



VARHAISKASVATUSYKSIKÖ	ICEC KAUNIAINEN – PILKE PÄIVÄKODIT OY	
ENHET FÖR SMÅBARNSPEDAGOGIK		
TOIMINTAVUOSI	Toimintavuosi 2023-2024	Päivittäinen toiminta-aika 7-17
VERKSAMHETSÅR	Verksamhetsår	Daglig verksamhetstid

YKSIKÖN TOIMINTA-AJATUS	ICEC Kauniainen operates based on the Early Childhood Education plan of Kauniainen City with a specific focus on celebrating diversity, notion practice/language awareness, wondering&exploring and high-quality interaction. Important guidelines in achieving these goals are active & sensitive adults, flexible learning environments, play, everyday pedagogy and pedagogical documentation.
ENHETENS VERKSAMHETSIDÉ	
	<p>The goal of ICEC Kauniainen is to create a safe and happy atmosphere that encourages the child to ask questions, explore and think for themselves. At ICEC, we want to create the best possible foundation for children's development, wellbeing and lifelong learning. The involvement of children, parents and the work community, as well as a sustainable lifestyle, are important in our operating culture. Particular efforts are made to warmly welcome children and guardians every day but also during a visit to the kindergarten or during the introduction period.</p> <p>Positive, safe and sensitive interaction is at the heart of our operations.</p> <p>We work to encourage each other and base our actions on positive pedagogy. We want to work together as a learning community , where it is also allowed to make mistakes. We help children find their place in the community and build friendships with peers as well as build trusting and warm relationships with educators.</p> <p>In ICEC Kauniainen, children are involved in the planning, implementation and evaluation of activities. Educators are positive and encouraging to the child, encouraging him or her to express his or her opinions and questions. Children's initiatives, ideas and interests form the basis of monthly themes and projects and children are actively involved in planning and implementing these projects. Children document and evaluate their own activities by discussing and using different tools (for example, cameras, tablets, images, etc.) The main emphasis is on the process and not the end result. Educators support children to become self-sufficient and children get involved in everyday tasks within the framework of their own skills. Educators treat children and families equally.</p> <p>Cultural diversity and language awareness are very important in ICEC Kauniainen. The diversity amongst our families and staff is a source of wealth. The ICEC community recognizes that the right to one's own language, culture, religion and belief is a fundamental right. It is reflected in daily , genuine interaction . We also celebrate diversity through a variety of holidays and we put the art project related across the walls. Finnish cultural heritage can be seen e.g. on the occasion of various public holidays. Through local museums and the library children become even more acquainted with Finnish culture and customs. Appreciating and utilizing cultural diversity requires staff to have knowledge of other cultures as well as the ability to see and understand things from many perspectives and to take the position of other people. Close cooperation with the guardians is a</p>



	<p>very important part of this process and the cultures, languages and views of the families are strongly involved in the planning of the themes and celebrations. This way we get to know different cultures and languages together. This creates a learning environment where diversity is an asset and strengthens intercultural similarities and a positive atmosphere. ICEC staff understands the central role of language in children's development and learning, interaction and cooperation, as well as in the construction of identities and belonging to society .</p>
<p>YKSIKÖN ARVOT ENHETENS VÄRDERINGAR</p>	<p>Our values are Kindness, Curiosity, Playfulness, Determination, Encouragement and Commitment. Pilke values tell us how we do our work and for whom we exist. They are visible, heard and experienced in our daily lives.</p> <p>Kindness: We put our whole hearts into our work, which can be felt by the children, their guardians, and our colleagues. We approach every person with kindness and create a safe and inviting atmosphere.</p> <p>Curiosity: We are life-long learners. We build a network for our experts for everyone to rely upon for support and inspiration at work.</p> <p>Playfulness: We have fun, enjoy things both big and small, and laugh together. We work with a twinkle in our eye, knowing that play benefits everyone.</p> <p>Determination: We actively keep up with and respond to the world's developments. We dare to dream big and set ambitious goals for ourselves.</p> <p>Encouragement: We advance towards goals together, seek solutions, and reinforce each other's strengths. We give each other room to grow.</p> <p>Commitment: We put our whole hearts into our work. We continuously develop our early childhood education and care services and operating methods – we are the pioneers of our industry.</p> <p>We will also aim to work towards social, cultural, economic and ecological sustainability.</p>
<p>TOIMINNAN LINJAUKSET JA MAHDOLLISET PAINOTUKSET</p> <p>LINJEDRAGNINGAR OCH EVENTUELLA PRIORITERINGAR I VERKSAMHETEN</p>	<p>ICEC Kauniainen is an English-language daycare, driven by heart. In August 2023 a Finnish (English-enriched) sibling group was started as well as a bilingual (English-Finnish) preprimary group.</p> <p>Adults and children are thinking, wondering, exploring, researching and deciding together. Joy of learning and joy of discovery are evident in everyday activities. The goal of English early childhood education is to take advantage of children's early language sensitivity by offering children a varied language education. Children are offered opportunities to learn and use this language functionally and playfully. At the same time, we form the foundations for lifelong language learning. The aim is to arouse children's linguistic curiosity and willingness to experiment. Many cultures also meet in a natural way in ICEC Kauniainen.</p>
<p>TOIMINTAKULTTUURIN KEHITTÄMINEN</p>	<p>In ICEC Kauniainen , the quality of early childhood education is constantly assessed. Teams meet on a weekly basis: group meetings (educators of the same group), staff meetings (1 member of each group) as well as pedagogical meetings (concerning different pedagogical topics). In September</p>



