



How to Add the Peer Impact in Drama? Merja Kivistö

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 %)





The historical Wool Mill is an active centre

CITY OF HYVINKÄÄ:

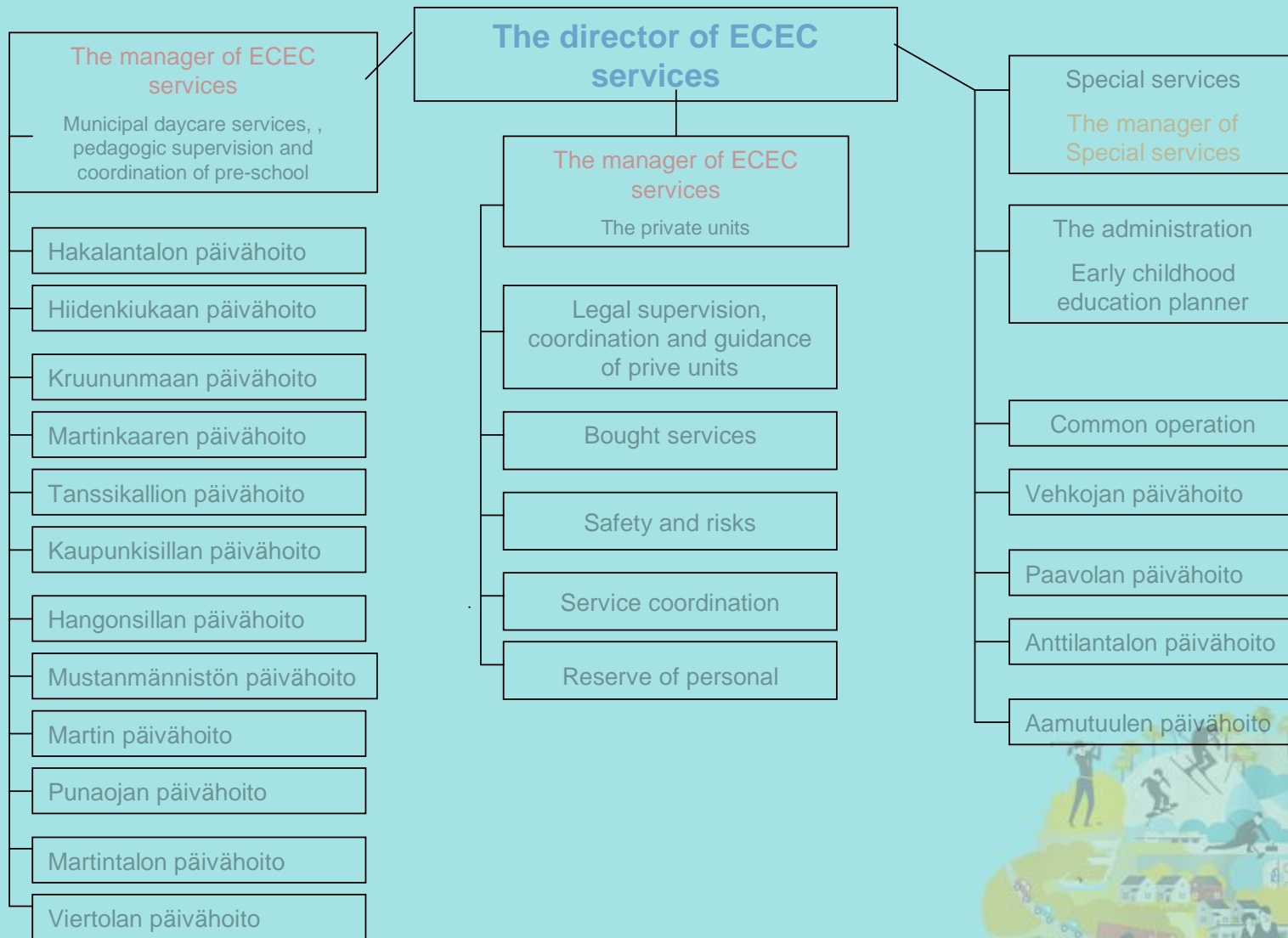
- City Hall
- City Museum
- Rental apartments

OTHERS, INCLUDING:

- TechVilla
- The Art Centre for Children and Young People Villa
- Fit24



SERVICES OF EARLY CHILDHOOD EDUCATION AND CARE IN HYVINKÄÄ



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





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





- Linked to the *Curriculum of Early childhood education and care* of each day care centre



The day-care centre of Kaupunkisilta

The very first questions

- **Can we add children`s participation in our educational work?**
- **Are there any benefits in considering children`s peer relations ?**



