



NURMIJÄRVI

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Supporting play

EUROPE

1 : 10 000 000



Finland

Helsinki

Stockholm

Oso

Riga

Moscow

Copenhagen

Minsk

London

Amsterdam

Berlin

Warsaw

Paris

Prague

Kiev

Berne

Vienna

Chisinau

Lisbon

Madrid

Rome

Belgrade

Bucharest

500 km



Nurmijärvi

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





NURMIJÄRVI

Culture



Nature



Housing



Work



Birthplace of
Aleksis Kivi,
father of Finnish
literature

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



Three main topics emerged from the teachers' discussions:

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



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."

Early Childhood Education plan in Finland



Early Childhood Education plans in the municipalities of Finland



Early Childhood Education plans in local day care centers



The child's individual plan for early childhood education

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



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.



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



Example 1 :

- **How to scaffold long lasting processes also in the outdoor scaffolded play**
(Tornitie day care center)



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 to the courtyard – how to continue the play in the new environment.





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.

Miten tukea lasten pitkäkestoisia prosesseja ulkoleikeissä



Puutarha lankana pitkäkestoisissa leikeissä on Pikkumiesin esiopetuksen tarinat. Lasten teinit pohjautuvat Pupuolen Perheen tarinoihin ja ne elävät viedonajojen ja lapsilla tulleiden ideoiden mukaan.

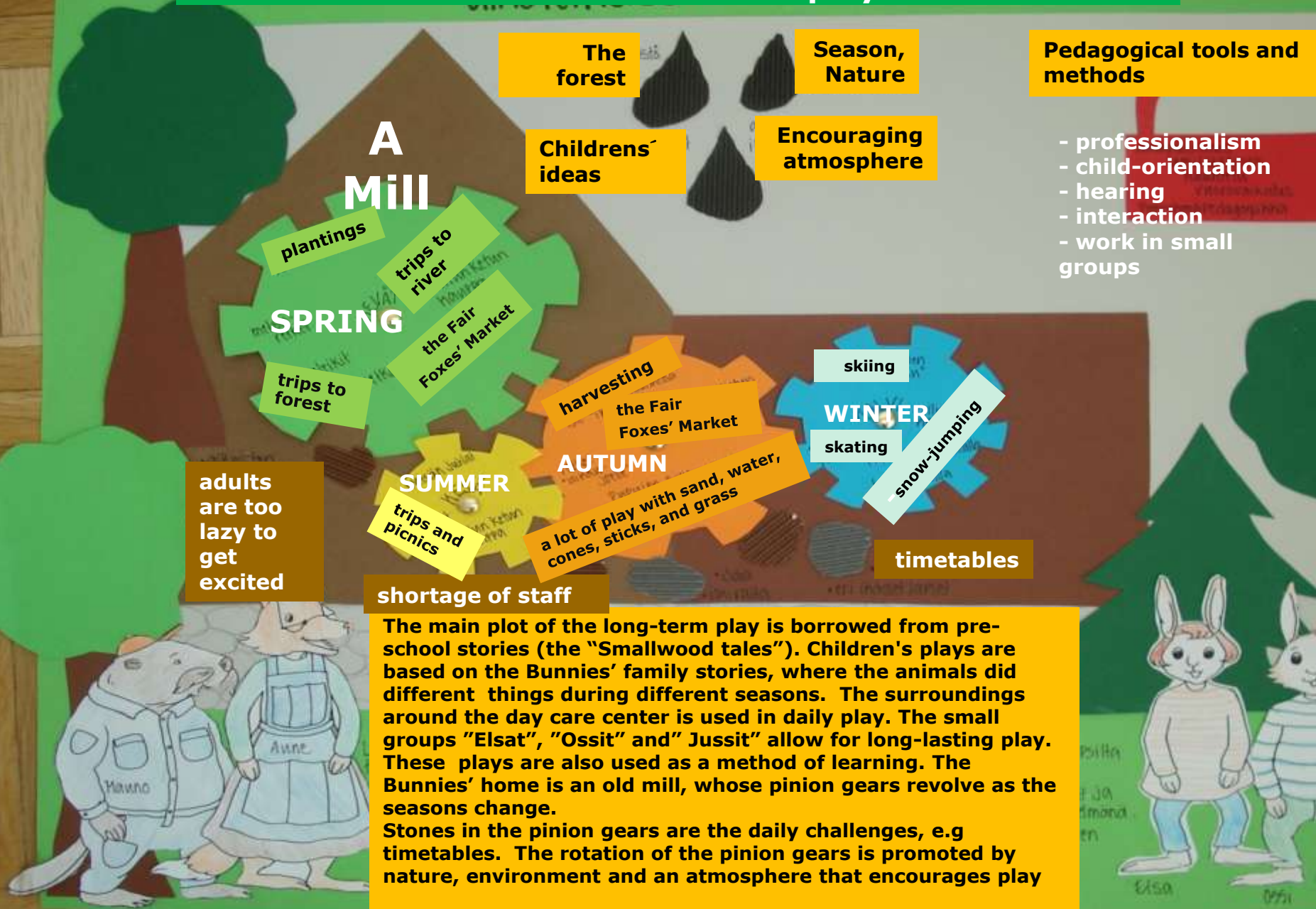
Pikkumiesin lähimpänä on mukana jokapäiväisessä leikeissä. Pienryhmät "Eilat, Ossi ja Jussi" mahdollistavat pitkäkestoisten tein. Näitä teikkeitä hyödynnetään myös omien menetelmien.