**BILAGA 1 TILL PLANEN FÖR SMÅBARNSPEDAGOGIK:
VERKSAMHETSPLAN INOM SMÅBARNSPEDAGOGIKEN**

<p>UTVECKLING AV VERKSAMHETSKULTUREN</p>	<p>(8.9.2023) a pedagogical planning day is organized to decide on the unit's pedagogical action plan. This plan is used throughout the year and evaluated in January. For this we use the Pilke Evaluation Plan as well as the Kauniainen evaluation tool. ICEC Kauniainen operations are also assessed using a customer satisfaction survey and internal quality assessments. During the operation period, a personnel survey, a leadership evaluation survey and competence discussions are held. Twice a year, a development day is organized for the staff. The purpose of the development day in the autumn focuses on the pedagogical action plan and the development day in the spring is precisely to assess and develop the quality of our early childhood education. Each month a team evening is organized, during which the whole team focuses on diverse topics.</p> <p>Specific topics of the Team evenings are linked to the spring 2023 evaluation results, with the first topics:</p> <p>August 2023 topic: safety</p> <p>September 2023 topic: Pedagogical action plan & Team Pedagogical commitment plan</p> <p>October 2023 topic: LangPeda material (though the use of this material starts already earlier)</p>
<p>YHTEISTYÖ, OSALLISUUS JA VIESTINTÄ</p> <p>SAMARBETE, DELAKTIGHET OCH KOMMUNIKATION</p>	<p>Lasten ja huoltajien osallisuus ja yhteistyö:</p> <p>Barnens och vårdnadshavarnas delaktighet och samarbete:</p> <p>In ICEC Kauniainen immediate, confidential and equal interaction between educators and guardians of children is seen as very important . The interaction shows respect for the caregivers 'knowledge of their child and the educators' professional knowledge and skills. There is daily co-operation with guardians during children's drop-off and pick-up situations.</p> <p>Messages, releases, etc. are handled through the Daisy ERP system and group Signal groups as well as sms.</p> <p>Daisy is also used by the ECE educators to provide information to the guardians about the planned activities and monthly bulletins about the implementation of the activities . The wishes of the guardians are listened to and their feedback is important to us. Guardians can participate in activities such as planning, joining in for presentations, during ECEC conversations or parents' evenings . ICEC Kauniainen hosts parents' evenings (both in autumn and in spring) and various parties, where guardians can see our activities and get to know other families.</p> <p>Leaders and educators of different Pilke units work closely together, sharing good practices and ideas. Pilke päiväkodit Oy also organizes trainings in different units, which allows educators to see other units and get ideas for activities and learning environments.</p> <p>Toiminnasta tiedottaminen: Informering om verksamheten:</p> <p>ICEC Kauniainen staff interact every day with guardians. A 'small group day' form is used for this. Mobile phones and the Daisy platform are used for different kinds of messages and information letters and forms. In ICEC Kauniainen we try to have parent bulletin boards where important forms and information are displayed. Each week, parents receive the 'weekly highlights'.</p>
<p>TOIMINTA</p>	<p>Suunnittelu- ja kokouskäytännöt yksikössä:</p> <p>Planerings- och mötesrutiner i enheten:</p>



VERKSAMHET	<p>Each group has a weekly team meeting, during which group-specific matters are discussed such as important child-related matters, group pedagogical plan, communication with parents, project planning and weekly planning of the group.</p> <p>There is also a weekly staff meeting, in which one member of each group attends. These meetings deal with group matters which are important for the whole team, practical matters as well as important dates and trainings.</p> <p>Every two weeks, a pedagogical meeting is organized during which different pedagogical topics are addressed.</p> <p>A planning schedule is created so that each early childhood educator can have undisturbed time to plan. These planning times are mainly scheduled between 12-14. Groups cooperate to enable this planning time.</p> <p>Pilke also organizes Peda clinics via Teams around different topics and in different languages. These run throughout the year and are usually held between 12 and 14.</p>
	<p>Toimintasuunnitelman toteutumisen arviointi. Täytetään toimintakauden päättyessä, viimeistään 30.6.</p> <p>Utvärdering av hur verksamhetsplanen har realiserats. Fylls i vid verksamhetsårets slut, senast 30.6.</p>

TOIMINTASUUNNITELMA ON LAADITTU YKSIKÖN HENKILÖSTÖN TOIMESTA. PÄIVÄYS JA VASTUHENKILÖN NIMI VERKSAMHETSPLANEN HAR GJORTS UPP AV ENHETENS PERSONAL. DATUM OCH ANSVARSPERSONENS NAMN	Anneleen Burmansson, 15.9.2023
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Varhaiskasvatuksen toimintasuunnitelma on julkinen asiakirja. Se toimitetaan täytettynä 15.9. mennessä varhaiskasvatuspäällikölle ja viedään tiedoksi opetus- ja varhaiskasvatusvaliokuntaan.

Verksamhetsplanen inom småbarnspedagogiken är ett offentligt dokument. Det skickas senast 15.9. till chefen för småbarnspedagogik och förs för kännedom till utskottet för undervisning och småbarnspedagogik.

Toimintasuunnitelman toteutumista arvioidaan yksikössä 30.6. mennessä. Arviointi säilytetään yksikössä ja toimintaa kehitetään arvioinnin pohjalta.



**KAUNIAISTEN KAUPUNKI
GRANKULLA STAD**

**VARHAISKASVATUSSUUNNITELMAN LIITE 1:
VARHAISKASVATUKSEN TOIMINTASUUNNITELMA**

**BILAGA 1 TILL PLANEN FÖR SMÅBARNSPEDAGOGIK:
VERKSAMHETSPLAN INOM SMÅBARNSPEDAGOGIKEN**

Verksamhetsplanen utvärderas i enheten årligen senast 30.6. Utvärderingen sparas i enheten och verksamheten utvecklas på basis av utvärderingen.

Toimintasuunnitelman yksikkökohtaiset liitteet:
Verksamhetsplanens enhetsvisa bilagor:

Pedagogical Operating Plan 2023– 24

ICEC Kauniainen

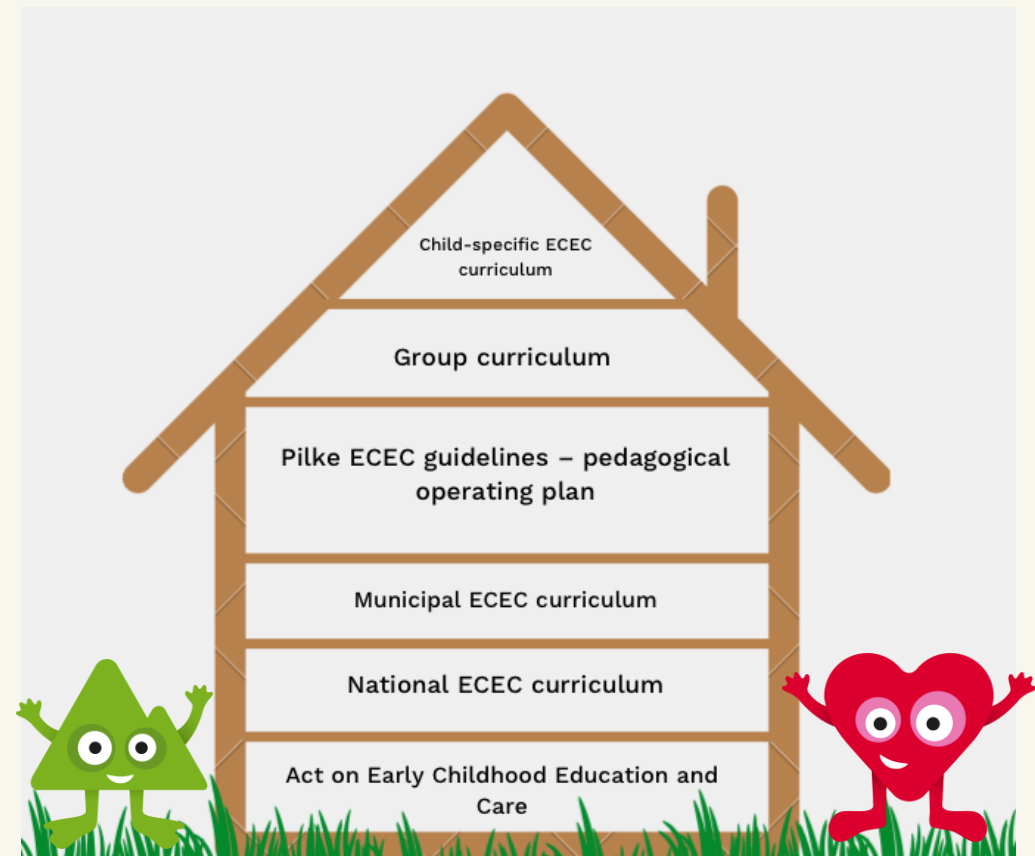


Pedagogical Operating Plan

- The unit-level pedagogical operating plan describes how Pilke's ECEC guidelines are implemented.
- The unit's focus or theme is included in the different areas.
- The plan is reviewed at least every six months with the evaluation tool.
- The plan is posted to the Daisy noticeboard for guardians and uploaded to the unit's private channel in Teams.
- The plan is a pedagogical tool that steers the unit's operations throughout the operating period.

Pilke's early childhood education and care in the national framework

- The ECEC operations of Pilke are based on the Act on Early Childhood Education and Care, the fundamentals of the national ECEC curriculum, and the municipal ECEC curriculum.
- In addition, Pilke day-care centres have an ECEC manual that supplements the curricula. The manual is an overview of Pilke's ECEC policies. The Dibber manual is also used to prepare the pedagogical operating plan.



The Pilke conception of learning





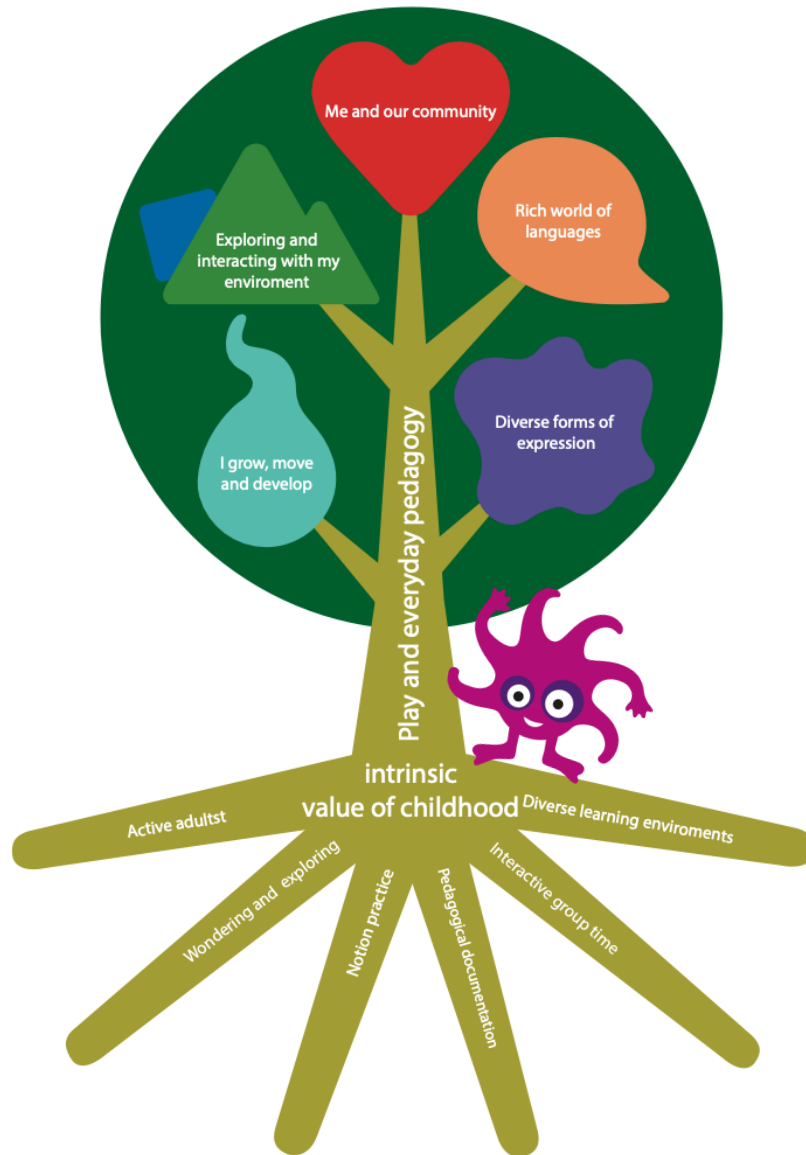
Children are seen as active builders of information at Pilke day-care centres: children filter and interpret the information they receive. Children's active inclusion is a vital part of their learning process. Besides being a process, learning takes place in interaction with the environment. Learning is the product of the child's own actions.

Children structure new information according to their prior experiences, knowledge, and views. Lessons must be connected to the child's experiences and interests.



Learning requires the child to feel happy and safe. Good interactions and positive emotional experiences give children the opportunity to act according to their character. Children are naturally curious, creative, and active. They play to make sense of the world around them.

Positive feedback maintains the motivation to learn and the child's self-image as a learner. Learning must be fun and motivate the child to learn more. Children are actively included in the learning process from the beginning and are allowed to influence it with their actions and ideas.