**The mainstream
practices & 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**



- **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**



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**



- 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**





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





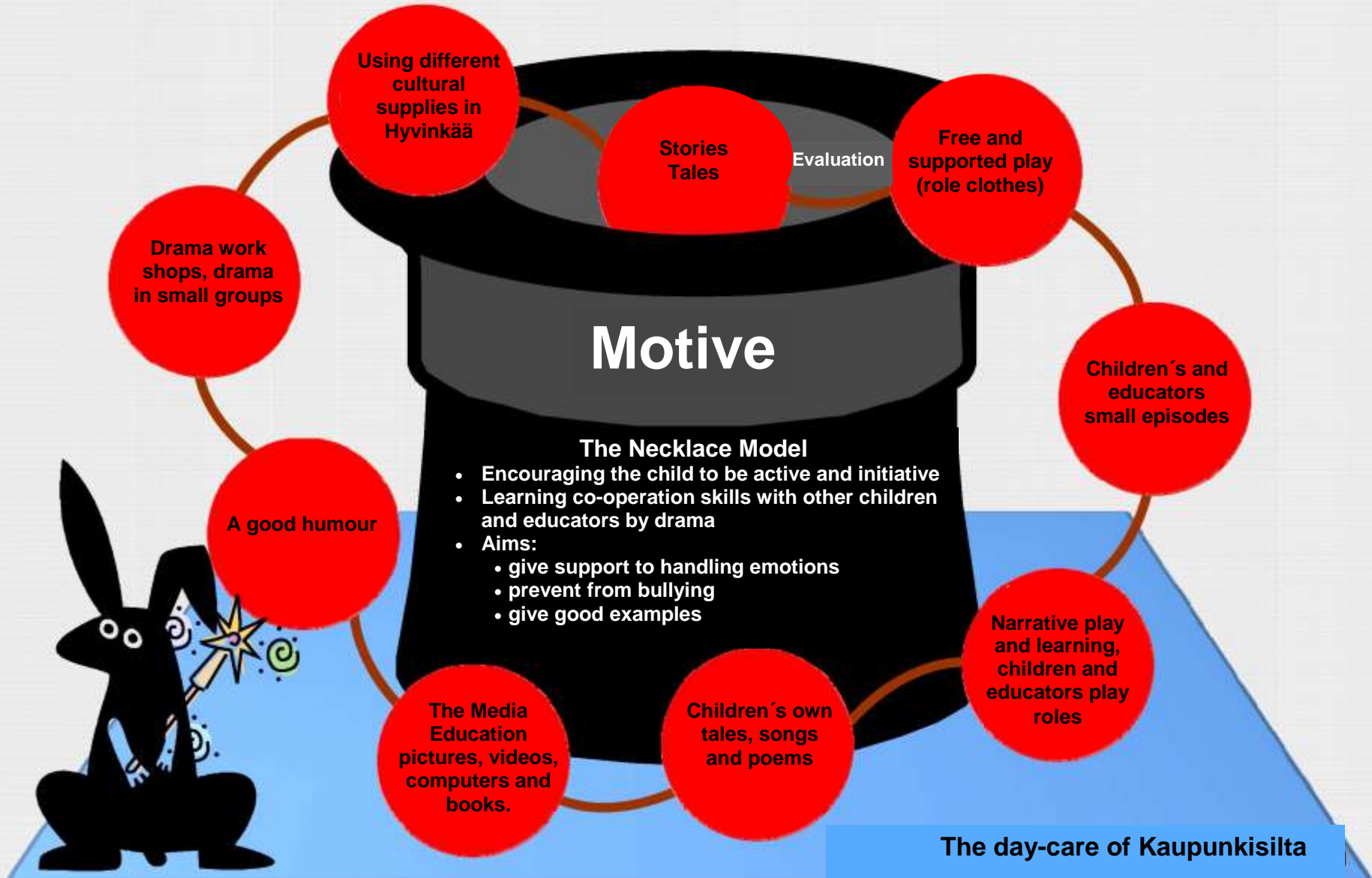
Creating The Necklace model

- 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**



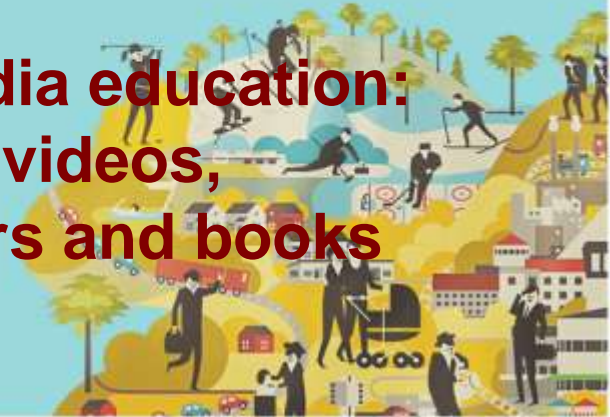
The Necklace Model

Adding the Peer Impact by Drama



The elements

- 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**
- A good humour
- **Drama work-shops, drama in smaller groups**
- Using different cultural supplies in Hyvinkää
- **Stories & tales**
- **The Media education: pictures, videos, computers and books**



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**



- **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**





5/22/2013

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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**





Thank You!