



TEACHER CERTIFICATE PROGRAM



HEI SCHOOLS



HELSINGIN YLIOPISTO
HELSINGFORS UNIVERSITET
UNIVERSITY OF HELSINKI



HEI SCHOOLS

TEACHERS MATTER!

**THE SMALLEST CHILDREN NEED
THE BEST TEACHERS**



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TEACHER CERTIFICATE PROGRAM

by HEI Schools

Train your teachers to teach like in Finland.

Backed by the University of Helsinki and Education Finland.

Online program while working, with 10 modules that equal to 50 credit units of studying.



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10 TEACHER CERTIFICATE MODULES

Teachers receive a certificate by the University of Helsinki upon completion of all 10 Teacher Training modules.



Module 1.
How children learn

Module 2.
Children's rights

Module 3.
Play and learning

Module 4.
Child's observation
and evaluation

Module 5.
Inclusion, diversity
and special needs

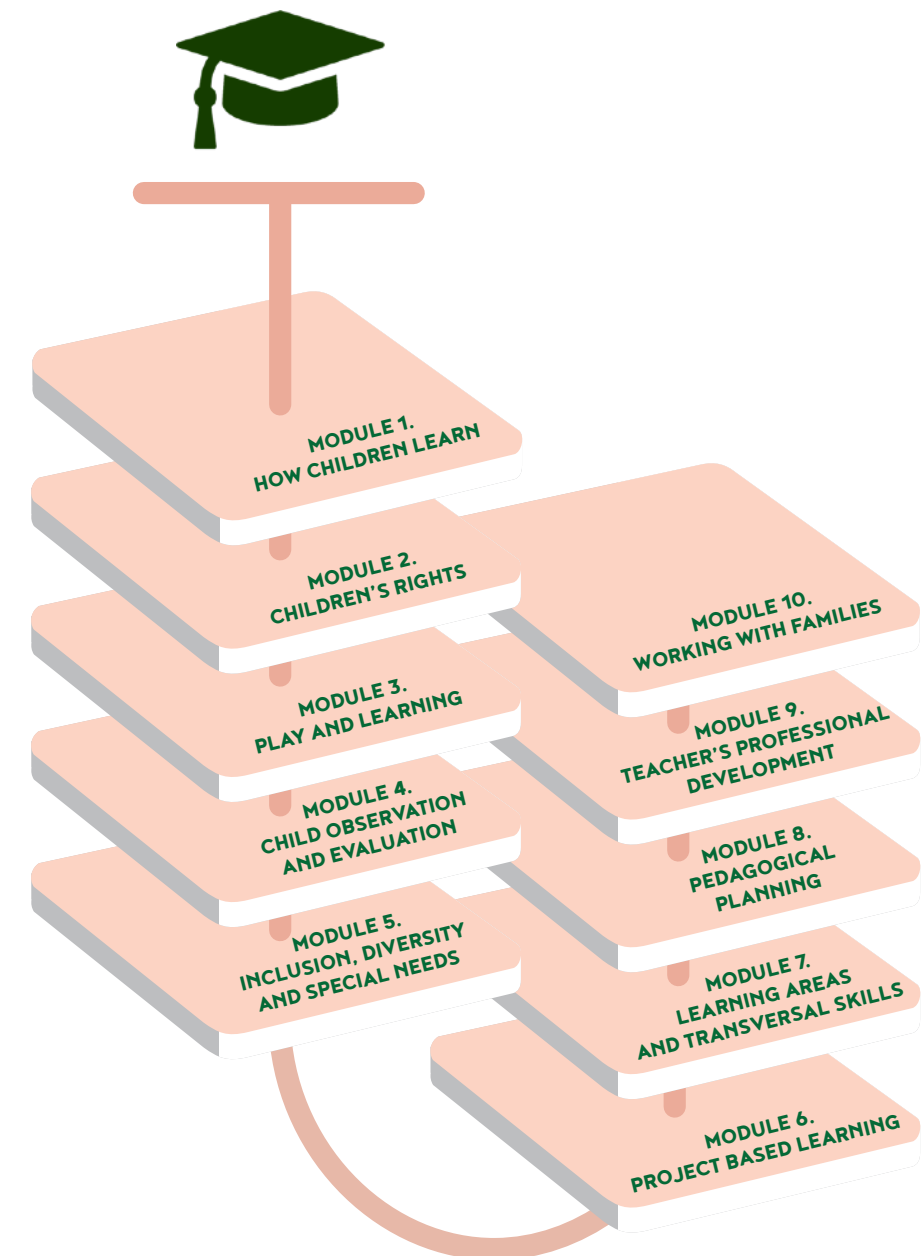
Module 6.
Project based learning

Module 7.
Learning areas and
transversal skills

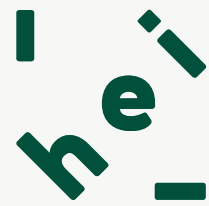
Module 8.
Pedagogical planning

Module 9.
Teachers professional
development

Module 10.
Working with families



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UNIVERSITY OF HELSINKI CERTIFICATES

has completed

HEI Schools

Teacher Training Program

Basics of Finnish Early Childhood Education

HEI Schools Teacher Training was conducted through e-learning, including webinars, discussions, assignments and exams. It has a strong link to practice increasing the awareness, skills and reflective practice of the participant. The Program is based on Helsinki University's early childhood education teacher training curriculum and the work required is equivalent for 30 ECTS.