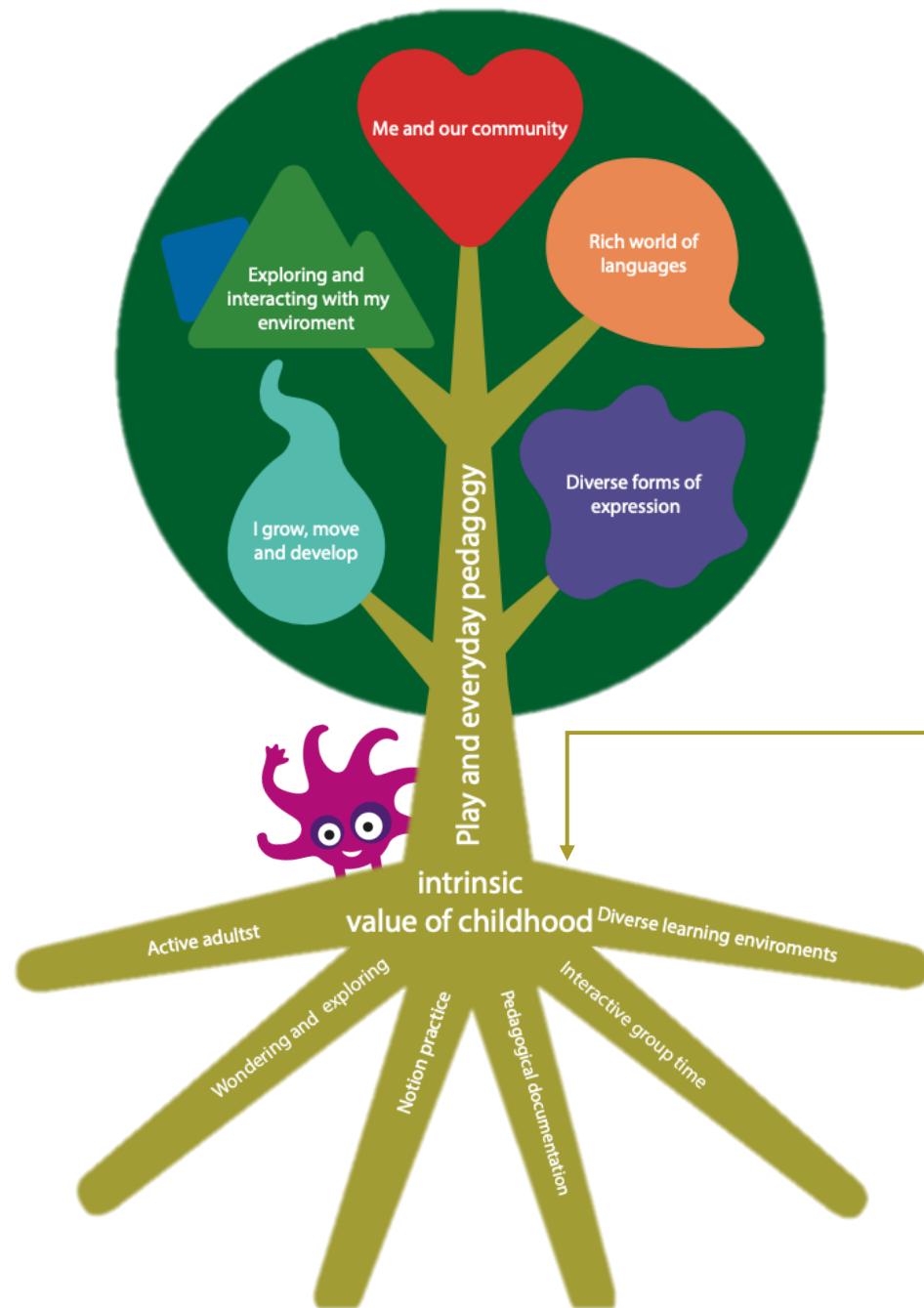


The Learning Tree represents a framework and outline for our work

“The intrinsic Value of childhood” and “Play and everyday pedagogy” form the trunk, the body of our operations.

The leaves of the tree are the different areas of learning.

The roots of the tree are the Pilke ECEC guidelines. They describe the methods and strategies we use to provide children with a good, successful day. The roots also explain the basis of our work.



