



OMNIA

Tee sitä, mistä tykkäät



KESTÄVÄN
KEHITYKSEN
TAVOITTEET

INTELLIGENT
COMMUNITY OF THE YEAR



OMNIA

MATERIALS: [HTTPS://BIT.LY/ILP4WBL2019](https://bit.ly/ilp4wbl2019)



SPECIAL EDUCATION AT VET AND WORKPLACE LEARNING IN FINLAND

RIGHT TO RECEIVE TEACHING AND GUIDANCE

- In a proper and suitable learning environment
- Makes possible to reach vocational competence requirements
- Supports person's individual development for good, balanced and civilized people and a member of the society
- Right to receive personalized and other relevant study guidance

(531/2017 Laki ammatillisesta koulutuksesta, Vocational Education and Training Act 531/2017)



STUDIES SUPPORTING LEARNING SKILLS (OPVA)

- It's possible to take these studies during VET
- Education provider decides what to teach
- Relevant when:
 - ✓ Person has individual learning goals (basic education)
 - ✓ Finnish as a second language (migrant background)
 - ✓ Special Education background (weak grades from elementary school: learning difficulties, motivation)



SPECIAL SUPPORT

- Student has a right to special support when:
 - ✓ He/she has a learning difficulties, is disabled, sick or has other reasons
 - ✓ Needs long-term or regular support for his/her studies
 - ✓ Is going to reach vocational competence requirements and/or targeted learning outcomes
- Special support is:
 - ✓ Based on student outcomes (goals) as well as transferable skills (how ready he/she is to study)
 - ✓ Systematical pedagogical support
 - ✓ Special teaching and learning structures
- Outcome (goal):
 - ✓ To reach knowledge and skills for vocational competence requirements
 - ✓ (secondary: to help forward student's possible rehabilitation (disablity etc.)

(531/2017 Laki ammatillisesta koulutuksesta, Vocational Education and Training Act 531/2017, 64 §)

ADJUSTING

- Only for the students who are having special support
- Adjusting means "alter or move (something) slightly in order to achieve the desired fit, appearance, or result" – in this case – **adjusting happens in student assessment on vocational units**
- This means: if the special support student is not able to reach the weakest assessment/evaluation criteria, it's possible to adjust the assessment specially/individually for him/her
- Adjusting has to be done in a way that it's smallest adjustment (change) possible for assessment on vocational units

OTHER SPECIAL SUPPORT THEMES

- **Vocational special needs education ([link](#))** (demanding special support)
- **Deviation** (vocational qualification unit is left out from student's curriculum)
- **Special support is for all vocational students** (further vocational qualifications and specialist vocational qualifications)
- **Decisions of Special Support and Deviation:**
 - ✓ Education provider decides
 - ✓ Student and legal advisor has to be debriefed
 - ✓ Education provider registers following information:
 - Special support and its contents (how it's done)
 - Assessment adjusting (if used)
 - Deviation (if it's done)

SPECIAL EDUCATION AT THE WORKPLACE LEARNING #1: WHAT?

- Learning difficulties (mathematics, language), perceiving difficulties, attention difficulties, mental challenges
- It's possible that student haven't had any problems at school nor secondary education, but at workplace
 - ✓ Teacher has to encourage workplace tutor to speak up about this theme
- It's important to understand, that with correct support many of the students are able to study and learn – also at the workplace
- Support methods (inc. guidance) has to be planned carefully on a meeting with student, workplace tutor and teacher at present – Omnia has a instruction to take also Special Education teacher to this meeting
- Planning includes really concrete things like:
 - ✓ How to remember to wear proper working clothes
 - ✓ Talking while working (what I am doing right now)

SPECIAL EDUCATION AT THE WORKPLACE LEARNING #2: HOW?

1. Working as a pair: teacher and workplace tutor
 - ✓ Together planned, realistic goals and plan, extra support for guidance
 - ✓ Common rules for working: how to keep in touch, how often, fast reacting if needed, support in problem solving
 - ✓ At the beginning teacher may help with introductions, familiarizing workplace and/or routines

SPECIAL EDUCATION AT THE WORKPLACE

LEARNING #3: HOW?

2. Planning and scheduling of work duties:

- ✓ Working with all of the work colleagues (as many person helping new-comer as possible)
- ✓ Recurring, though planned, routine work duties, working with a pair
- ✓ More time to learn new work duties and also more time to the workplace tutor to teach them
- ✓ One task or instruction at time
- ✓ Repeating or doubling the instruction
- ✓ Sometimes visual cues help (instruction cartoon)
- ✓ Visual schedule for day and week, making steps inside one task
- ✓ Helping to understand how tasks are implementing study goals

SPECIAL EDUCATION AT THE WORKPLACE LEARNING #2: HOW?

3. Immediate feedback:

- ✓ Telling student when he/she has succeeded (if he/she does it today, give feedback today)
- ✓ Constructive feedback (no yelling, but telling what was wrong and how it can be fixed)

4. Monitoring (follow-up) the need of support

- ✓ Trustworthy and secure teacher and workplace tutor
- ✓ Working together as a team: teacher, workplace tutor and the student

MORE ABOUT SPECIAL EDUCATION IN VET, FINLAND

- Finnish VET in a Nutshell
(https://www.oph.fi/sites/default/files/documents/finnish_vet_in_a_nutshell.pdf, page 7)
- Basics of special education in vocational education and training
(<https://oppimateriaalit.jamk.fi/seninvet/vocational-special-needs-education/structure-of-vocational-special-education/>)
- Teachers and Trainers in Finland
(<https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/79951/opm41.pdf?sequence=1>, page 23, 2006 (a bit old))