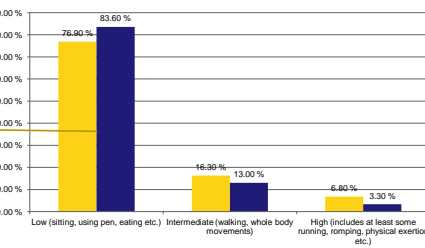
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5



PA in direct education

Very low! The percentages include PE sessions!



Activity Level	Finland	Taiwan
Low (sitting, using pen, eating etc.)	76.00%	83.60%
Intermediate (walking, whole body movements)	16.30%	13.00%
High (includes at least some running, romping, physical exertion etc.)	6.80%	3.30%


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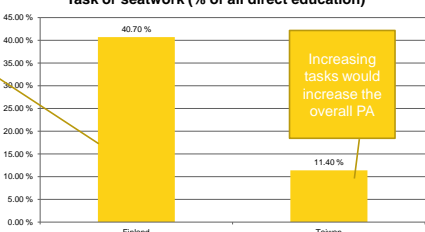
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The amount of task or seat work during direct education

Increasing PA in task & seat work would have a large overall effect in the increase of PA in Finland

Increasing tasks would increase the overall PA



Location	Percentage
Finland	40.70%
Taiwan	11.40%


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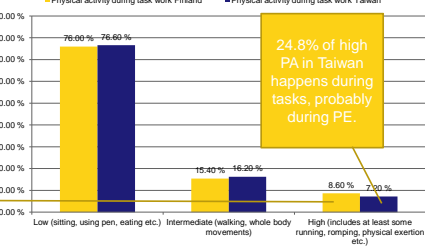
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PA in task or seat work during direct education

51.8% of high PA in Finland happens during tasks, probably during PE.

24.8% of high PA in Taiwan happens during tasks, probably during PE.



Activity Level	Finland	Taiwan
Low (sitting, using pen, eating etc.)	76.00%	76.60%
Intermediate (walking, whole body movements)	15.40%	16.30%
High (includes at least some running, romping, physical exertion etc.)	8.60%	7.90%

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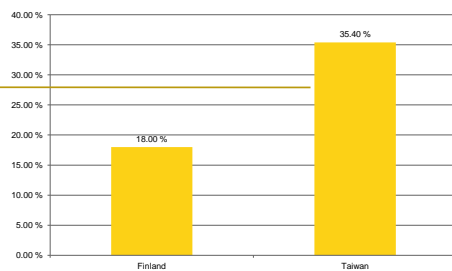
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The amount of general teaching in Fi & Tw during direct education

Increasing PA in general teaching work would have a large overall effect in the increase of PA in Taiwan. Taiwan needs more PE!



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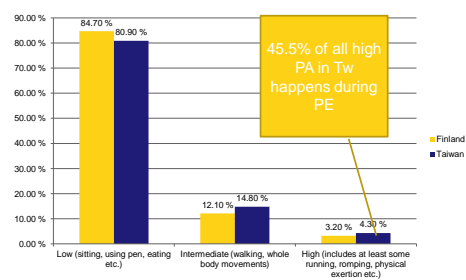
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PA in general teaching in Fi & Tw during direct education



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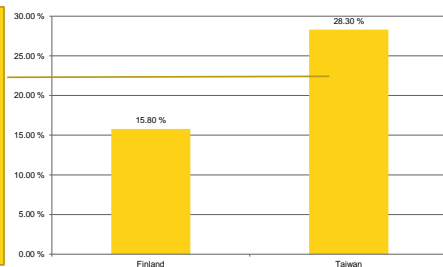
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The amount of reading & performances during direct education

Increasing PA in reading & performance sessions would have a large overall effect in the increase of PA in Taiwan. PA increase would also increase the intensity of reading sessions!



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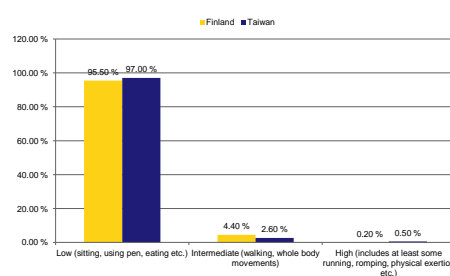
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PA during reading sessions, performances etc. during direct education



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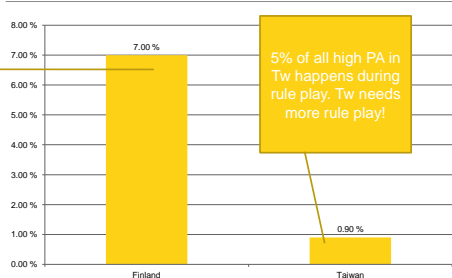
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The amount of rule play during direct education

23.9 % of all high PA in Finland happens during rule play which make it important



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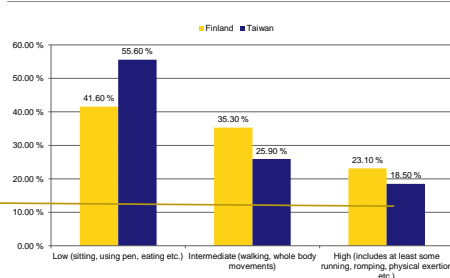
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PA during rule play during direct education

PA is high during rule play in both countries, probably due to PE sessions



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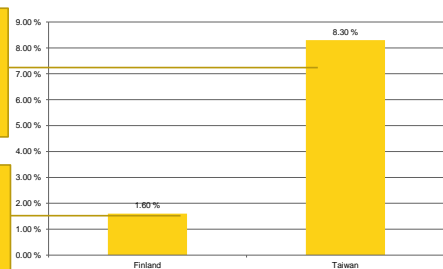
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The amount of material play in Fi & Tw during direct education

In Taiwan, general PA would increase if the material play would be more PA



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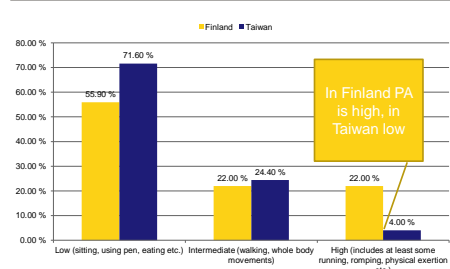
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PA during material play during direct education



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Challenges for educators in Finland and Taiwan

- Who says children have to sit down during teaching?
- Run and jump to increase the effectiveness in math.
- By activating children's body during reading sessions we could also activate children's mind.
- Games, challenges and efforts are great for learning and physical exertion.
- Instead of pen and paper use large boxes and heavy sand sacks.
- Children should have more agency on their PA, that would be the best remedy for increasing PA during direct education (Reunamo, Saros & Ruismäki, 2012).