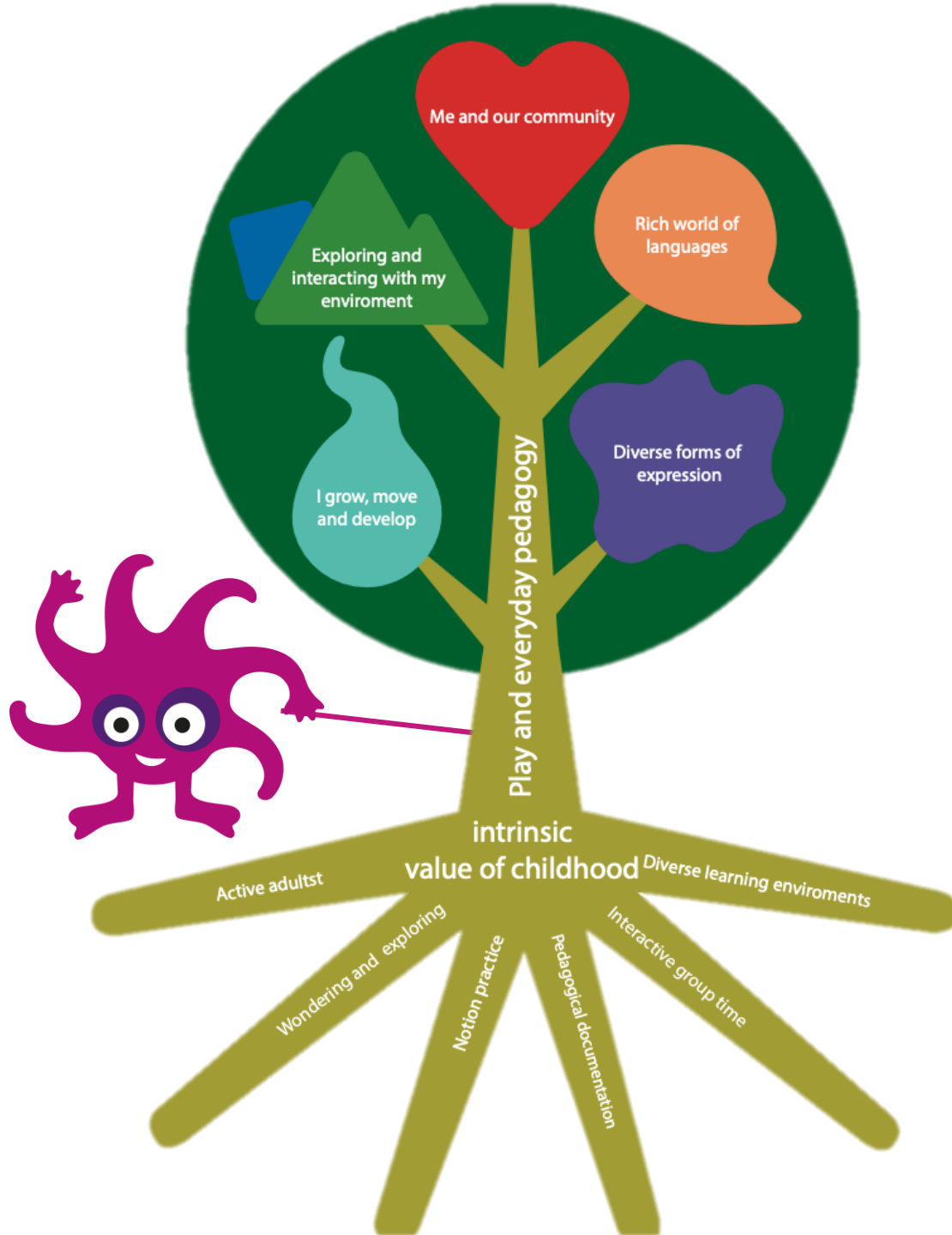
The intrinsic value of childhood

Pilke day-care centres support and protect childhood and its unique value.

We see children and respect them as themselves. Our day-care centres help build a foundation for a good life and prepare children to be participating members of society.

The inclusion of children in their early childhood education and care means giving them the opportunity to be heard and contribute to decisions that affect their lives and welfare. This gives children the experience of possessing adequate ability, having a relevant role, and receiving responsibility in their community. In practice, this means including the children and their guardians in both the ECEC planning process and daily functions.

Pedagogical work is based on understanding the significance of childhood and knowledge of children's growth, development, and learning. It is equally important to know each child and account for their individual development. To know a child, the relationships between personnel and children must be as permanent as possible. (National ECEC curriculum, 2022)



Play and everyday pedagogy

Most of a young child's learning takes place during play and daily activities. In everyday situations, including play, our personnel engage children as individuals, activating and motivating them to explore and express their creativity in different learning environments. Play and learning are intertwined – one often results in the other. Playful learning combines free-form play with programmed activities that vary over the course of a day.

A play-positive operating culture recognises the importance of play for children's welfare and learning. Personnel must identify factors that limit play and develop operating methods that promote playing and improve the learning environments. Space, time, and peace must be given to children's experiences, experiments, and initiatives to play. (National ECEC curriculum, 2022)

We use everyday situations for learning. Important situations include, for example, getting dressed, eating, etc. Our personnel must be quick to make good use of these moments of learning. Separate activity periods supplement the lessons learned in everyday situations.

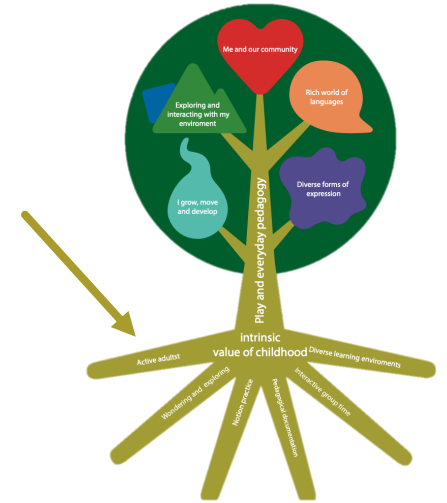
In small group activities, pedagogical grounds are used to divide children into smaller groups. Small groups enable goal-oriented support in everyday situations for every child's growth, development, and learning. They also allow for good interaction and for the children to be approached and considered as individuals. Small groups make high-quality learning experiences possible by calming down and simplifying activities.

Unit implementation:

- The adults in ICEC Kauniainen are seen as a wide concept. All adults who come into the daycare are encouraged to be sensitive to children's needs and active in facilitating them. The adults in ICEC Kauniainen place the child in the center. Children lead by showing their interests, emotions...
- Observation is key. Adults go to the child's level, observe and are aware of each child's interests, emotions etc, reflect them and enrich them.
- In the process adults add language and enrich activities and ideas.
- One of the main tasks of each adult in ICEC Kauniainen is to provide opportunities for exploring and wondering. Adults provoke curiosity and create right conditions for this to be possible.
- Adults have to be sensitive to when their input is valuable and when children lead, it is a constant interaction and 'flow':
- Part of being sensitive is having an awareness and a holistic understanding of the child's life. Cooperation with the families is vital in providing us with the best way to support the child.

Active and sensitive adults

Active adults interact with children. Playful learning includes many kinds of learning functions and games in which the adult's role changes over the course of the day. The children must be active participants, not just passive recipients. This requires good adult-child interaction and active participation from the child.



The adult is responsible for creating the space and conditions for play, encouraging the children to play, supporting and steering the children during play, participating in play themselves, and observing how the children play. Adults must work to provide a rich and exciting day for the children with many opportunities for learning and success. Children are now explicitly seen as individuals who have their own voice, a natural curiosity, and personal experiences and thoughts. Children are not passive vessels to be filled with information. Children learn in interaction with adults while we explore and play together, acquiring new information.

Unit implementation:

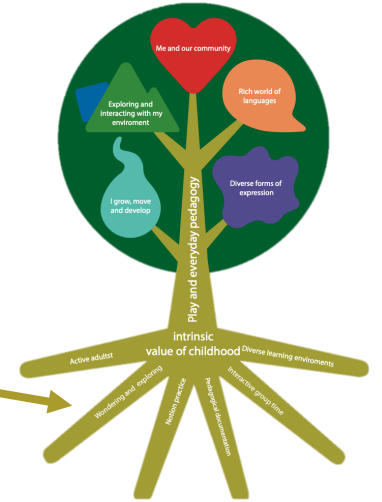
- In ICEC Kauniainen we want to wonder the world together with the children.
- Active adults are aware of the themes, topics, questions and things that interest the children at all times and are able to enrich the learning environment so that children can actively explore and find answers to their questions. We want to feed and enrich each child's natural curiosity.
- Adults EXPOSE Adults GUIDE Adults create a SAFE ENVIRONMENT (safe = physically, socially and emotionally) to explore freely their emotions and to make them understand that all the emotions are valid and valuable.

