

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

- ① 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
- ① 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
- ① 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

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

- ① What skills a student can actually perform
- ① If students are competitive with the real world
- ① What type of special assistance will be needed for slow learners and the physically challenged
- ① What work behaviors students have and which ones they need to develop
- ① How to write better transition plans, because vital information is now available

THE AIM OF THE VOCATIONAL EDUCATION

- ① Students get to know different workplaces
- ① Students learn to be participants in the labour market
- ① Students get to know what are the requirements for staff
- ① The labour market is able to meet them
- ① Both the labour market and the students benefit from the cooperation

TRANSITION

- ① We applied for a grant - rejected
- ① Started anyway in September 2010
- ① Lessons: 2 days in the week – 4x40 min
- ① Before the students started the vocational training we interviewed them
- ① Meeting with the students and the parents

HOW DID IT WORK

- ① Co-operate with assistant programs in BHS
- ① The first lesson
- ① Modified the check in list
- ① 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

- ① Thordis went in May to London to learn about Rose programs
- ① We re-organize:
- ① Before the students started to work at the cemetery we had a lecture for the staff in the cemetery about people with disabilities
- ① Two groups once a week
- ① 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

- ① Students and instructor discuss the workplace that they have worked at
- ① Students evaluate their performance in vocational training
- ① How they felt accepted in the workplace
- ① Whether this is the place that they can think working at in the future

BEFORE THE STUDENTS GRADUATE

- ① Meetings with the supported employment in the community where the student live
- ① Students go to the interview to the supported employment (AMS) with the parents/guardian
- ① Apply for a job with help from SE(AMS) when they have graduated from school
- ① The students get the transition plans with them

VISION

- ① The students progress to the level where something is waiting for them when they have graduated
- ① They receive the support they need
- ① The students have choices about whether they go in further studies when school ends
- ① The students get a job with diverse tasks that fit their abilities and development