研討工作坊--幼兒肢體活動

慈濟大學附設高級中學
附屬幼兒園

張珮嘉
簡月蓉

5/18/2013

Children are less physically active when the educator is near. How could this tendency be reversed? There maybe is a need for conscious plan for the educator to activate children physically. The role of outdoor supervisor needs to be changed into a more activating role. How can this be done?

觀察研究資料顯示：當老師接近幼兒時，其身體上主動性較少，如何扭轉這種傾向？老師可能需要有計畫促進幼兒身體活動，戶外監督者的角色必需要改變成催化者的角色，如何達成任務？

範例

- 如戶外有跳格子的設施，但孩子往往不會注意到它，利用班級主題觀察稻子後，老師示範讓孩子去接觸跳格子活動，練習孩子的單腳及雙腳能力，隨後發現，孩子每每出去觀察後，都會主動去跳格子的設施動一動。
- 對於班級有部分孩子的動作協調能力較差，我們會利用戶外活動機會指導孩子去運動他的身體，增強他較需要加強的地方。

How to the educator facilitate for children Physical activity during free play outdoors ?

如何促進幼兒在戶外自由活動期間的身體活動？

圖片說明


- 1.老師是設計戶外活動者，且是大活動量，熱氣球代表活動量多元且大型。
- 2.班級型態，孩子可以大肌肉發達者帶領大肌肉需要協助者，熱氣球上的人代表帶領與協助。
- 3.老師陪同的角色，讓孩子沒有壓力與自然活動，並適時參與，以熱氣球中的火代表。
- 4.場地的配合，則以背景的大自然為主，讓孩子盡情敞佯於大自然中。
- 5.天氣的考量是戶外活動的一大因素，雲代表戶外活動的成因。



專題演講（二）

The importance of feedback in
ECEC development

Dr. Jyrki Reunamo



The importance of feedback in ECEC development

Jyrki Reunamo, University of Helsinki, 18th May 2013
At the National Dong Hwa University

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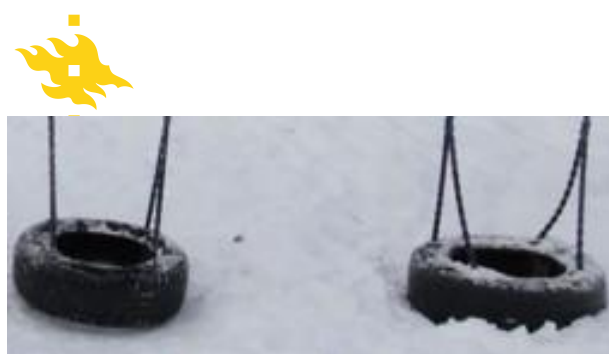
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Building the model (2012)
Different models of planning, curriculum and learning environment applied and produced (road, marketplace, sun, pool, river, mountain, ree, mind map, gantt, feedback loop, portrait, map, hierarchy, system analysis). The models disseminated and tested and improved.

Testing the practice (2015)
Has anything changed? What changes are good? What changes are not good?
The change in the development culture: Educational development based on comprehensive feedback, an awareness of the processes guiding development.

What needs to be developed (2011)?
217 tasks for direct education, scaffolded play, free play, outdoor activities, basic care, physical activity and eating situations
The teachers themselves seek the harmonious aspects, chaotic aspects, motives and possibilities of each task. Everybody has to participate!

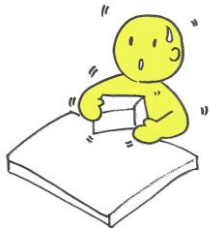
What really happens in ECEC (2010)?
30000 observations (random systematic sampling)
1400 interviews (agentive perception)
1400 child evaluations (children's skills and qualities)
70 learning environment evaluations (harmonious, chaotic, curriculum and participative tendencies)



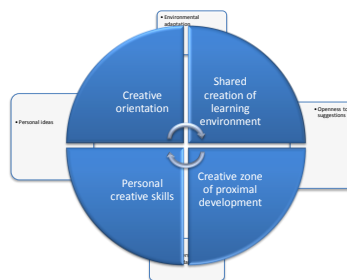
12. Think that you are playing a game and the other does not follow the rules, what do you do?