Part of this process is to use the physical learning environment actively: make it

- exciting, make changes so children feel they can explore in their everyday environment. Toys rotations. Observing children is an important part of our job.
- Important areas: Stories, books & puppets; Songs & music; play; Arts & crafts;
- Food & baking; trips; STEM (Science, Technology, Engineering & Math); sensory activities; Sports; Emotions. All the spaces, moments and routines are important, we can wonder and explore every moment.
- Provide children with resources to fulfil their own interests.
- Give them the freedom to choose their own paths.
- To be in contact with their next real environment, nature, culture, society. Let them explore their different surroundings.
- Build their knowledge starting from their interests (projects) Focused on the process more than in the result.
- Showing children that is okay not to know something, but we can explore together. Walk with them in the process, being actively present.

Wonder and exploration

Wonder and exploration form a sound foundation for development, learning, and happiness. The natural curiosity of children makes them little geniuses who may teach us as well. As they wonder and explore, children acquire skills for learning. They are very keen to examine everything. Even small discoveries will yield much joy.



Children's thinking and learning develop through diverse and meaningful experiences. There must be room for wondering, realisations, and the joy of learning. Children must be given space to wonder. (National ECEC curriculum, 2022)

We can support children on their journey of exploration by showing infectious enthusiasm, propelling the children towards new achievements and understanding.

Unit implementation:

- In ICEC Kauniainen we follow the children's interests and prepare activities that enrich their vocabulary.
- Interaction is key. Interaction happens on different levels: between children, between children and educators and between educators and guardians.
- Educators enrich play, games and all learning situations so that children are invited and tempted to interact and communicate more. Also daily activities and care moments are used as language-rich learning moments, regardless of the age of the children.
- In ICEC Kauniainen groups are formed partly based on age, but we want to create moments in which we break this so that children of different ages play together: groups visit each other, joined reading moments, play times etc. This enhances, amongst many other things, language awareness.
- Aside from focus on high-quality interaction, in ICEC Kauniainen we want to create a language rich learning environment through the use of pictures, songs, rhymes, repetition, books and written language, body language, rich expressions,...
- ICEC Kauniainen is a multicultural daycare and community, where we want to celebrate this diversity and expose children to a wealth of languages (not only English & Finnish). This can happen via music and celebrations from all over the world, joining city of Kauniainen events...
- We mainly focus on the cultures present amongst families and staff.
- We aim at using of picture routine page for parents who do not have a common language with the staff.
- Use of gender-neutral vocabulary with children and avoid using words like "boy" or "girl" with the children.

Language Awareness

We make language learning fun!

A rich vocabulary is built on making active use of concepts and words. This is vital for linguistic development.



Language-aware early childhood education and care recognises the constant presence of languages everywhere. Personnel must understand the central role of language in the development, learning, interaction, and cooperation of children, as well as in the forming of their identities and attachment to society. Making multilingualism visible supports the development of children in a multicultural world. Personnel must be aware that theirs is a model of language for the children, which requires careful attention to how they use language. Personnel must encourage children towards versatile language use. The children's linguistic abilities are taken into account, and they are given enough time and opportunities to experience different situations of language use. (National ECEC curriculum, 2022)

Pedagogical documentation

Unit implementation:

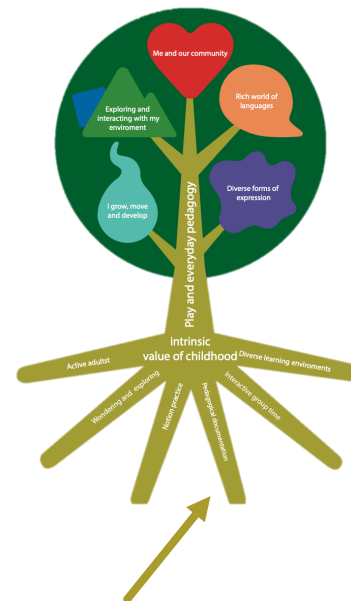
- Pedagogical documentation always starts from observing the child. Noticing the child's interests, ideas and input, this forms the base of each child's own 'learning' as well as group-wise projects and themes.
- Educators and children use different tools to document and make the learning visible: drawings, pictures, videos, written anecdotes. We use the walls for displays and encourage children to build the display by themselves.
- Observations are collected in each child's learning plan, which forms the base for the group's 'Team pedagogical commitment'.
- Each child also gathers their own portfolio in class, which is shared with each other as well as with guardians.
- In ICEC Kauniainen we also want to make learning visible to the guardians. Invitations to 'play dates' will be started during 2023-2024. We also actively use Daisy, Signal app and the group phones for documenting and sharing news and pictures. We also encourage families to share important moments of the child's home life with us.

Pedagogical documentation is a key working method for the planning, implementation, evaluation, and development of early childhood education and care. It is a continuous process where observations and documents, with interactive interpretation, create an understanding of pedagogical activities. Pedagogical documentation produces information about the lives, development, thinking, and interests of children. (National ECEC curriculum, 2022)

We use diverse and concrete methods to collect information about children's learning and needs, as well as the activities of their group.

Our activities' content is planned and developed according to the observations of both children and personnel, as well as children's documentation, such as photographs and drawings. Children's feedback is asked during the activities and reflective circles

Pedagogical documentation is supported with tablets and other tools. It explains what has been done and why, and what learning objectives have been achieved. Pedagogical documentation is required to assess the need for support and develop the support. Project is often started based on children's interest and pedagogical documentation.



Unit implementation:

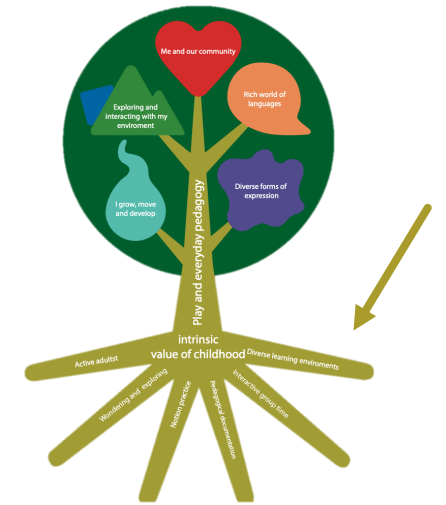
- In ICEC Kauniainen we want to use the daycare at large as well as the near (and further) environment as learning environments, which can be flexibly adjusted and 'used' according to the needs of the children. A word that we value is: Co-creation. Children and adults co-create their learning environments. There is a balance between daily routines and exploring the environment at large. Each group has an own space but we also want to have groups visit each other or possibly swop spaces. We also use our own garden as learning environment as well as the close surroundings (parks, sports fields, library, swimming pool) or further surroundings (Espoo & Helsinki museums and cultural centres)
- Group trips: trip plans are working well. Children enjoyed those trips. Children's feedback of these trips are positive and it was motivating for the children to be more involved make more plans for the future.
- Identifying learning opportunities throughout the trips.
- Group collaboration on trips: Trip buddy systems (mixed age pair)
- Group room areas: Diber friends, teachers made their own plans for their rooms, teachers collaborated with teachers from other groups, in our unit we also had a sample room to study from, involving children in the planning of their learning areas (questioning and paying attention to their interests)

