

The child's individual early childhood education and care plan

The child's individual early childhood education and care plan helps in setting shared objectives and agreeing on the ways to promote each child's individual development, learning and well-being in a systematic and goal-oriented manner. The child's well-being, learning and growth are supported according to the child's individual needs, strengths and abilities. The child's individual plan is a pedagogical plan and it is part of the pedagogical documentation of early childhood education and care (ECEC). It also serves as a tool for planning the child's development and learning as necessary.

The child's individual plan is drawn up for every child at ECEC centres and in family daycare (Act on Early Childhood Education and Care 580/2015, Section 7a) together with the child and the child's guardians. The child's individual plan combines the child's, the guardian's and the personnel's observations and views on central factors in the child's well-being, development and learning and on how the child interacts in a group. The emphasis of the plan is on the pedagogical activities determined in the curriculum for early childhood education and care. The measures for achieving the objectives are agreed on in cooperation with the child and the guardian.

If the child receives part-time ECEC in addition to pre-primary education, the goals of ECEC and other related matters to consider can be recorded in the learning plan for pre-primary education. The learning plan of a child receiving intensified support and the educational plan (IEP) of a child receiving special support take ECEC given in addition to pre-primary education into account according to the guidelines in the National curriculum for pre-primary education.

The drawing up of the child's individual plan in the ECEC centre is the responsibility of the group's kindergarten teacher. A multiprofessional team of educators participates in the drawing up and implementation of the child's individual plan. The drawing up of ECEC plans for children in family daycare is the responsibility of the family daycare superior. To form the most diverse picture possible, the personnel discuss their own observations about the child before the child's individual plan is drawn up.

Discussions with the guardians are part of the process of drawing up the child's individual plan. It is recommended that the guardian be given the possibility to prepare for the discussion in advance. The child's opinion and wishes must be taken into account in the plan. The objective is that the child participates and is heard in all stages of drawing up the individual plan and in its assessment. The Act on Early Childhood Education and Care emphasises the participation of children. It is therefore important to develop ways that enable children to have a say in what the content of their own individual plans is.

The Act on the Openness of Government Activities (Julkisuuslaki 621/1999) and the Personal Data Act (Henkilötietolaki 523/1999) cover the child's individual plan, and the Act on the Status and Rights of Social Welfare Clients (Laki sosiaalihuollon asiakkaan asemasta ja oikeuksista 812/2000) is also applied in it. The archiving system of the City of Järvenpää determines how the child's individual plan is stored and archived. When information from the plan is transferred, permission for it is requested from the child's guardian.

The child's individual plan is checked at least every year and it is based on the assessment of the previous plan together with the child and the child's guardian. The objective is to ensure that the child's individual plans form a continuum. The objectives of the plan and their realisation are monitored and assessed on a regular basis. Between the drawing up of the different plans, assessment is carried out in ECEC as well as together with the child's guardian, and the objectives are specified when the child's needs change.

The child's individual early childhood education and care plan form

Basic information

Drawing up the child's individual early childhood education and care plan

Here the objective is to ensure that the child and the guardian have the opportunity to participate in drawing up and assessing the plan (Act on Early Childhood Education and Care 580/2015, Sections 7a and 7b).

How are the guardian's views taken into consideration and how has cooperation been arranged?

For example, the wishes and matters agreed on together with the family regarding the family's linguistic or cultural background or worldview, such as agreements on using an interpreter and cooperation practices enhancing parent participation, can be recorded here.

Discussions on the special cultural characteristics of the child's home are conducted with the guardians. It is agreed on how the home culture is taken into account in early childhood education and care and how the development of the child's cultural identity is supported at home and in early childhood education and care.

When discussing with the guardians, the personnel clarify the languages used in the child's home. If the child is exposed to several languages in everyday life, the discussion should specify the interrelations of the languages. The parents are asked questions about the skills of all the languages the child speaks at home. The discussion should give answers to the following questions:

- At what age did the child start to talk?
- Which language does the child use most?
- Which language does the child speak with the mother/guardian?
- Which language does the child speak with the father/guardian?
- Which language does the child speak with siblings?
- What other languages are present in the child's everyday life?
- Are the languages mixed in a sentence?
- Are there any words that the child knows only in his or her mother tongue or only in Finnish?
- If several languages are spoken in the family, which language does the child use to start a conversation with different family members?
- Does the child answer to questions in the mother tongue or in Finnish?
- Does the child ask questions in the mother tongue?
- Is the child able to talk about what he or she likes and the matters and stories the child has heard in his or her mother tongue? Does the child need additional questions?
- Are story-books being read or stories being told to the child in the mother tongue?
- Is the child telling and making up his or her own stories? In which language?
- What language does the child use at play at home?
- Which language is used in the children's programmes that the child watches?
- Which language is used in the games that the child plays?
- How much time does the child spend watching TV and playing games during the day?

