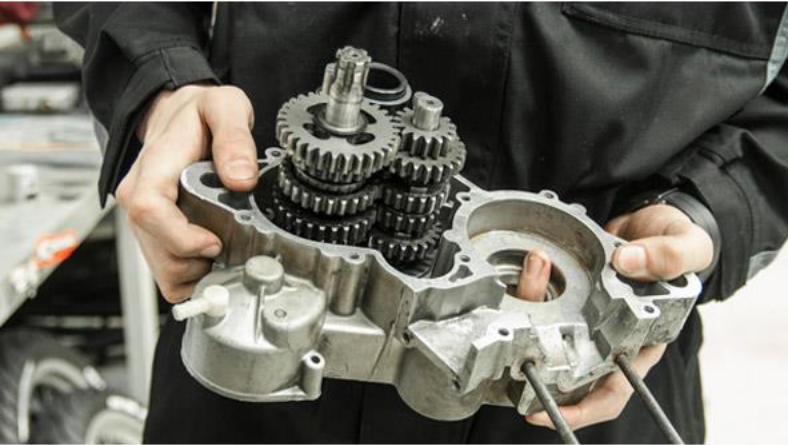


OMNIA

Do what you love





OMNIA

VOCATIONAL EDUCATION AND IT'S MAIN THEMES AT OMNIA, FINLAND



OMNIA

INDEX OF MONDAY 7.10. AT 13.00-14.15

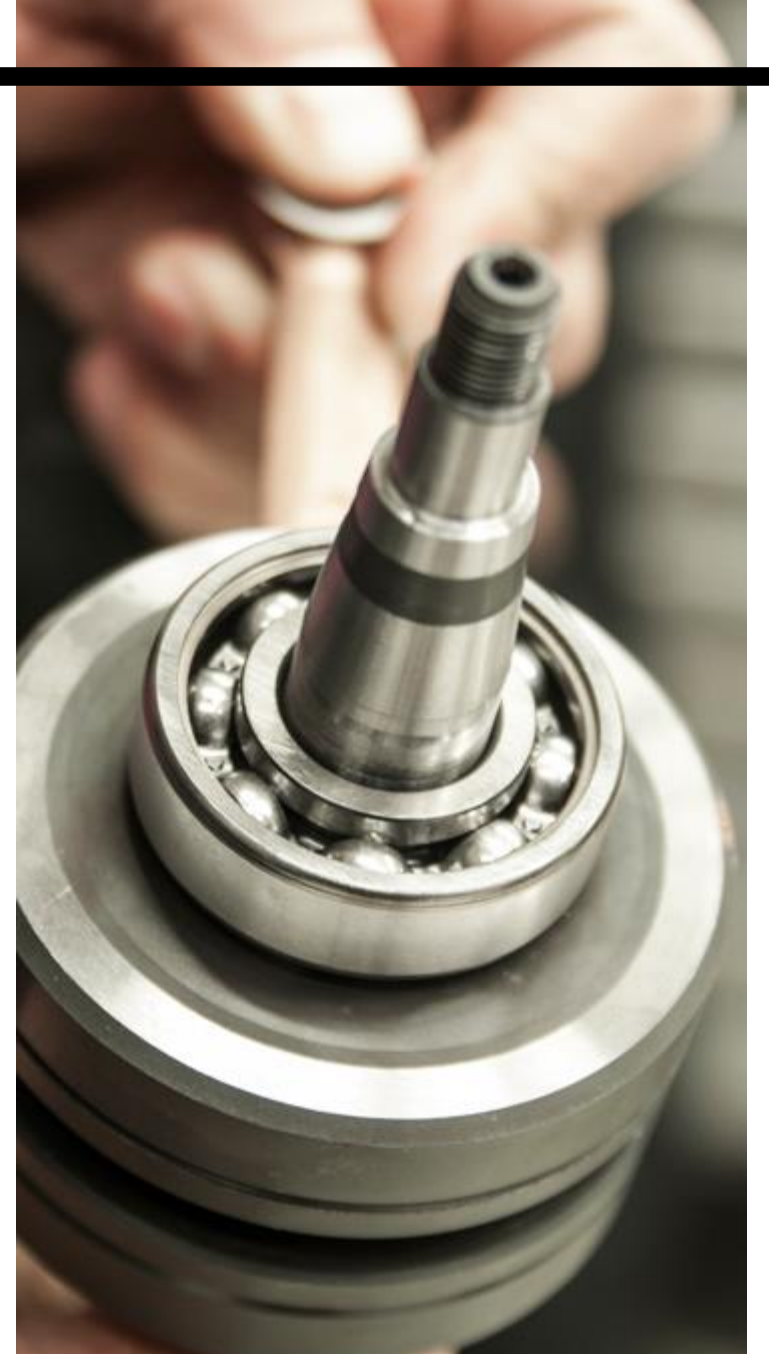
VET in Finland
Teacher Roles
Individual Learning
Learning at Work