Diverse learning environments

Our learning environments are founded on pedagogical grounds to be adjustable, flexible, and communal. Children navigate and act in the environment in small groups. For example, we have a music and exercise space, manual skills studio, child-oriented transformable play spaces, and staggered mealtimes in the canteen.

The environment is developed according to the children's growth and learning objectives. The children are active agents in their learning environment – they are included in the planning and building of the learning environments. Our personnel support and encourage children to create varied and inspiring learning environments.

In a play-positive learning environment, adults are learners as well. (National ECEC curriculum, 2022)



Unit implementation:

- In ICEK Kauniainen we want to focus on creating a positive connection
- between children, between children and educators and between
- educators and guardians. In this atmosphere there is trust and joy of
- learning.
- As important aspects we see transparent, open communication, active
- and reciprocal listening as well as a feeling of 'unhurried practice'.
- In all groups we want to use visual support as a bridge.
- As a professional team, we recognize how important the modeling
- behavior of the adults are: team spirit, respectful interaction, clear
- agreements and positive support
- Group interaction:
- Construction between 3 levels of community.
- Understand there is an integration between home and the day care. (Multi disciplinary)

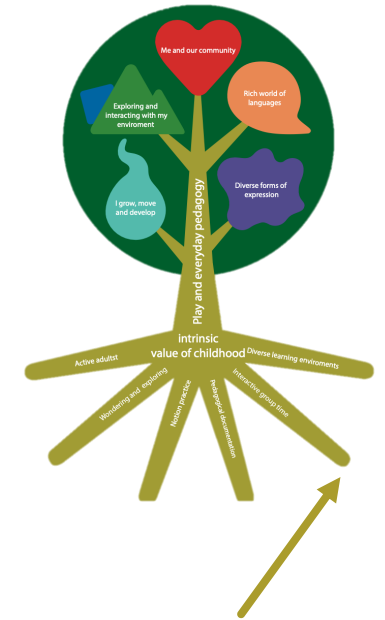
- -Mediate and respect child's choice
- -Discuss with the community about the importance of the day care as a first point of social interaction outside home.
- -Open ethical communication with parents
- -Discussion about the role we play in the child's future.

- -Welcome parents to the day care
- -Bring the child's reality to the day care

Group Interaction

High-quality interaction means active and genuine presence; sensitivity to the child's emotions and thoughts. It enables safe interaction between a child, our personnel, and the guardians.

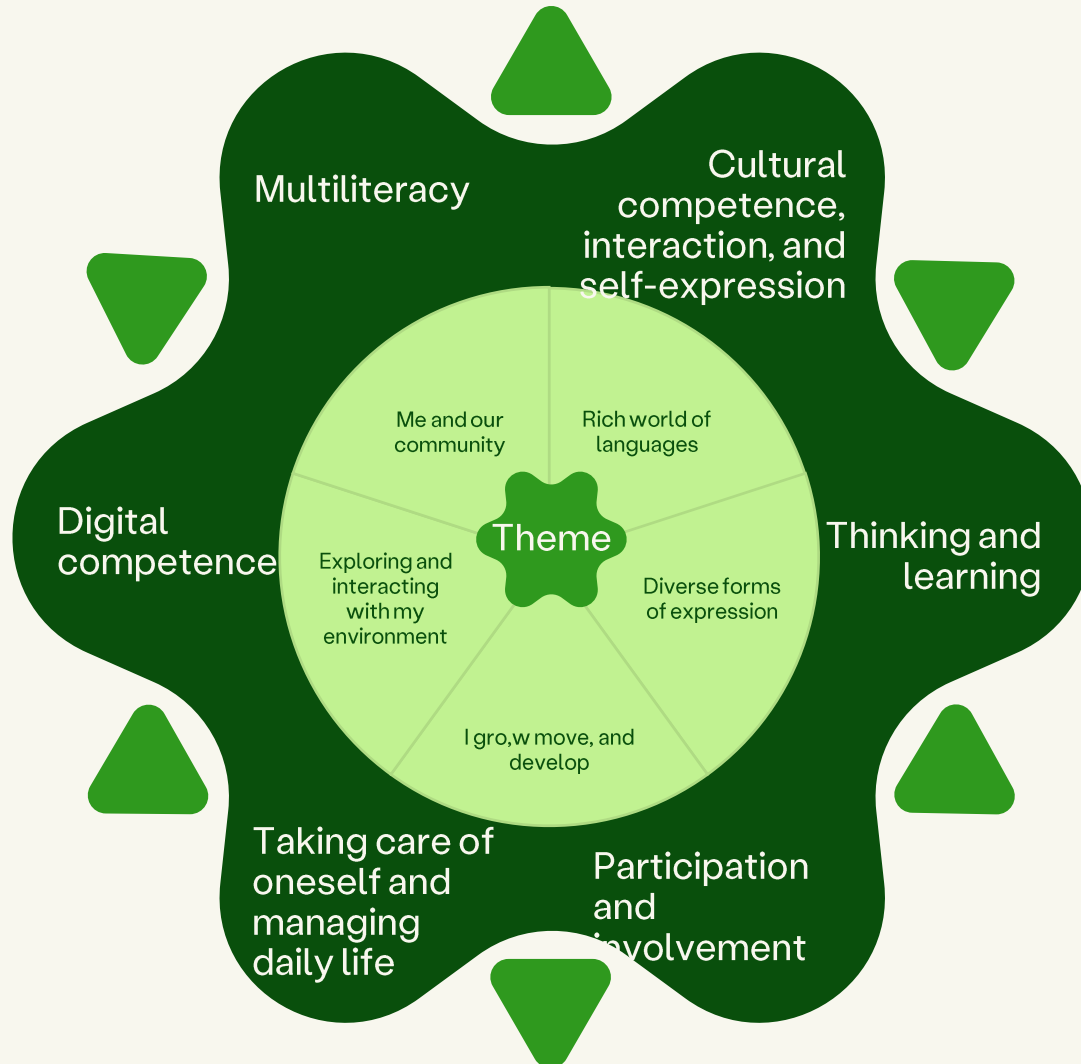
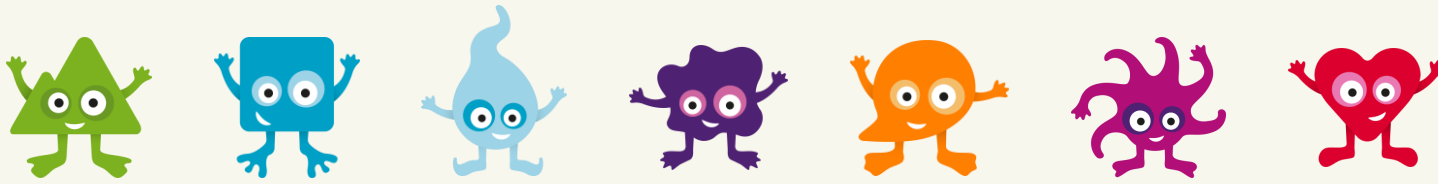
Positive and supportive personnel aid the development of children's inclusion and their capacity for sympathy and enthusiasm. A trusting and open atmosphere is conducive to a healthy community and children's learning.



