


VOCATIONAL EDUCATION AND TRAINING IN UPPER SECONDARY SCHOOL IN ICELAND



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SPECIAL EDUCATION NEEDS IN BORGARHOLTSSKÓLI

- ◎ Four years education
- ◎ First and second year the students go through the core subjects, art and practical items
- ◎ Third and fourth year the education is focused on vocational education and the core subjects

VOCATIONAL EDUCATION AND TRAINING

- ◎ On the third year the students get vocational training one week at a time. They go to four work places, one is a protected work place
- ◎ On the fourth year the students get VET two weeks at a time. They go to three work places and this time they can choose a workplace depending on their interest and their experience
- ◎ However, we have now changed this setup

IN MARCH 2010

- NEW FOCUS -

TAL – Talent assessment

- ◎ PAES (practical assessment exploration system)
- ◎ Model from USA - based on TEACH
- ◎ Classroom → Workplace
- ◎ Teacher → Supervisor
- ◎ Student → employers

PAES SYSTEM

- ◎ PAES has five work areas
- ◎
 - 1) Business/Marketing
 - 2) Consumer Service
 - 3) Construction/Industrial
 - 4) Computer Technology
 - 5) Processing/Production
- ◎ When the students go to the classroom they start with the check in list
- ◎ Working plan

STUDENTS OUTCOME

Students who have successfully completed PAES:

- ① Know what they are good at doing
- ① Know where their strengths are
- ① Know work-related problem solving skills
- ① Know proper work behavior needed on the job
- ① Know where they are going
- ① Know what careers interest them



EDUCATIONAL OUTCOME

When students finish with PAES, teachers know:

- ◎ What skills a student can actually perform
- ◎ If students are competitive with the real world
- ◎ What type of special assistance will be needed for slow learners and the physically challenged
- ◎ What work behaviors students have and which ones they need to develop
- ◎ How to write better transition plans, because vital information is now available

THE AIM OF THE VOCATIONAL EDUCATION

- ◎ Students get to know different workplaces
- ◎ Students learn to be participants in the labour market
- ◎ Students get to know what are the requirements for staff
- ◎ The labour market is able to meet them
- ◎ Both the labour market and the students benefit from the cooperation

TRANSITION

- ② We applied for a grant - rejected
- ② Started anyway in September 2010
- ② Lessons: 2 days in the week – 4x40 min
- ② Before the students started the vocational training we interviewed them
- ② Meeting with the students and the parents

HOW DID IT WORK

- ② Co-operate with assistant programs in BHS
- ② The first lesson
- ② Modified the check in list
- ② We had to have a lecture about disabilities



MARCH 2011 - COLLABORATION WITH THE LOCAL CEMETARY

- ◎ Started to co-operate with the local cemetery when we took a walk with the students
- ◎ Two groups with five to six students
- ◎ Once a week, six times
- ◎ Once a week in the classroom
- ◎ At the cemetery the students were working with recycling of funeral wreaths (flower decoration)
- ◎ Meeting with Heimir Janusson, the gardener

SEPTEMBER 2011

- ◎ Thordis went in May to London to learn about Rose programs
- ◎ We re-organize:
- ◎ Before the students started to work at the cemetery we had a lecture for the staff in the cemetery about people with disabilities
- ◎ Two groups once a week
- ◎ Three project for three times

PROJECTS AT THE CEMETARY AND IN THE SCHOOL

- ① 1) planting shrubs
- ② 2) collect the leaves
- ③ 3) recycle the funeral wreaths
- ④ The student took the lunchbreak/coffeebreak with the staff
- ⑤ At the school we had three other project/tasks

JANUARY 2012

- ⊙ Re-organized:
- ⊙ We collaborated with three companies in the area: Takk (whole-sale firm), Hagkaup (grocery store) and the cemetary
- ⊙ Three group with 2-3 students in the group
- ⊙ All groups go at the same time, on Mondays
- ⊙ On Thursdays the students are in school
- ⊙ The project in the school is related to the things they are doing at the workplaces

AFTER THE WORK

- ② Students and instructor discuss the workplace that they have worked at
- ② Students evaluate their performance in vocational training
- ② How they felt accepted in the workplace
- ② Whether this is the place that they can think working at in the future

BEFORE THE STUDENTS GRADUATE

- ② Meetings with the supported employment in the community where the student live
- ② Students go to the interview to the supported employment (AMS) with the parents/guardian
- ② Apply for a job with help from SE(AMS) when they have graduated from school
- ② The students get the transition plans with them

VISION

- ◎ The students progress to the level where something is waiting for them when they have graduated
- ◎ They receive the support they need
- ◎ The students have choices about whether they go in further studies when school ends
- ◎ The students get a job with diverse tasks that fit their abilities and development