Jan
to
Dec
2020

Milla Kokko
CEO, Co-Founder, HEI Schools


HEI SCHOOLS

Professor Lasse Lipponen
Co-founder, HEI Schools
Professor of Education, Faculty of Educational Sciences, University of Helsinki


UNIVERSITY OF HELSINKI


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HEI Schools

Teacher Training Program

Basics of Finnish Early Childhood Education

Competence profile of the training program

Core Competence:

Working with children

- To educate based on the shared values and objectives
- To support and guide the holistic development of the child based on the needs of the child
- To engage and inspire children in a committed, credible and expressive way
- To create a positive social climate with respect of the child and to create an inspiring physical learning environment

Core Competence:

Cooperate with parents, colleagues and other professionals

- To support families and communicate adequately taking diversity and deontology into account
- To cooperate constructively with parents, colleagues and other professionals

Core Competence:

Pedagogical planning, to develop and innovate

- To function professionally with critical reflection
- To explore and take initiatives to develop the working environment by obtaining information from professional literature, research and the educational culture
- To incorporate in a critical and constructive way cultural elements, social reality and current events in one's educational activities

TIMELINE & TEACHING METHODS

- 10 Teaching modules
- Flexible studies during 12 to 18 months while working
- Distant learning via e-learning platform
- Equals to 10 x 5 credit units = 50 credit units (no official credit units granted)



Study methods

Lectures
and
webinars

Work
related
assignments

Articles
and reading
materials

Tutorial
videos
and peer
sharing

Exams after
each module



COMPETENCE PROFILES & OBJECTIVES:

- A) WORKING WITH CHILDREN
- B) COLLABORATING WITH PARENTS, TEACHERS AND OTHER PROFESSIONALS
- C) PEDAGOGICAL PLANNING, DEVELOPMENT AND INNOVATION

CORE COMPETENCE A: WORKING WITH CHILDREN



1. To educate based on the Finnish Principles
2. To support and guide the holistic development of the child on the basis of their needs
3. To engage and inspire children in a committed, credible, and expressive way
4. To create a positive social climate and peer community for the benefit of the child
5. To create an inspiring physical learning environment





CORE COMPETENCE B: COLLABORATING WITH PARENTS, TEACHERS AND OTHER PROFESSIONALS

6. To support families by providing excellent communication and taking diversity and deontology into account

7. To cooperate constructively with parents, colleagues, and other professionals





CORE COMPETENCE C: PEDAGOGICAL PLANNING, DEVELOPMENT AND INNOVATION

8. To function professionally and with critical reflection
9. To explore and take initiatives to develop the working environment by obtaining information from professional literature, research, and the educational culture
10. To incorporate, in a critical and constructive way, cultural elements, social reality, and current events in one's educational activities.





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Module 1: How children learn

BASICS OF HUMAN
LEARNING,
DEVELOPMENT AND
GROWTH

MAIN DOMAINS OF
DEVELOPMENT:
PHYSICAL,
COGNITIVE, SOCIAL,
EMOTIONAL,
LINGUISTIC

LEARNING IS SOCIO-
CULTURAL:
DEVELOPMENT OF
PEER RELATIONSHIPS

CHILDREN'S WAYS OF
LEARNING: PLAYING,
EXPLORING, MOVING
AND EXPRESSING. MAIN
THEORIES AND LATEST
RESEARCH

Objectives

- Main Competence area is: A) Working with children
- During this module teachers will deepen their understanding of the various stages of human development and the factors affecting it. They will create a holistic view on their possibilities and methods to support the development through ECE pedagogy. They will understand the importance of balancing care, child's sense of autonomy and the importance of pedagogical adventures and conscious pedagogical risks. They will identify the most important work practices of observing and documenting child's development.



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Module 2: Children's rights

ARTICLES OF
CHILDREN'S RIGHTS
AND IMPLEMENTATION
OF THEM IN ECE

SOCIAL
SUSTAINABILITY AND
GLOBAL AWARENESS

CHILDREN'S
CULTURE, PLAY AND
PLAYFUL
ENVIRONMENTS

PROTECTION,
PROVISION AND
PARTICIPATION

Objectives

- Main Competence area is: A) Working with children
- During this module teachers will deepen their understanding of Children's Rights and how to implement them in early learning settings. They will focus on social sustainability and global awareness, dive into children's culture and develop ways how to support child's play, participation and active role in the community.