15. You are doing an important work and you fail, what do you do then?

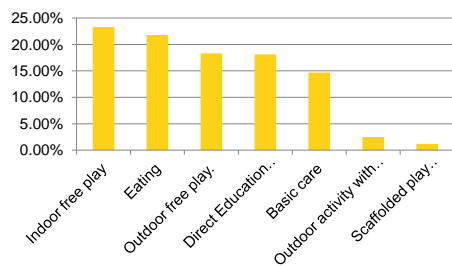


Agentive perception & Creativity





The distribution of general activities in day care between 8:00-12:00



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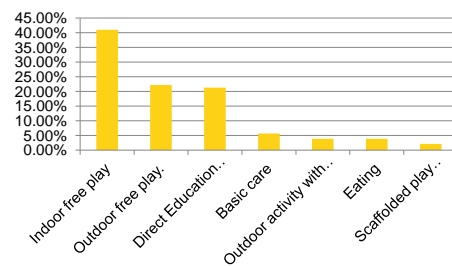
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The distribution of highly involved activity in general activities between 8:00-12:00



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Evaluated creativity & children's skills

Evaluated item of the child	Correlation Coefficient	Sig. (2-tailed)
Has good social skills in a group of children.	0,438	< .0005
Is trusting and confident in day care center	0,414	< .0005
Participates and initiates eagerly in activities.	0,389	< .0005
Is independent and self-directive.	0,358	< .0005
Needs a lot of support in fine motor skills.	-0,313	< .0005
Withdraws easily, contacts with other children are often weak.	-0,327	< .0005
Needs support in language communication skills	-0,419	< .0005

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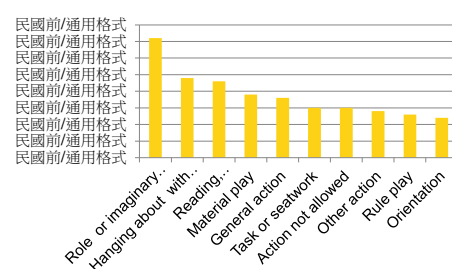
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The mean value of children's creativity in pretend play in different children's activities.



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12



The peer contacts of the creative children

Evaluated item of the peer contact	Correlation Coefficient	*Sig. (2-tailed)
Is creative in pretend play .	0,402	< .0005
Has good social skills in a group of children.	0,254	< .0005
Recognizes the feelings of others and interacts sensitively.	0,21	< .0005
Can concentrate easily	0,194	< .0005
Is independent and self-directive.	0,185	< .0005
Needs support in language communication skills	-0,125	.017
Needs a lot of support in fine motor skills.	-0,129	.013
Needs a lot of support in gross motor development.	-0,174	.001

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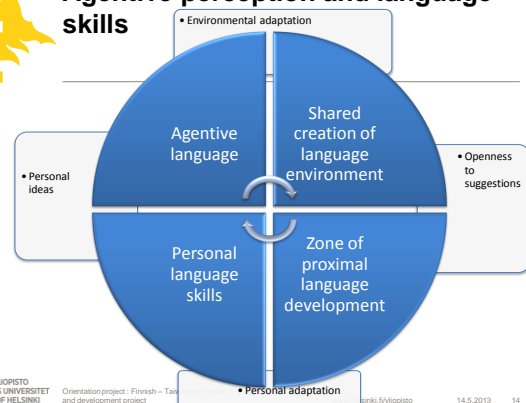
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Agentive perception and language skills



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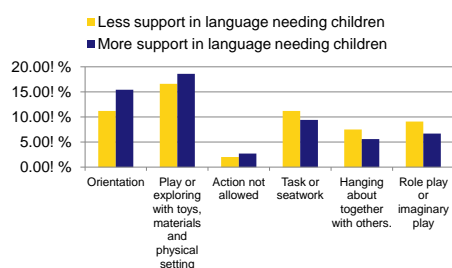
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14



The activities of less and more support needing children between 8:00-12:00 in day care



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15



The means of children's evaluated skills in the less and more support needing groups of children

Quality and skill description	Children needing less support in language (M)	Children needing more support in language (M)
Needs a lot of support in learning and metacognitive (learning to learn) skills.	2.04	3.74
Needs a lot of support in fine motor skills.	1.91	3.17
Needs a lot of support in gross motor development.	1.64	2.56
Withdraws easily, contacts with other children are often weak.	1.90	2.70
Can concentrate easily	3.89	3.07
Copes appropriately in new challenging situations.	3.47	2.60

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16



Children's interaction strategies in the less and more language support needing groups of children

Children's descriptions in the interview	Less language support needing children	More language support needing children
The sum of all accommodative answers	29 %	25 %
The sum of all participative answers	36 %	30 %
The sum of all dominating answers	12 %	14 %
The sum of all withdrawn answers	11 %	11 %
The sum of all uncertain or undefined answers	13 %	20 %

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The mean skill values of the peer contacts of the less and more language difficulties having children

Quality and skill description	Peer contacts of the less language support needing children (M)	Peer contacts of the more language support needing children (M)
Needs a lot of support in fine motor skills.	1.94	2.29
Needs support in language communication skills	1.92	2.25
Needs a lot of support in learning and metacognitive (learning to learn) skills.	2.14	2.41
12Has good social skills in a group of children.	3.74	3.42
7Recognizes own feelings and copes with them.	3.40	3.07
14Can concentrate easily	3.87	3.54

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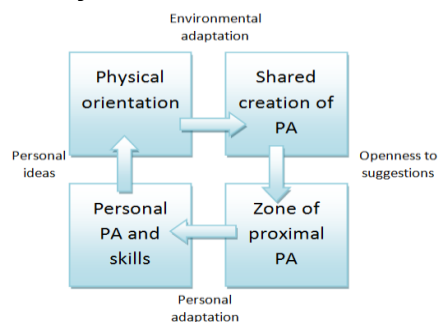
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Agentive perception in physical activity



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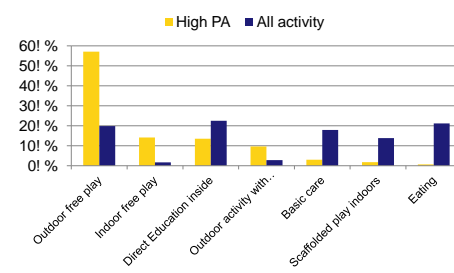
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The percentage of high PA in daily activities in comparison to all daily activity between 8:00 am and 12:00



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The evaluated personal qualities in groups of children with no and at least some gross motor difficulties

