

EVEN WHEN HOSPITALISED, A CHILD HAS THE RIGHT TO...

PLAY AND SELF-EXPRESSION

TRAINED PERSONNEL

AGE-APPROPRIATE ACTIVITIES AND LEARNING

NOBAB standards

- ▶ According to the Act on Early Childhood Education and Care, a child has a right to early childhood education, and the municipality has the obligation to arrange the education, with the child's interests taking priority.
- ▶ Systematic education and good cooperation practices aim for equality in education, with each child receiving the support they need.
- ▶ Early childhood education in a hospital is planned and built on the child's strengths, areas of interest and needs. The premise for the plans is the National Core Curriculum for Early Childhood Education and Care. The plan for the hospitalisation period is recorded and, with the guardians' permission, it may also be taken into consideration in the child's individual early childhood education and care plan.
- ▶ **The essential duty of early childhood education in a hospital is to ensure that the child gets to play, learn and be heard.**

Early childhood education and the related work in a hospital are a part of an education path that continues to pre-primary and basic education. Education professionals should cooperate during all transitions.

If the child faces challenges, the importance of multidisciplinary cooperation with the family is emphasised. The cooperation involves the child's guardians, pedagogic professionals, and other parties involved in the child's learning. They work together to plan the child's education. After being hospitalised, the child may need new or closer contact with e.g. a speech therapist or physiotherapist.

The cooperation between the early childhood education teachers in the child's group and the hospital aims to ensure a supportive environment where the child is seen and heard. Sensitive interaction and awareness of the child's interests are essential here.

Play is a natural activity and means of learning for children, even in a hospital.

Play supports the child's learning, happiness, sense of security, skills and ability to manage treatment. A child who is able to play will feel better during the hospitalisation and after it.

It is important that learning through play continues in the hospital and when moving from there to early childhood education and pre-primary education.

Early childhood education path

FROM DAYCARE CENTRE TO HOSPITAL

and back



When a child is hospitalised

A child may come to a hospital for various reasons and for a varying duration. When in the hospital, they may encounter education personnel in addition to care personnel. The early childhood education personnel in the hospital are tasked with offering the child play and activities according to the child's condition and energy. The personnel ensures the child's smooth path in terms of education and care during the hospitalisation period.

If the child has previously attended early childhood education, the early childhood education teacher in the hospital may contact the teacher of the child's early childhood education group.

Always ask the guardians for a permission for contact! If the child stays in the hospital for a longer time, the teachers may organise an information transfer meeting at the start of the hospitalisation period, to which they will also invite the guardians.

Importance of cooperation

Communication between professionals seeks information for pedagogical work related to the child's education goals, areas of interest and any practices they may be familiar with.

For examinations related to the child's development, it is important to receive information about the child's routines in early childhood education.

Cooperation aims to ensure that the child's time in the hospital feels as safe and pleasant as possible, and for them to have an opportunity to age-appropriate activities and learning.

Communication methods

With the guardians' permission, the teachers can maintain contact electronically, for example, to plan the child's education during hospitalisation. If possible, remote contact with their daycare centre group can be arranged for the child, e.g. via video calls or games, play or songs via a remote connection. This supports the child's feeling of belonging to a group of peers.

Back to daycare centre

When the child moves from the hospital to the daycare centre, it is recommended that the personnel of both instances work together. If the child has been hospitalised for a long time, the hospital teachers can invite the early childhood education teacher and the guardians to a final meeting for the hospitalisation period. If the child has had special needs workers involved in their care, they can also attend the meeting.

As in arriving at the hospital, it is important to pay attention to the child's need for safety and familiar routines when they return to the group. The aim is smooth transfer of information: The hospital will transfer essential information related to the child's growth, development and learning and the knowledge required for processing their experiences.

The child's early childhood education teacher will continue the teaching and the related planning based on the records from the meetings.



Materiaali tuotettu

MINISTRY OF
EDUCATION AND CULTURE
FINLAND tuella



Focus on the child and their family

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