

OVERALL OBJECTIVE OF THE LANGUAGE PACKAGE (SPROGPAKKEN): To strengthen children's language acquisition via practices that make a difference

Basic assumption: Children primarily learn language from adults via implicit and explicit learning strategies. It is therefore important to 1) plan your daily life to allow the individual child to frequently listen to and use language in a manner that supports oral skills in particular and 2) to initiate targeted methods which both support oral skills and prerequisites for reading and writing and which include special needs children.

| Training programme | Expected effect | Derived effect |
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| After-work meetings <ul style="list-style-type: none"> • Introduction to rules on language assessment and language stimulation • Information about Language Package (Sprogpakken) courses | Municipality in general <ul style="list-style-type: none"> • Knowledge about the provisions of the Danish Day Care Facilities Act (Dagtilbudsloven) in a municipal perspective • Knowledge about appropriate local implementation of new practice | Municipality in general <ul style="list-style-type: none"> • Increased focus on language work in day care facilities • More qualified basis for making policy decisions in the area |
| Four-day course <ul style="list-style-type: none"> • Own practice – language role model • Language acquisition (theories and milestones) • Language assessment and risk factors • Everyday conversations • Dialogic reading • Structured (thematic) language work • Focused needs • Parental guidance • Collegial collaboration | Educators in day care facilities <ul style="list-style-type: none"> • Better theoretical understanding and knowledge of language acquisition • Increased focus on own practice • Using new methods to strengthen language work as a part of daily practice • Strengthened educational practice to improve interactions with children quantitatively and qualitatively • Using new methods for parental guidance | Educators in day care facilities <ul style="list-style-type: none"> • Improving professional standards • Increased and more appropriate planning of language work in day care facilities |
| Six-day course <ul style="list-style-type: none"> • Language acquisition (theories and milestones) • Language assessment and risk factors • Language initiatives • Documentation and evaluation methods • Guidance methods • Collegial collaboration | Key municipal staff <ul style="list-style-type: none"> • Better at guiding educators in day care facilities in relation to language work • Creating local networks among educational staff who support the initiatives | Key municipal staff <ul style="list-style-type: none"> • Option of ongoing professional upgrading of staff in day care facilities |
| | Parents <ul style="list-style-type: none"> • Changed behavior in relation to supporting the child's language in daily life • Better collaboration with day care facilities on supportive strategies if the child has language problems | Parents <ul style="list-style-type: none"> • Creating better home learning environment • Better support of children's language development |
| | Children <ul style="list-style-type: none"> • Better language skills • Better prerequisites for reading and writing | Children <ul style="list-style-type: none"> • Fewer children with language problems and a generally higher level • Improved school readiness |
| | Society <ul style="list-style-type: none"> • More young people will complete a youth/further education • The labour force will be better prepared for the labour market • Financial benefits | |