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Module 3: Play and learning

BASICS OF PLAY
DEVELOPMENT
DURING EARLY
CHILDHOOD

DIVERSE FORMS OF
PLAY, THE
IMPORTANCE OF
CHILD INITIATED PLAY

PEDAGOGICAL PLAY
ENVIRONMENT,
LEARNING BY PLAY

TEACHER'S ACTIVE
ROLE IN PLAY

Objectives

- Main Competence area is: A) Working with children
- During this module teachers will learn the basics of play development, explore the variety of play and possibilities of playful activities in ECE environment. They will search new ways of utilising play in daily activities to support the learning and development of child at its best. Teachers will focus on their role in play, participating, enriching and modelling play in multiple ways.



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Module 4: Child observation, documentation and evaluation

GETTING TO KNOW
EACH CHILD –
FOUNDATION OF
PEDAGOGY

OBSERVING MAIN
DOMAINS OF
DEVELOPMENT:
PHYSICAL, COGNITIVE,
SOCIAL, EMOTIONAL,
LINGUISTIC AND PLAY

EVALUATING CHILDREN
WITHOUT TESTING –
FOLLOW UP TOOLS,
PORTFOLIO AND CHILD'S
INDIVIDUAL PLAN

YEARLY DOCUMENTATION,
ROUTINES AND CLOCK TO
ASSURE HIGH QUALITY
AND EQUAL SUPPORT

Objectives

- Main Competence areas are: A) Working with children and C) Pedagogical planning, development and innovation
- During this module teachers will focus on observation methods, documentation practises and the significance of evaluation guiding teacher's pedagogical actions. They will familiarise with best practises and various possibilities of documentation. Teacher's will learn new ways of creating and utilising the child's portfolio in the process. They will understand the steps of building yearly routines and monthly, weekly and daily practises to ensure quality, curriculum requirements and children's' equal support based on their unique needs.



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Module 5: Inclusion, Diversity and Special Needs

CONCEPTS AND VALUES
OF INCLUSION,
DIVERSITY AND SPECIAL
NEEDS

INCLUSIVE PEDAGOGY,
METHODS AND
PRACTISES

SUPPORTING
CHILDREN WITH
SPECIAL NEEDS

YEARLY
DOCUMENTATION,
ROUTINES AND CLOCK
TO ASSURE HIGH QUALITY
AND EQUAL SUPPORT

Objectives

- Main Competence areas are: A) Working with children and B) Cooperating with parents, colleagues, and other professionals
- During this module teachers will recognize and understand the diversity in early childhood education contexts as well as in the societies at large. They become familiar with the key concepts and terminology used when discussing about inclusion and reflect the different working methods that promote the inclusion of all children. Teachers will gain understanding on how to support children with different needs. They will have the basic understanding on the support systems and mechanisms that are available for young children and knowledge on where to find information regarding these and have an understanding on the most common special needs during the early childhood.



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Module 6: Collaborative Project Based Learning

BASICS OF HUMAN
LEARNING,
DEVELOPMENT AND
GROWTH

MAIN DOMAINS OF
DEVELOPMENT:
PHYSICAL, COGNITIVE,
SOCIAL, EMOTIONAL,
LINGUISTIC

LEARNING IS SOCIO-
CULTURAL:
DEVELOPMENT OF PEER
RELATIONSHIPS

MAIN THEORIES AND
LATEST RESEARCH

Objectives

- Main Competence area is: A) Working with children
- During this module teachers will deepen their understanding of the various stages of human development and the factors affecting it. They will create a holistic view on their possibilities and methods to support the development through ECE pedagogy. They will understand the importance of balancing care, child's sense of autonomy and the importance of pedagogical adventures and conscious pedagogical risks. They will identify the most important work practices of observing and documenting child's development.



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Module 7: Learning Areas and Transversal Skills

TRANSVERSIAL
SKILLS AS
FOUNDATION FOR
LIFELONG LEARNING

MAIN LEARNING AREAS:
FORMS OF EXPRESSION,
CULTURAL AND
LINGUISTIC
COMPETENCE , STEM

HOLISTIC PEDAGOGY
AND PHENOMENA BASED
LEARNING

LEARNING HAPPENS
EVERYWHERE

Objectives

- Main Competence area is: A) Working with children
- During this module teachers will deepen their understanding and importance of transversal skills: Thinking and learning, taking care of oneself and managing daily life, cultural competence, interaction and self-expression, multiliteracy and competence in information and communication technology and participation and involvement. They will deepen their skills in diverse learning areas and understanding holistic framework of pedagogy. They will see the teacher's role in every moment and in diverse learning environments enabling learning and development.