VET IN FINLAND

FILM

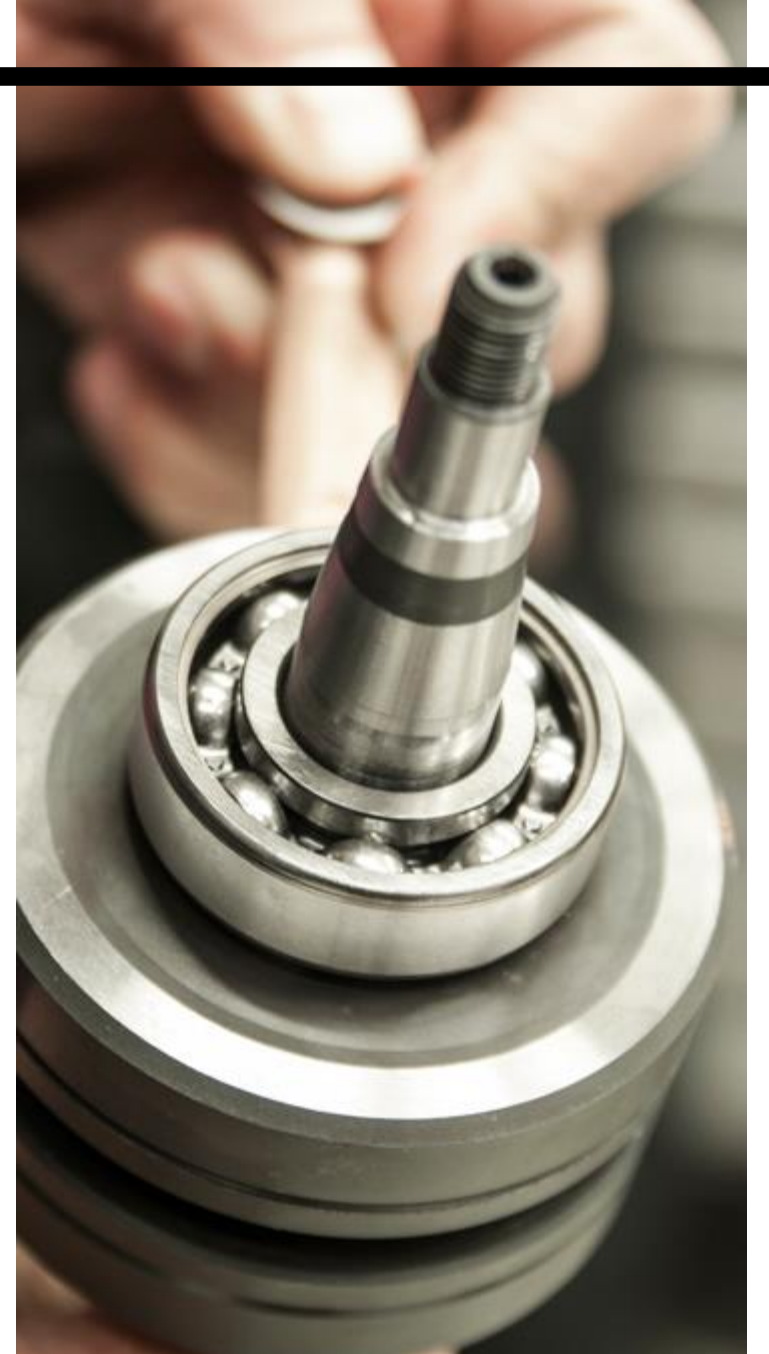
VET IN FINLAND

- The qualifications structure in vocational education and training (VET) has three levels:
 - ✓ vocational upper secondary qualification (PT)
 - ✓ further vocational qualification (AT)
 - ✓ specialist vocational qualification (EAT)
- broad-based vocational skills to work in different tasks
- more specialised competence and the vocational skills required in work life in at least one section of the field
- Qualifications are composed of units of learning outcomes
 - ✓ Vocational qualifications consist of vocational units and common units
 - ✓ Further and specialist qualifications comprise only vocational units



