

# Contents

<i>Citation Information</i>	vii
<i>Notes on Contributors</i>	ix
1. Introduction: How do the Finnish family policy and early education system support the well-being, happiness, and success of families and children? <i>Kaarina Määttä and Satu Uusiautti</i>	1
<b>Part I: The realisation and evaluation of early childhood education in Finland</b>	
2. Evaluating the quality of the child care in Finland <i>Eeva Hujala, Elina Fonsén and Janniina Elo</i>	9
3. Individual plans for children in transition to pre-school: a case study in one Finnish day-care centre <i>Tuija A. Turunen</i>	25
4. Sámi education in Finland <i>Pigga Keskitalo, Kaarina Määttä and Satu Uusiautti</i>	39
<b>Part II: Perspectives on children's well-being</b>	
5. Having, loving, and being: children's narrated well-being in Finnish day care centres <i>Anna-Maija Puroila, Eila Estola and Leena Syrjälä</i>	55
6. Cortisol levels and children's orientation in day care <i>Jyrki Reunamo, Nina Sajaniemi, Eira Suhonen and Elina Kontu</i>	73
7. Bullying in early educational settings <i>Laura Kirves and Nina Sajaniemi</i>	93
8. Young children's well-being in Finnish stepfamilies <i>Mari Broberg</i>	111
9. Care of the other's selfhood: a view on child care and education through Heidegger's analytic of Dasein <i>Kosti Joensuu</i>	127

## CONTENTS

### **Part III: Special viewpoints on early childhood education, care, and research in Finland**

10. Accelerating early language development with multi-sensory training  
*Piia M. Björn, Irma Kakkuri, Pirkko Karvonen and Paavo H.T. Leppänen* 145
11. How were the pupils dressed in a country village in northern Finland in 1909-1939?  
*Anitta Heikkilä and Kaarina Määttä* 163
12. The child diary as a research tool  
*Tiina Lämsä, Anna Rönkä Pirjo-Liisa Poikonen and Kaisa Malinen* 179
13. Experts or good educators – or both? The development of early childhood educators' expertise in Finland  
*Iris Happo, Kaarina Määttä and Satu Uusiautti* 197
- Index* 215