Evaluated skill	No gross motor difficulties M	At least some gross motor difficulties M
Needs a lot of support in fine motor skills.	1.47	2.8
Needs a lot of support in learning and metacognitive skills.	1.77	2.9
Needs support in language communication skills.	1.52	2.62
Can concentrate easily.	4.05	3.42
Participates in and eagerly initiates activities.	3.92	3.26
Copes appropriately in new, challenging situations.	3.67	2.97
Is independent and self-directive.	4.05	3.3

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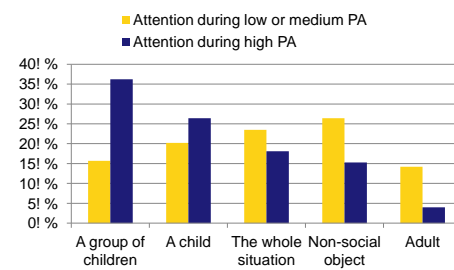
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Children's different objects of attention during low/medium PA and high PA activities



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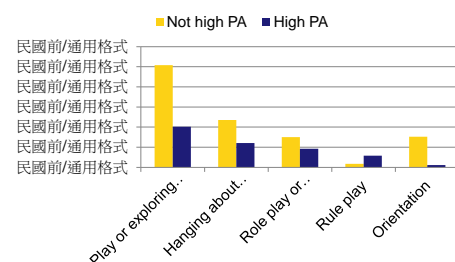
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Children's different objects of attention during low/medium PA and high PA activities outdoors

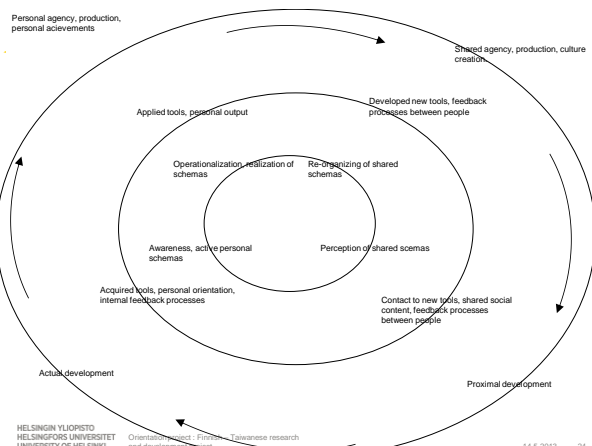


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研討工作坊（第 B-1 場）

資訊與幼兒人際

Heli Söderqvist

Kati Timo

Marja-Liisa Akselin

顏如玉老師

Finland and the city of Kerava

in brief



Finland

Geography



- One of the world's northernmost countries
- Population of 5.4 million.
- 8th largest country in Europe by area.
- Sparsely populated Lapland (in north) is a popular tourist attraction within Europe.
- Neighboring countries: Sweden, Norway and Russia.

Finland

Perception

- Internationally ranked high in terms of wealth, political stability and general quality of life.
- Famous for its level of education.
 - permanent success in PISA studies.
- One of the leading countries in telecommunication and the use of internet.



Kerava

The "little big" city



- Located 27 kilometers north of the nation's capital, Helsinki
- Finland's 5th smallest city by area
- Finland's 32nd biggest city by population
- Finland's 3rd highest population density



Children's day-care services in Kerava

- Municipal day-care centres (19 and there is about 944 childrens)
- Pre-School education (419 childrens)
- Municipal family day-care, 18 municipal childminder and 26 private childminder and 154 childrens
- Private day-care centres (466 childrens)
- Shift care (Children who need care in the evenings, nights and weekends) 80 childrens
- Municipal supplement (In Kerava a municipal supplement for child home care is available for parents with children under 18 months 160€) 155 families
- Kindergarten activities 109 childrens (Kindergarten activities are directed at 3 to 5 year olds and are liable to charges).

Simulations in pre-school

- In the spring of 2012 the city of Kerava started testing a new method of pre-school learning: **simulations**.
- Students can access free **demonstrations** on the internet.



What is it about?

• **Wolfram Demonstrations Project** is an *open source resource*. It uses simulations to elaborate on constructions and systems in science, technology, mathematics and arts.

• Simulations are believed to develop the following areas of children's learning:

- meta-cognitive understanding
- model building
- illustrative skills
- creative thinking
- conceptions

How is it done?

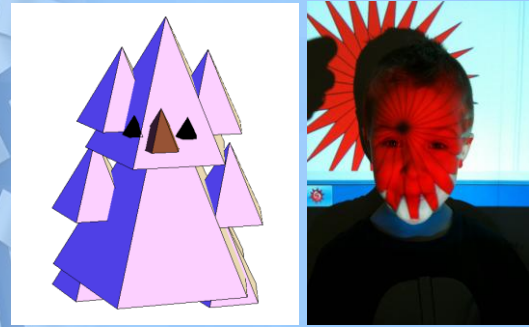
- The project is conducted in three phases during 2012-2014
 - In the pilot phase, in the spring of 2012, demonstrations were tested in the Niinipuu pre-school. Pupils and teachers tested the simulations freely **on the internet**. *lisäsin tämän, onko näin?*
 - In the autumn of 2012, the simulations were first presented to four pilot pre-schools. The pre-schools were provided with laptop computers with the simulations and a player installed.
 - Based on the piloting experiences, the best simulations will be adapted and translated into Finnish. Pre-school teachers will get personal experience and training on simulation use.

How does it work in practice?

- Simulations are easy to use. All you need is a plug-in in the web browser. Simulations can be studied online in the Wolfram web-pages or they can be downloaded on your computer.
- We have developed a "Pedagogy for blondes" model for the simulation learning purpose: the less the teacher seems to understand about the simulation, the more the children have room for helping the teacher and testing the models. Children love to correct the teacher's stupid ideas!

What have children done so far?


<http://demonstrations.wolfram.com/topic.html?topic=For%20Kids>



Working together



- The project has inspired children to work with computers.
- The technological skills of the teaching staff vary. Media education requires training, tools and a positive attitude.