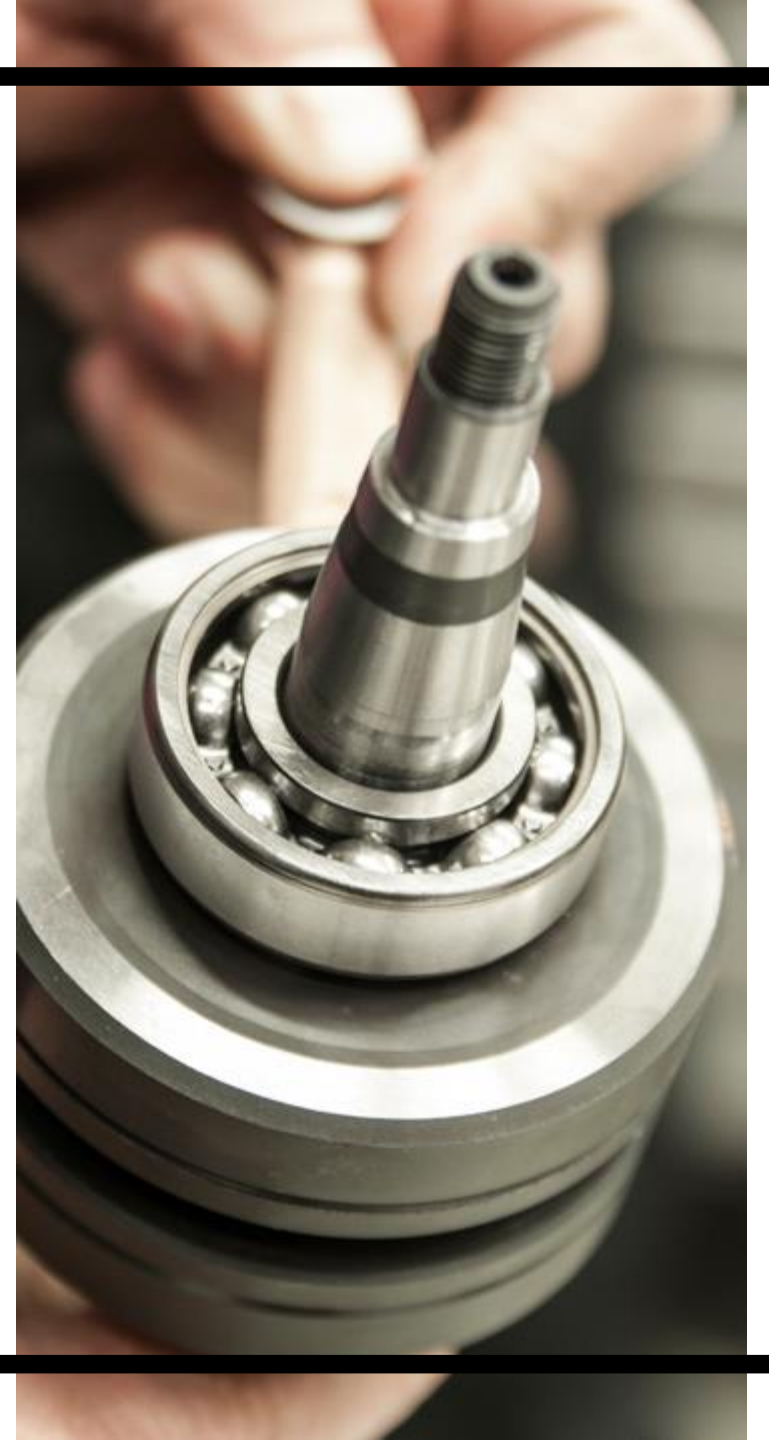
VET IN FINLAND #2

- Vocational units are either compulsory or optional.
- Students can complete entire qualifications, parts of them or smaller units, or combine parts of different qualifications based on their needs
- Competence requirements are the same in all learning environments, also in workplaces and they can be acquired in different learning environments and ways, at different times
- Qualifications are the same for young people and adults
- Students demonstrate their skills in competence demonstrations at practical work



