# DaF-Concept – Kindergarten and Preschool

**Goals**

* *Development of language skills:*

Language competence is seen as the key to education. The German language and culture are conveyed primarily with a view to the subsequent visit to a DS abroad. The different mother tongues and their cultures are admitted and included in the lessons. A cultural exchange takes place. All this requires a stimulating language offer.

* *Literacies:*

The institution enables first experiences in dealing with linguistic, mathematical and scientific-technical contents (Thuringian education plan).

# Education and training areas of the institution:

# *Personality development (competencies and values) in DaF lessons:*

# Children are given the role of speakers and learn self-competence, self-esteem, autonomy and personal strengths of the child are valued,

# The work of the KG groups is supported, children get more understanding

# Small groups: it offers children a protected environment to speak

# The child's other language is valued

# The child builds a basis of trust in the DaF teacher and fears are reduced

# Children are individually supported; learn to support and help each other;

# Positive learning climate/environment: Participation in the DaF conveys joy in learning

# Homework supports the cooperation with the parents

# The individual child is given the opportunity to perceive changing perspectives in group discussions and group play and to take them on himself

# The child shows verbal and non-verbal forms of emotionality; it reacts with curiosity and shows joy in learning

**Linguistic education:**

* Making mistakes must be allowed:

* Create situations without fear
* Have fun
* Create motivation
* "Speech magic" through exciting situation
* Everyone gets his or her turn (principle of rotation)
* Language work based on observation, accompanying documentation
* Appropriate support measures are recommended in the case of speech problems
* Linguistic education is the task of all those involved in the upbringing and education of the child: joint further training
* Regular exchange between DaF teacher and educator
* The mother tongue should be strengthened by the DaF lessons at home
* The assessment of the DaF teacher is taken into account in the discussions with the parents
* This is apparent: Implementation of language education
* Language work is consciously planned and designed
* Language education is part of the daily routine and is specifically implemented in DaF lessons
* In annual themes and daily rituals, specific vocabulary work is done, including language games, songs, rhymes, etc.
* This includes regular use of symbols and writing
* In the pre-school the children learn the different letters and work on weekly tasks
* Educators are linguistic role models
* The KG child learns the language exclusively through oral input and visual use of facial expressions and gestures
* Gradually introduce new vocabulary
* The educator speaks clearly, at an appropriate pace. She uses vocabulary that is understandable for the child and plans comprehension aids
* Learning with all senses (taste, hearing, etc.)
* The educator applies supportive interaction patterns: including modelling, recoding
* Daily routines and rituals take place in the greeting; children are given the role of speakers and formulate the daily routine
* Chair circles and morning circles the children experience daily
* Take time and explain
* The school exchanges information with parents about language content through letters to parents, DaF-Tradefair, DaF homework
* The child's language development is a central component of a developmental interview with the parents at least every six months; parental consultation times.
* Educators regularly take part in further training in the field of language education
* In the groups there are "reading corners" with non-fiction and picture books on current topics, CDs and audio stories are offered;
* External experts are invited to work on specific topics
* The groups go regularly to the media library and please complete
* Native language instruction (Arabic) takes place twice a week in the VS. English is offered from the age of three

**Musical and artistic education:**

* + interculturally oriented musical education is an elementary component of everyday pedagogical life,
	+ The child regularly has the opportunity to listen to music of different orientations, to sing songs and to be moved to them
	+ The child learns to distinguish consciously between colours, shapes and figures and to use them according to his aesthetic perception.

**Media education:**

* + Media are used to support creativity and imagination