

A Unified Path for Growth and Learning and the Development of Pedagogy for 5–8-Year-Olds

***VISION:** The unified pedagogy, operating culture and learning environment of preschool and primary education strengthen the child's early learning of basic skills and enable the child's individual progress through flexible transitions along the path of growth and learning.*

Pedagogical plan for 5–8-year-olds

A. Pedagogical vision and value base

- Core values: courage, fairness, responsibility, community and joy of learning
- More flexibility: this year, the timetables of our school's primary education classes allow more flexibility and close cooperation between teachers. In addition, the Gr.1-2 Core Team will provide new opportunities for collaboration between primary education staff.
- Each child will be offered opportunities to develop according to their own age and developmental level.
- Authentic encounters with children are important; children's experience of being seen and heard.
- Creating a culture of working together

B. A unified operating culture

- Objective: to develop a more coherent culture between pre-primary and primary education
- Scheduling planned in advance each year and added to the annual plan
- Plans are reviewed if necessary, as the school year progresses
- TVA allowance for the person responsible for this component (Gr.1-2 Core Team member)
- Liaison with the Gr. 1-2 Core Team as appropriate
- Meet with other stakeholders, activities are planned together and recorded.
- Activities are evaluated together afterwards.

C. Pedagogical methods and learning environments

- Organising preschoolers' visits to OIS throughout the year. Preschoolers visit in GR 1-2 classes in the autumn term.
- Welcome Day organised for preschoolers in May.
- Sharing pictures of GR 1-2 artwork, songs etc. with the preschoolers.
- Preschoolers visit come to watch the dress rehearsal show for End-of-Term show.
- Communication between the afternoon care and GR 1-2 to ensure shared practices and enhance communication.

D. Sharing expertise and know-how

- Joint meetings and encounters are key to sharing expertise and knowledge.
- Making use of multiprofessional cooperation: involving Student Welfare services, for example when considering repetition of the pre-school year or when it is necessary to start cooperation in the transition phase at the end of the autumn term of pre-school due to support needs.

E. Evaluation

- The commonly made plan is evaluated in the spring. This is also time to lay the groundwork for the following autumn's action plan.
- In autumn and spring, we also make sure that contact details are up-to-date.

F. Practical ideas and schedule

August

- Updating contact details with partners.
- Starting cooperation, getting to know the staff

- Primary teachers familiarize themselves with the learning plans (at least for students with intensive and special support)
- First Teams-meeting with Pikku-Aino, ESP and OIS by the end of August.

September-November

- Preschoolers visit OIS
- Regional coordinators' meeting

October

- Meeting on Developing Pedagogy for 5–8-Year-Olds at OIS (Central and Southern Region Teachers Gather at OIS)

December

- Take photos/ or record Xmas carols by the week 50 send to each other.
 - Make a small video where you sing a Xmas song.
 - If you want to take pictures, you are welcome to do so.
- Welcome preschoolers to the dress rehearsal of the Xmas show on 16.12. or 17.12

April

- Special Education Teacher visits English Playschool and Little Aino to answer children's questions about school. If necessary, she will visit and observe the children.

May

- Welcome Day
- Transfer meetings: the primary school teachers draw up guidelines for this, so that the pre-school staff know what information is important to share and what not.
- Meeting on Developing Pedagogy for 5–8-Year-Olds at OIS (Central and Southern Region Teachers Gather at OIS)