Pupuolen Perheen rukous on vanha runo, jonka hahmovalinnat liittyvät viedonajojen vaihteluun. Kiviä rullataan tuulet arkipäivän haasteet ihmisen talon ajatusten vaihteluun. Toimii mm. luonto, läheisyyttä ja teinien rohkaiseva ilmapiiri.

Maana Kallavan Puhalluspankki sisältää kasvatushenkilökunnan "Pikkulähtö ja tekevä".



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





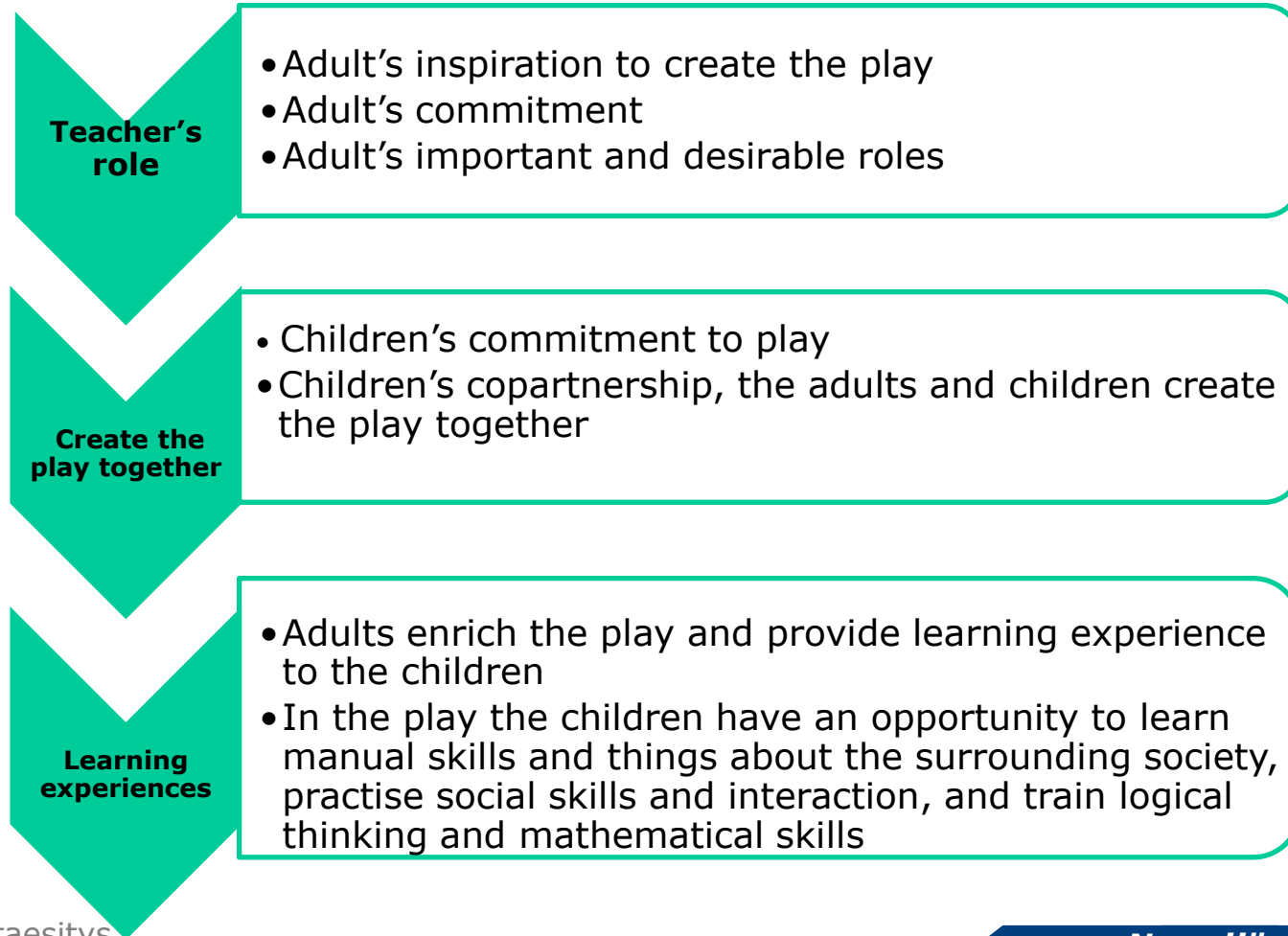
Example 2:

- **How to start a scaffolded process with children**

(Sorvankaari day care center)



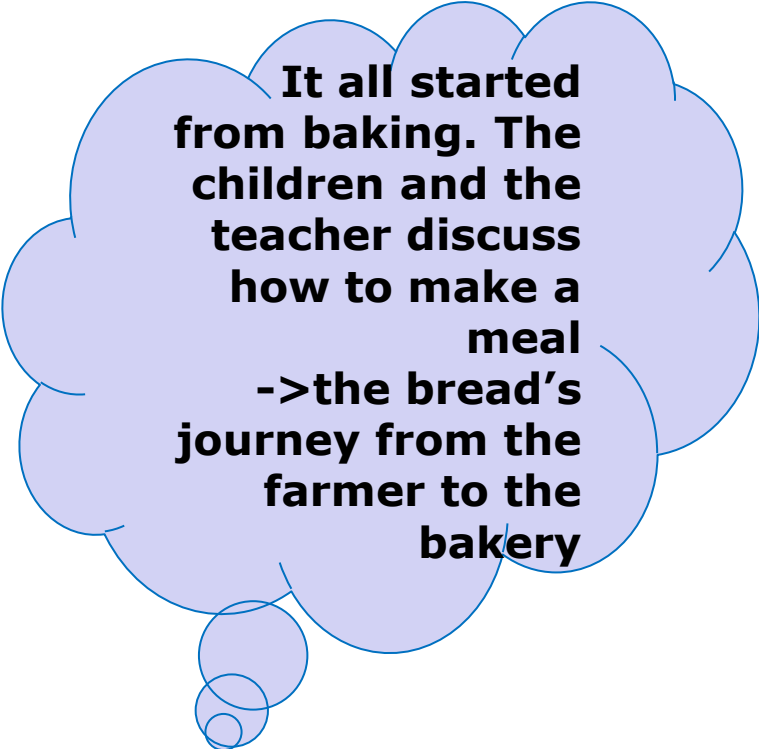
The main steps in the process/teacher's vision





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**



- >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





**The shopper
needs money,
where can we
get it?**

**It was unclear for children to combine work and money
-in children's view the money becomes from the wall
-the teacher told about remunerations, bank accounts and bank cards**



“ The play was flowing like a stream”

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

How to start a scaffolded process with children

" The play was flowing like a stream"

The main steps in the process

Teacher's inspiration , commitment and desirable roles

Teachers create the play together with the children

Teachers provide learning experiences to the children

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

Children crafted bank cards

The shopper needs money, where can we get it?
The teacher told about remunerations, bank accounts and bank cards.

Children brought discarded objects from their homes
->The goods were priced with the children

Children crafted bread from paper
->they pondered upon what else they could buy from the shop

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

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

Challenges

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"

"Supporting play is sometimes very laborious for adults



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





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