- Is the parent worried about the child's language: pronunciation, vocabulary, understanding, remembering?

The same questions concerning the language can also be found on Page two of the S2 observation form. If this form is used for the child, the answers to the questions can be recorded to the observation form and only the most significant observations from the form can be transferred to the child's individual early childhood education and care plan. If the S2 observation form is not used for the child, all the recordings are made directly to the child's early childhood education and care plan.

How have the child's point of view and opinions been taken into consideration "I am..."

A summary of the child's start discussion

The child's skills, strengths, interests and individual needs

The child's key strengths and interests are described in the individual plan as the basis for setting and planning the objectives and needs.

Objectives for pedagogical activities

A few key objectives for the child's early childhood education and care are recorded here. The child's strengths, interests and needs should be used in goal setting. The child's emerging skills and how they can be advanced with pedagogical activities are also taken into consideration here. It is essential to record the objectives that are significant in terms of the child's well-being and learning. The objectives are set for the activities of the personnel.

Measures and methods for achieving the objectives

The concrete pedagogical practices and methods for achieving the objectives are recorded here. The methods must be recorded in such a concrete manner that it will be possible to assess how well they have been realised.

Assessment

Assessment is focused on the activities, arrangement, learning environments and the pedagogy, not on the child. When assessing the plan, the guardian, the child and the personnel all discuss how well the measures recorded in the plan have been realised and whether they have been appropriate. How have the possible agreed pedagogical and structural solutions been arranged and what has been their impact? How have the agreed cooperation practices been realised? Has the possible support given to the child been functional and sufficient?

The child's development

Objectives for pedagogical activities

Measures and methods for achieving the objectives

Assessment

The child's learning

Objectives for pedagogical activities

Measures and methods for achieving the objectives

Assessment

The child's well-being

Other matters to be considered in supporting the child's well-being are recorded here, such as anything to do with nap times, meals and outdoor activities.

Objectives for pedagogical activities

Measures and methods for achieving the objectives / What kind of support is provided for the child/ How does the educator make use of the child's strengths

Assessment

Support needs for the child's development and learning

When a child is provided with support for development and learning, the following things are included in the child's individual plan:

Pedagogical and structural solutions

- solutions related to learning environments
- solutions related to the number of personnel and the group structure
- solutions related to the support provided to the child, such as differentiation of activities, individual guidance, small group activities and use of signs and visual aids
- interpretation and assistance services and the use of special aids

Cooperation and services required for the support

- cooperation with the child and the guardian
- responsibilities for implementing the support provided for the child
- use of special experts, such as special kindergarten teacher services
- guidance and consultation provided by social and health-care professionals
- arrangements and responsibilities for possible transport

Arrangements supporting well-being may include guidance and consultation provided by experts of the social and health care services (e.g. speech therapy, occupational therapy). The responsibilities and contact details related to arranging the above-mentioned support are described here. It is possible to discuss what kind of support is needed at home here.

Monitoring and assessment of the support

- monitoring how well the objectives have been achieved
- assessment of the effectiveness of the support measures and the dates for assessment.

Monitoring and assessment of the support (date and participants)

Cooperation parties and contact details

Support when the child is exposed to several languages in everyday life:

The child is entitled to S2 instruction if

1. he or she has a multilingual background AND
2. his or her Finnish language proficiency in all aspects of the language does not correspond to that of a Finnish child of the same age

A multilingual background means that the child's everyday life includes other languages in addition to Finnish. The observations made by the personnel about the child's learning of Finnish and development of language skills are discussed with the guardians. The S2 observation form is used in the discussion and drawing up the child's individual early childhood education and care plan, and the most significant observations from the form are included in the plan.



The parents' observations of the child's learning of his or her own mother tongue or the second language used at home and of the development of language skills are discussed. The observations are recorded in the child's individual plan and, if necessary, updated in the S2 observation form.

Objectives for S2 instruction in early childhood education are set. In setting the objectives the S2 observation form and possible language surveys are used.

Methods for reaching the goals of S2 instruction are specified. The methods are recorded in the most concrete manner possible.

Documents and plans used in drawing up the individual plan

When drawing up the child's individual plan, other possible plans, such as a medical treatment plan and the S2 observation form, can be used.

Dates for monitoring and assessment

A further plan concerning the next assessment of the individual plan as agreed with the guardians is recorded here.

Between the drawing up of the different plans, assessment is carried out in ECEC as well as together with the child's guardian, and the objectives are specified when the child's needs change.