

What qualification do the nursery staff need?

The shift in focus to language learning in everyday life is a process that has already begun in many nurseries. To meet the changing requirements, nursery teaching staff can undergo further training with certified multipliers. These training courses are subsidised by the Ministry for Children, Family, Refugees and Integration of North Rhine-Westphalia. The aim is to maintain and improve the quality of nursery and childminding care in North Rhine-Westphalia using suitable measures of further education and training. After all, the teaching staff want to offer your child the best possible supervision and support.

Additional information

Brochure „Alltagsintegrierte Sprachbildung und Beobachtung im Elementarbereich“
<http://kita.nrw.de/datei/broschuere-sprachbildung-im-elementarbereich>

KiTa.NRW – language learning
<http://kita.nrw.de/kinder-bilden/sprachliche-bildung>

Contact

Ministerium für Kinder, Familie,
Flüchtlinge und Integration
des Landes Nordrhein-Westfalen

Völklinger Straße 4, 40219 Düsseldorf
E-Mail: kita.nrw@mkffi.nrw

Ministerium für Kinder, Familie,
Flüchtlinge und Integration
des Landes Nordrhein-Westfalen

Völklinger Straße 4, 40219 Düsseldorf
Telefon: 0211 837-02
poststelle@mkffi.nrw.de
www.chancen.nrw

 @ChancenNRW
 @ChancenNRW
 [chancen_nrw](#)
 Chancen NRW



**Children in nurseries:
Language learning in everyday
life and observation**
Information for parents

Dear Parents,

Good language skills are essential for social participation, integration and further success at school and at work. This is why the early support and promotion of your child's language development is a priority for the teaching in our nursery schools and for childminders. The latest findings from science and practice show that language development in children is positively influenced by stimulating everyday conversations. Which is why language learning has become more important in everyday life in nurseries since 1 August 2014.

So that language learning in everyday life can be tailored as much as possible to the individual child, the language development of every child is monitored from the start. Your child has potential and skills which need to be recognized, supported and developed.

In this process it is extremely important to create a successful educational partnership between parents and teaching staff. The family setting is still the first place of language acquisition. The exchange of ideas, knowledge, experience and resources will help develop a shared understanding of education and child-rearing.

Which children are supported?

In the context of language learning in everyday life, all children are supervised and supported in the development of their language skills from the start. In the process, nursery teachers and childminders are guided by the interests and resources of the children. This ensures that every child experiences in everyday life stimulating conversations, songs and play situations, etc. In addition, the language skills of all children are monitored. This requires the consent of the parents to the training documentation (as per section 18 (1) of the Child Education Act (KiBiz)). The findings are also incorporated into the design of a language learning system integrated into everyday life.

If your child does not attend a nursery or you have not consented to the continuous observation of the language skills of your child by the teaching staff, the following procedure applies: The language level of your child will be determined by the "Schulamt" (local education authority) two years before the start of compulsory schooling (as per section 36 (2) of the Education Act). If a need for support in language learning is found, your child will be allocated a suitable language support measure. This might also be the enrolment of your child in a nursery school.



What form does the observation take?

The development and process-related observation of language development started in nursery school year 2014/2015. The aim is to tailor the supervision and support of language development to the individual child and to start this as early as possible.

The observation takes place in the everyday life of the nursery with the aim of continuously documenting your child's language development. Nursery establishments have scientifically tested observation procedures that they can use. These procedures cannot, however, be used to establish language therapy requirements. If such a need is suspected, the nursery staff will recommend that you take your child to a paediatrician to start the process of getting support from a speech and language therapist.

The nursery staff will adapt their observation to everyday life in the nursery so that they can find out as much as possible for the individual language learning process that will follow. This is focused on a descriptive evaluation which provides information about the current stage of development of your child. A computational analysis, which can be used to compare the language development of your child with that of other children of the same age who started learning German at a similar age, is possible but not mandatory. When your child leaves the nursery or childminding facility, the documents concerning his or her educational progress will be given to you (as per section 18 (2) KiBiz). These will include the language observation sheets.