Simulations in pre-school



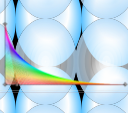
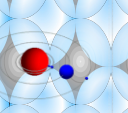
The purpose of the project is to use Wolfram Demonstrations as simulations for children for metacognitive development and model building. Try the Demonstrations at <http://demonstrations.wolfram.com> or contact Heili Soderqvist, heili.soderqvist@helsinki.fi or Kalle Tanner, kalle.tanner@helsinki.fi

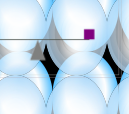

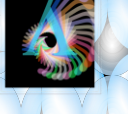
Wolfram Demonstrations Project is an open source resource, where simulations are used to enlighten constructions and systems in science, technology, mathematics and arts. At the moment in Wolfram web-pages there are presented and for free download 8723 simulations called demonstrations. Of these, 197 are directly for young children, but in the other content areas there is also a content that is applicable in pre-school.

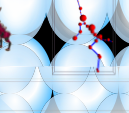
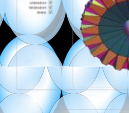

Simulations are used in pre-school for illustration, demonstration, study and creative thinking. The project is conducted in three phases. In the pilot phase in the spring of 2012 demonstrations were tested in Niinipuoli pre-school. The simulations were made available for children for free testing. Also the teachers tested the simulations with the children. Good examples were searches to present to other pre-schools.

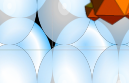


In the autumn of 2012 the simulations were first presented for four pilot pre-school. The pre-schools were provided with laptop computers with the simulations and player installed. We have provided training for all pre-school teachers about the simulations. We also presented the simulations in the yearly IBM harvesting conference to other pre-school teachers around Finland.

Simulations are easy to use. All you need is a plug-in in the web browser. Simulations can be studied in the Wolfram web-pages or they can be downloaded to the computer. Valo ry (a national association for physical activities) participates in the project in search for physical enhancement. The best simulations will be adapted and translated into Finnish. Pre-school teachers need a personal experience on simulation use. This will be concentrated on 2014.

The project is a joint project between the Children's Metacognitive Skills and Creative Thinking of their Concepts. We have developed pedagogy for blondes for that purpose. The project is a joint project between the Children's Metacognitive Skills and Creative Thinking of their Concepts. We have developed pedagogy for blondes for that purpose. The project is a joint project between the Children's Metacognitive Skills and Creative Thinking of their Concepts. We have developed pedagogy for blondes for that purpose.

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 IBM (Esa Keskinen, esa.keskinen@ibm.com)
 Järvenpää (Olli-Pekka Järvenpää, olli-pekka.jarvenpaa@jarvenpaa.fi)
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Children's choices in the learning environment

The City of Hämeenlinna
Finland
Marja-Liisa Akselin
Helena Nurmi
May 2013 Taiwan

- ◆ One of the results of the Orientation project is that children with good interactive skills get chosen in the play groups.
- ◆ They have skills to negotiate with others and act in different groups. They are popular among other children ja their company is enjoyable.
- ◆ Children without social skills are often left outside of play groups.
- ◆ They do not have the required skills to participate so they get even less needed practice in social skills than other children.

What factors affect in children's choices?

(The roots of the model):

- ◆ Values of home
- ◆ Attitudes and values of ECEC
- ◆ ECEC partnership
- ◆ Curriculum and an individual ECEC plan for each child in collaboration with parents and staff

...Winter and springtime...



...summertime.....



<http://www.hameenlinna.fi/Hameenlinna-tietoa/>



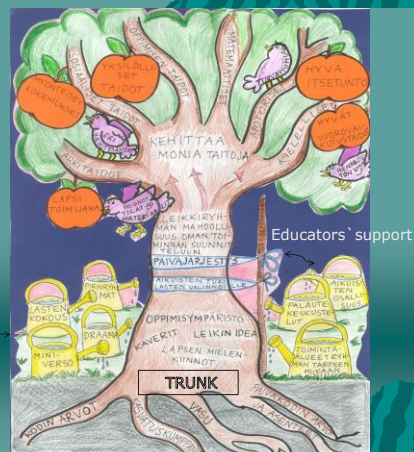
Sibelius in Hämeenlinna

The great master composer Jean Sibelius was born in Hämeenlinna in 1865. Sibelius will be celebrated in 2015, 150 years after the birth of the composer.

"The significance of the children's choices in the learning environment"

Nurturing children's own choices

Roots of The model



"The trunk of the tree"

- ◆ Based on children's interests
- ◆ Action/play idea (should be mindful and happen in a learning environment encourages sharing)
- ◆ Friends are important
- ◆ Peer group
- ◆ Experiences
- ◆ Seasons (4 in Finland)

.. Autumn...



The nurturing of children's own choices..

- ◆ Children's meetings
- ◆ Children's own discussions
- ◆ Small group activities
- ◆ Drama sessions
- ◆ Educators engagement
- ◆ Placatory stance (if there any arguing)

Benefits of children's own choices in the learning environment ("apples"):

- ◆ Social skills enhance
- ◆ Self confidence is getting better
- ◆ A child as an actor (not "the object")
- ◆ Children are getting more skilful and becoming the conscious agents of their own life
- ◆ Silent and sensitive children get play groups

Educators' support for children's choices

- ◆ Daily schedule
- ◆ A learning environment planned for the needs of the children
- ◆ Playgroup can plan their own play and action
- ◆ Discussions after action time with feedback between educators and children

Barriers for children's choices ("birds in the tree..")

- ◆ Children's different levels of development
- ◆ Children without play skills
- ◆ Physical elements which not good
- ◆ Absence of staff
- ◆ Feeling not safe

Children's own choices enhance skills.. ("branches of the tree")

- ◆ Everyday life..
- ◆ Social..
- ◆ Learning..
- ◆ Mathematics..
- ◆ Linguistic..
- ◆ Physical..