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Module 8: Pedagogical Planning

YEARLY PLAN FOR
THE GROUP BASED
ON THE
CURRICULUM, PRIOR
EXPERIENCE AND
KNOWLEDGE

MONTHLY, WEEKLY AND
DAILY PLANS, PLANS FOR
INDIVIDUAL CHILDREN

PEDAGOGICAL TEAM
STRUCTURE, ROLES AND
TASKS

PLANNING AND
DEVELOPING THE
LEARNING ENVIRONMENT

Objectives

- Main Competence area is: C) Pedagogical planning, development and innovation
- During this module teachers will develop their planning competence and practises, using collected information from children and families by the support of curriculum framework and local possibilities. They will plan for the children's group and also for individual children. They will consider the possibilities of their pedagogical team and how to plan the team's yearly work effectively and taking strengths into consideration. Teacher's will plan the elements of the learning environment by taking also children's interests and needs into account to support children's playful learning possibilities.



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Module 9: Working With Families

DIVERSE FAMILIES IN
GLOBAL
COMMUNITY

BEST PRACTISES AND
CHALLENGES IN
COLLABORATION WITH
FAMILIES

YEARLY ROUTINES OF
COLLABORATION AND
SUPPORT OF
PARTICIPATION

EDUCATIONAL
COLLABORATION AND
FREQUENTLY ASKED
QUESTIONS

Objectives

- Core Competence area is: B) Cooperating with parents, colleagues, and other professionals
- During this module teachers will strengthen their competence and skills in working with diverse families. They will share best practises and find strategies to overcome common challenges in collaboration. During the module teachers will create and develop their yearly routines and find new ways of supporting parenting.



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Module 10: Teacher's Professional Development

ONGOING NEED FOR
DEVELOPMENT IN
THE CHANGING
WORLD

INDIVIDUAL PLAN FOR
DEVELOPMENT - WHAT
ARE YOUR NEEDS

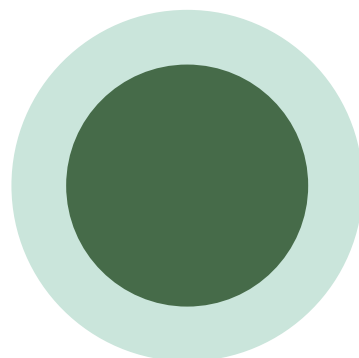
REFLECTION AS A TOOL
FOR DEVELOPING AND
LEARNING

LEARNING TOGETHER WITH
COLLEAGUES - MAKING
LEARNING FUN AND
MEANINGFUL

Objectives

- Main Competence areas are: All, A), B) and C)
- During this module teachers will familiarize themselves with the needs of ongoing development in their profession. They will learn practises of critical reflective development and how to create an individual plan for their next steps. Teacher's will find methods of learning together with colleagues, how to avoid burn out - but rather get inspired.

OUR STRONG VALUES GUIDE EVERYTHING WE DO.



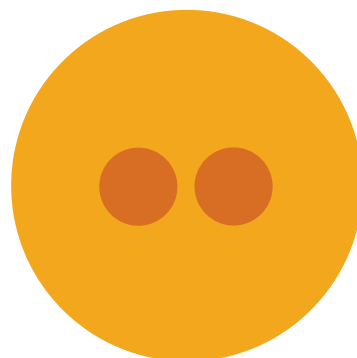
CURIOSITY & CREATIVITY

Curiosity is the driving force of learning. Creativity stems from playful exploration.



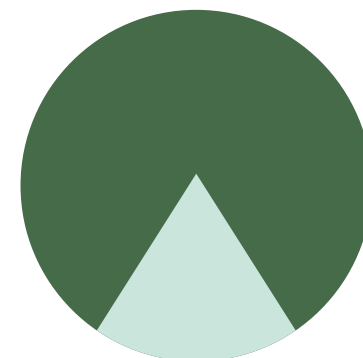
ACTIVE PARTICIPATION

Children have the right to be heard and involved in issues affecting their lives. They have multiple ways of expressing their opinions.



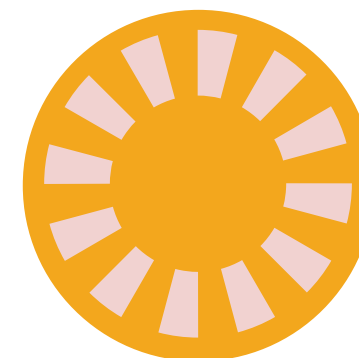
CULTURE OF TRUST

A culture of trust is made of mutual respect, reliance on others, listening and being listened to, predictability, understanding and shared responsibility.



SUSTAINABLE WAY OF LIVING

Taking care of our communities without compromising the planet we are a part of.



LEARNING EVERYWHERE & ALL THE TIME

Learning is a constant, complex, interconnected process that is happening everywhere, all the time.