The community encourages children in good interaction and acting as members of a group. The personnel support the emergence of peer relationships among the children and foster friendships. A safe community intervenes in conflicts and the children learn constructive ways of solving them (National ECEC Curriculum 2022)

Learning areas and transversal competences





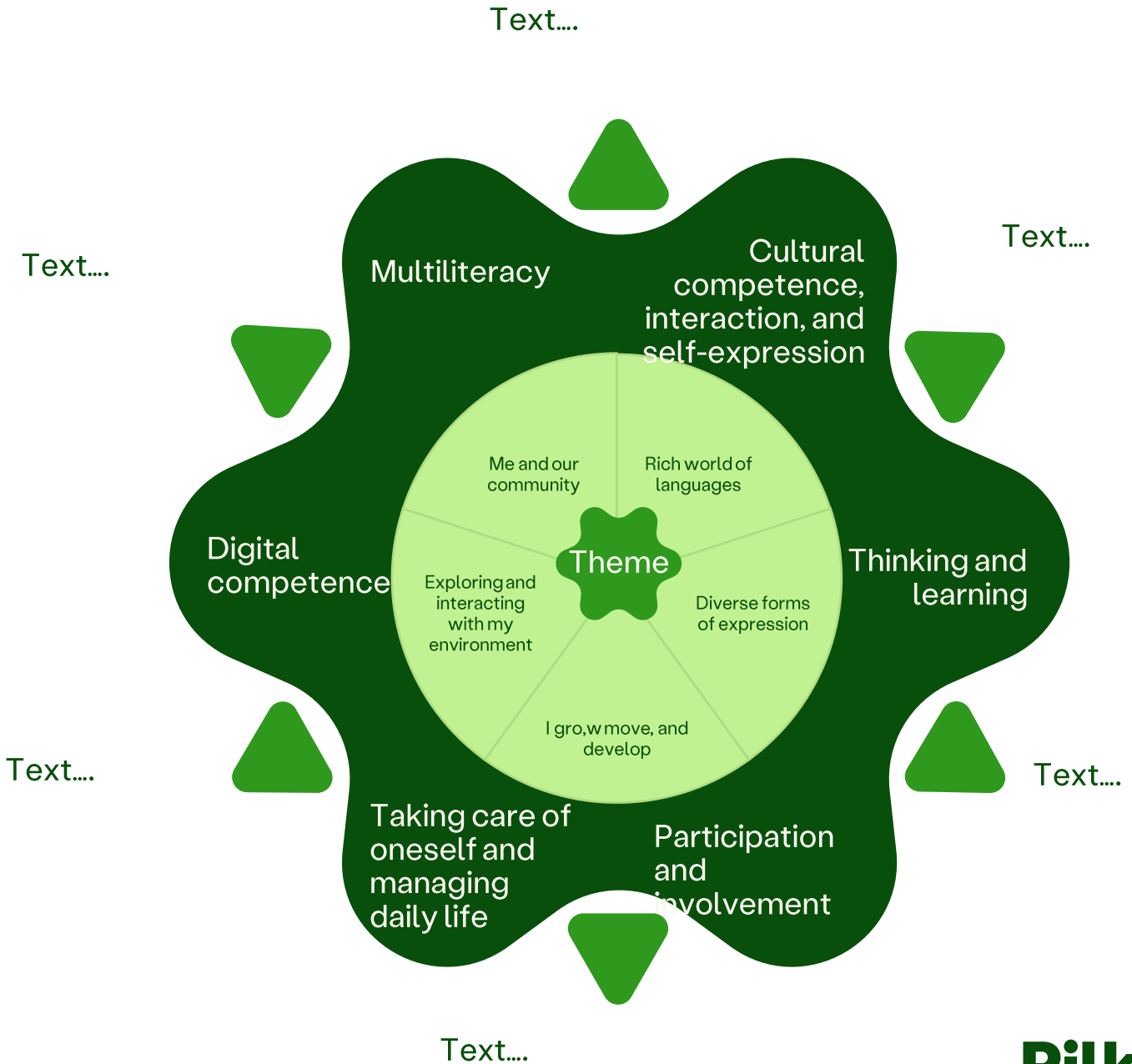
How we use the star model:

- The “star” may be used as a template for all planning or to plan an individual project.
- The theme, project name, or other core concept is placed in the middle.
- The plan, implementation, evaluation, and development are placed in the areas indicated by the arrows (differentiated by colours or other effects).

-> The star model is also useful for visualising our work for families. For example, we discover the children’s interests in the early planning stages, in this case “cars”. We write “Cars” in the middle and surround the centre with ways to explore cars, planned with the children: spot cars of different colours or registration numbers on trips, craft dream cars, etc. The star is then included in the weekly or monthly letter. Any time the star is updated, it is included in the letter. This lets the families see the whole process, not just the end result.

Theme: xxx

Unit implementation:





Pilke aims to provide children with the best day for learning, every day.

We work with a twinkle in our eye.