Common experience:
Movie called Troll Rölli and golden key

"It was fun movie.
There was a man, who
cheated Troll Rölli.....
.... So that he would
give a magic key...
and there were birds,
who hade babies in
bag...

....and one dropped a
baby in an
accidentally and it
dropped to the
treasure box



"The home of Troll Rölli and Rölli and Troll Juurakko and it has flowers in her hand"

Children's troll play begins.....

"Two trolls play in a funny way!"
Olivia



"There's a house of Rölli and Rölli flies from catapults to frog pond and a chief of the village shouts: 'What's going on?'"

Aada

...play is continueing.....

Girls are planning together trolldance and some of the children wants to be fairys..



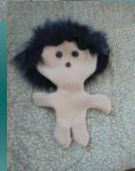
... "my troll is a girl and i'm gonna make a skirt for her"
... "i have a boytroll, but i can't make trousers.."



"hey, look! for this suits a beard"



"I'm gonna draw a mouths to my troll"



.. And so on...

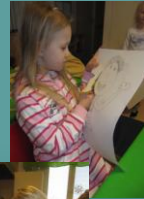
Thank you!

.....shall we do our own troll?

"Rölli is rather small and it has big feet"

"it has shaggy hair and patched clothes and it's funny"

"they live in the village of trolls"



"..we could make a shelter of Rölli in our play"



"it could make of cardboard"

"let's make walls with a cardboard and roof with sticks"

"it can't do by cardboard, because it will fly away with a wind"

"it can defrost in the sun"

"no it can't, if it's raining then it become garbage"

"it would be worth of doing by willow and bind them taht way together"

"yeah, there should be willows and then it could be fine"



研討工作坊--資訊與幼兒 人際

慈濟大學附設高級中學
附屬幼兒園

顏如玉

吳曉婷

5/18/2013

When children have unsure visions about their identity they cannot mirror themselves in relation to others and the feedback is blurred. To build their identity children need to recognize their motives and build them with others. The more the learning environment can be built on children's aspirations the better.

We do not need to reach for outside objectives or content when we have the most important content for learning already present in children's views. To help children to build their identity we need to have the ingredients out in the open. How to build a learning environment where children can have a real feeling of contributing their ideas?

How to help children in their identity construction?

如何協助孩子增進自我認同？

觀察研究資料顯示：當孩子沒有明確的自我認同時，就無法向他人反映自己，回饋也將是模糊的。為建立自我認同，孩子必須了解自己的動機，並且與他人共同建立動機。學習環境如以孩子的期望為基礎是多多益善的。當我們擁有孩子認為最重要的學習內容時，就不需去達到外在的目標。為協助孩子建立自我認同，我們必須具備開放性。

研究對象的資料

【研究對象個人資料】男生、5歲

- 家中表現：活潑、好動、主動表達想法
- 學校表現：內向、沉默不語、說話聲超小

【研究動機】

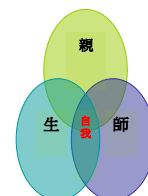
- 孩子入學二年時間，不論在學校或校園外，一直無法主動或被動的開口說話，與老師、同學溝通。

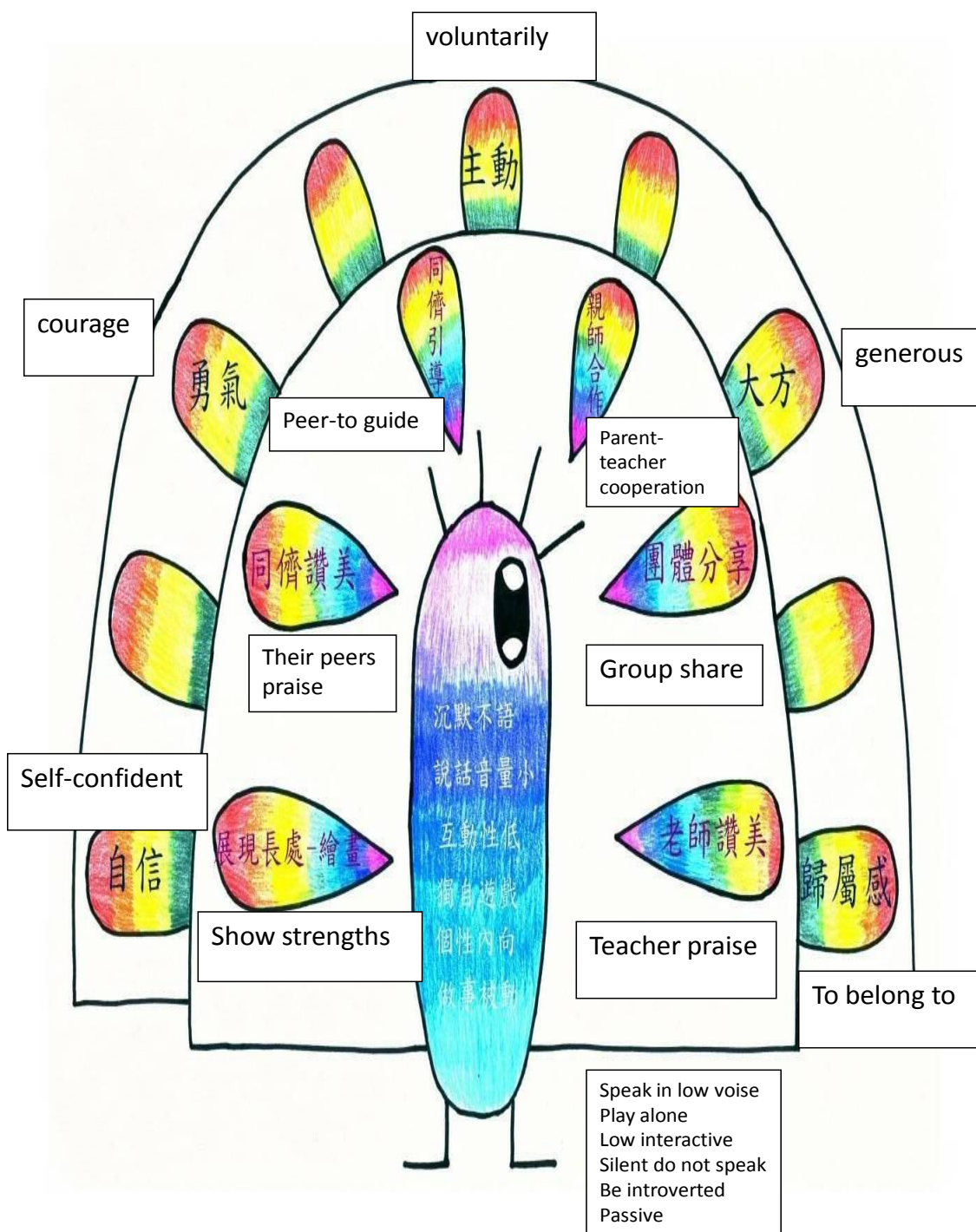
【研究對象的背景】

隔代教養。父母教養觀念差距大，父親-權威型。

【實施策略】

自身成長
同儕力量
親師合作





研討工作坊（第 B-2 場）

語言發展/文化/質性評量

Mervi Keski-Oja

Petra Salomaa

Vesa Joronen

陳美如老師

Supporting the language development

Sipoo, Finland



Survey

- A survey in the everyday life in Sipoo day care; how much reading, nonsense poems, jingling, rhyming is used under daytime in different groups of children in all day care units (kindergarten).
- The maternity clinics launched a survey of early finding of possible challenges in language development (reading and writing); this survey is made for children of 4 to 5 years (LUKIVA).



Our aim and target in all activities

- To help educators/pedagogs develop their **skills in supporting language development of children** in the everyday life in day care.
- To **prevent and support** all children as early as possible.
- To combine the expertise of pedagogues and parents for the benefit of children = **educational partnership**.
- **As a base**; true interaction that is based on the presence of the moment (Carpe Diem)
- Using of **small group activities** to support the prospect of a true interaction.



Background

- Sipoo is a bilingual municipality/commune with a mount of bilingual families and children.(finnish-swedish)
- We have observed the importance of language development and supporting language development has always been in central of our day care activities.
- Some findings of language development dilemmas has been found during years.
- Feedback from speech therapists and maternity clinics.
- Generally studies has shown the importance of language development and a risk of weakening of language development if it isn't taken care of properly.
- A survey "How to support the language development in Sipoo day care in everyday life":



Survey answers

- **Language development in everyday life**, in all different activities, small group activities, planned and spontaneous activities, during library (librarycar) visits, drama
- **Outdoors and indoors**: during lunch time and eating, get-togethers, morning or day circuit, gymnastic activities, forest excursions, dressing and undressing, daytime resting, basic care situations, children's meetings, music gatherings, transition from one place to another, celebrations
- **Used material**: a bag of poems, rhymes, jingling, speech sounds, cards, pictures, books, songbooks, instruments, playitems, properties, supported sign language, week-calendar, own body, glove puppets, role clothing for drama, play maps and cards





The process

- Goes on and on.....
- Together with children, parents and educators
- With the help of special day care, speech therapists and library
- With the help of new education, training and schooling
- Paying attention to new research findings
- Making surveys for early prevention of difficulties in language development (speech, reading and writing)





Supporting of language development

- By enriching to communication in free play, in outdoor games, under meals and basic care.
- By adding the percentage/share of supported play.
- By encouraging children to role play.
- By supporting children to cope with new situations.
- By adding colors to the children's orientations.
- By helping the children to learn how to commit.
- By helping the children to find meaningful activities for themselves.
- **By helping the children to tie linguistically rich relationships with children of the same age!**



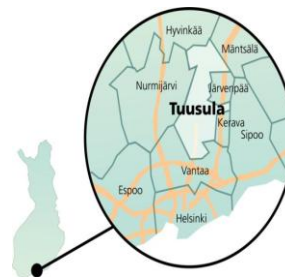


QUALITY AND QUALITY EVALUATION IN THE ECEC

Vesa Joronen
The municipality of Tuusula

The municipality of Tuusula

- The population of the municipality is 38000 people.
- 9 percent of the population is 0 - 6 years of age
- About 2.100 children receive day care.



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2

WHAT IS QUALITY

- The concept of quality is very versatile and has many dimensions.
- In general, quality is combined with the product and its technical characteristics.
- Nowadays, more and more talk about the quality of services.
- Also public services are required for improved quality.

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3

WHAT IS QUALITY

- The different sectors and organizations as well as representatives of different people even within the same organization has often perceived the meaning of quality in different ways.
- Can we find a universal definition of quality?

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4

QUALITY according to experts

- Akyama (1991) what take the needs of the buyer
- Deming (1940) customer's current and future needs to meet the quality
- Juran (1989) suitability of use or purpose
- Silén 1998 the quality to remain competitive, continuously changing conditions
- TQM (1950) Meeting the expectations of the customer

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5

QUALITY AS A CONCEPT

Objective quality

- The central starting point is the view of quality of time and context in a bulk, objectively detectable as a whole, which can be taken over by science.

Subjective quality

- Quality should be considered whenever a subjective and dynamic concept, which takes on a different meaning, depending on the time and place.

Inclusive quality

- Should regard the objective as well as the expert knowledge. Should regard the idea of cultural quality and that actors have subjective experience of the quality.

Parrila, Hujala

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6

RESEARCH INTO THE QUALITY OF EARLY CHILDHOOD EDUCATION

First wave

- In the 1970s day-care studies, the focus was on a clear day care and home care for a comparative study.
- The main research interest was to find out whether day care had negative effects on child development.

Second wave

- In the 1980s the studies focused on entering different forms of day care centers and qualitative differences in the analysis and on the other hand the quality of the different factors involved identifying.

Parrila, Hujala

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7

RESEARCH INTO THE QUALITY OF EARLY CHILDHOOD EDUCATION

Third wave

- In the late 1980s and early 1990s, the interest of research expanded from day-care short-term effects to longer-term effects, how children's later life reflect the impacts. The third wave of the survey also confirmed the view that the effects of day care can not be examined in isolation from the home background.

Fourth wave

- In the 2000s research has begun to emphasize the quality of the subjective and value-laden dimensions of that quality becomes significant in different ways to different people. Has become the focus of attention not only affect the quality of day care for a variety of factors, including day care for the various actors' subjective perceptions and experiences of quality.

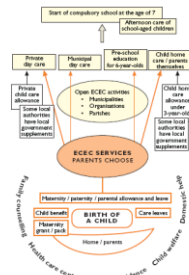
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8

- The Finnish ECEC-system consists of municipal and private services.
- About 80% of day care services are municipally provided.
- The parents choose ECEC services for their child.



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- the Act and Decree on Children's Day Care (1973)
- the Government Resolution Concerning the National Policy Definition on Early Childhood Education and Care (2002)
- the National Curriculum Framework for Early Childhood Education and Care in Finland
- the Basic Education Act (1998)
- the Core Curriculum for Pre-School Education (2000).

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11

- the European Foundation for Quality Management-model
- The Common Assessment Framework
- ITE - Assessment Framework
- ISO 9001 quality management systems
- Prof *Eeva Hujala's* early childhood education quality evaluation model

- Models have been developed to assess the quality work.
- Models provide a framework and tools that can be used to develop the activities of the organization.
- But the pedagogical quality improvement requires in-depth knowledge of pedagogical activities.

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13

- In Finnish ECEC the conceptual analyses of quality has been very modest, and it has not been connected to general theories of quality, conceptions of quality-experts or basic-assumptions in science of philosophy. Alila 2008

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10

- The cities, municipalities and private sector are responsible for the evaluation of the services.
- Finland does not have an integrated quality assessment system.
- And that's why actors have been evaluated by services in different ways.

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12

- ❖ Tested instrument for observing Early Learning
- ❖ Instrument to study children's orientation towards perceived change
- ❖ Instrument to evaluate children's skills
- ❖ And in project is also developed the educator's evaluation of the learning environment in ECEC- form.
- ❖ And in Finland the children and the parents are evaluated by services, a tool which is created in project.

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14

- In Finland quality assessment (spring 2012), which included 3594 children and 925 parents and day-care team.
- For the first time, combined with children, parents and staff estimates.
- Assessment provided the information
 - ❖ how early childhood education services in the whole works
 - ❖ what is the quality of early childhood services in different units

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15

Thank you

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16

The Necklace Model

- The model was prepared with a smaller team:
 - * The manager * 2 teachers * 2 nurses *
- It was processed by the whole staff ("working evening")
- Some elements rose up from the necklage, but altogether all pearls are "vivid" and important
- The pearls connect to each other and the evaluation leads to use of new elements
- Not so easy to all educators, but in some level used by everyone



研討工作坊--語言發展/文化/質性評量

慈濟大學附設高級中學

附屬幼兒園

陳美如

李虹君

5/18/2013

The yard seems to catered for play with toys and physical setting. How to help children in adopting different roles in outdoor play? How to stimulate children into developing complex social systems needed for a meaningful role play among children? How to put more emphasis on drama during free outdoor play?

觀察研究資料顯示：托兒所的院子（譯者註：臺灣指托兒所的戶外活動空間）似乎足以用於玩玩具和運動設備，如何幫助幼兒在戶外遊戲有不同角色？如何激化幼兒發展複雜的社會系統所需要的有意義角色扮演遊戲？戶外自由遊戲如何加強戲劇的部分？

研究對象的資料

【實施策略】

- 從戶外已經具有的素材和環境為基礎，加以能促進想像思考的討論和主題，讓戶外不再只是單純的戶外環境；並加以各種可以使用於戶外的扮演道具為輔助，增添孩子進行扮演的慾望；並由老師給予正面積極的支持與安全維護，搭建孩子在自然的戶外遊戲中進行各式各樣的角色扮演及戶外戲劇呈現的鷹架。

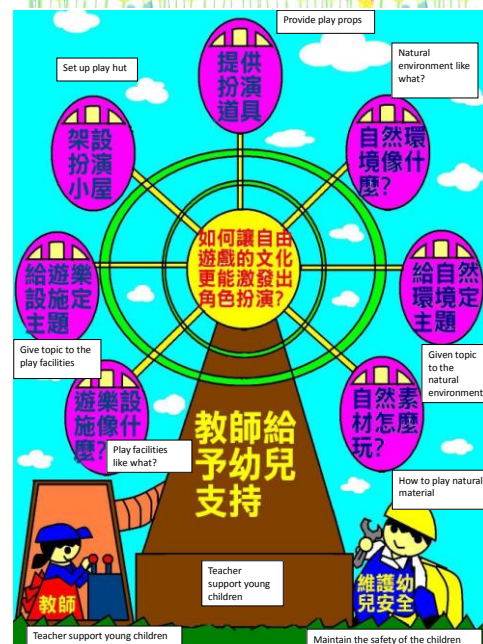
How to make the play culture in free outdoor play more stimulating for role play ?

如何讓戶外自由遊戲的文化更能激化出角色扮演遊戲？

研究對象的資料

【研究動機】

- 本學期感恩班的主題為「台上台下」，讓孩子進行偶戲及真人戲劇的體驗、扮演、戲偶及服裝道具、舞台等的製作。因此選擇這個主題，期望促進孩子在戶外遊戲時也能帶入角色扮演並進行戲劇的常識與體驗。



Note

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Note

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Note

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