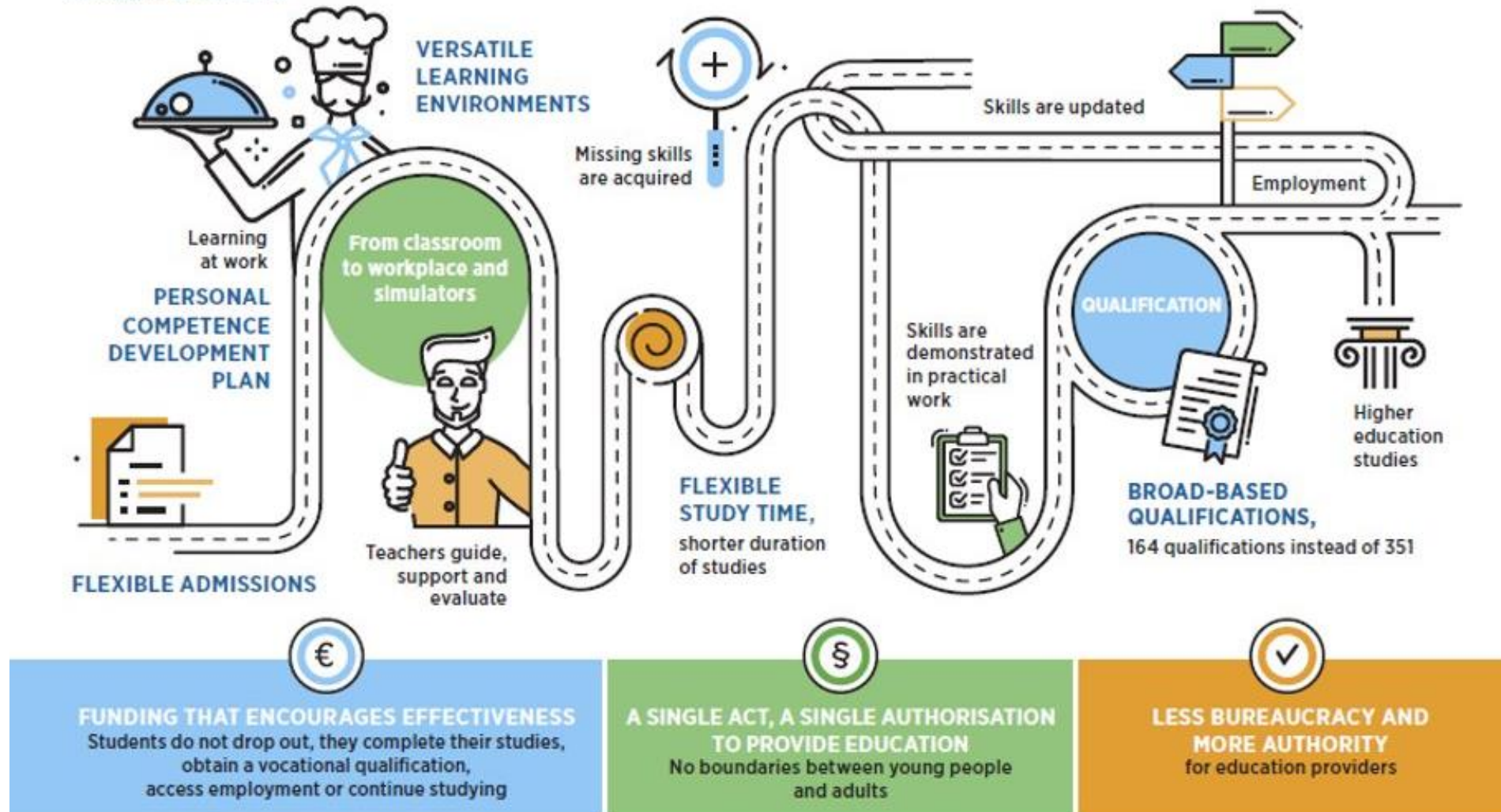
VET IN FINLAND #3

- In addition to vocational qualifications, students can complete training preparing them for VET (VALMA)
- Preparatory education and training for work and independent living is available for those who need special support due to illness or injury (TELMA)



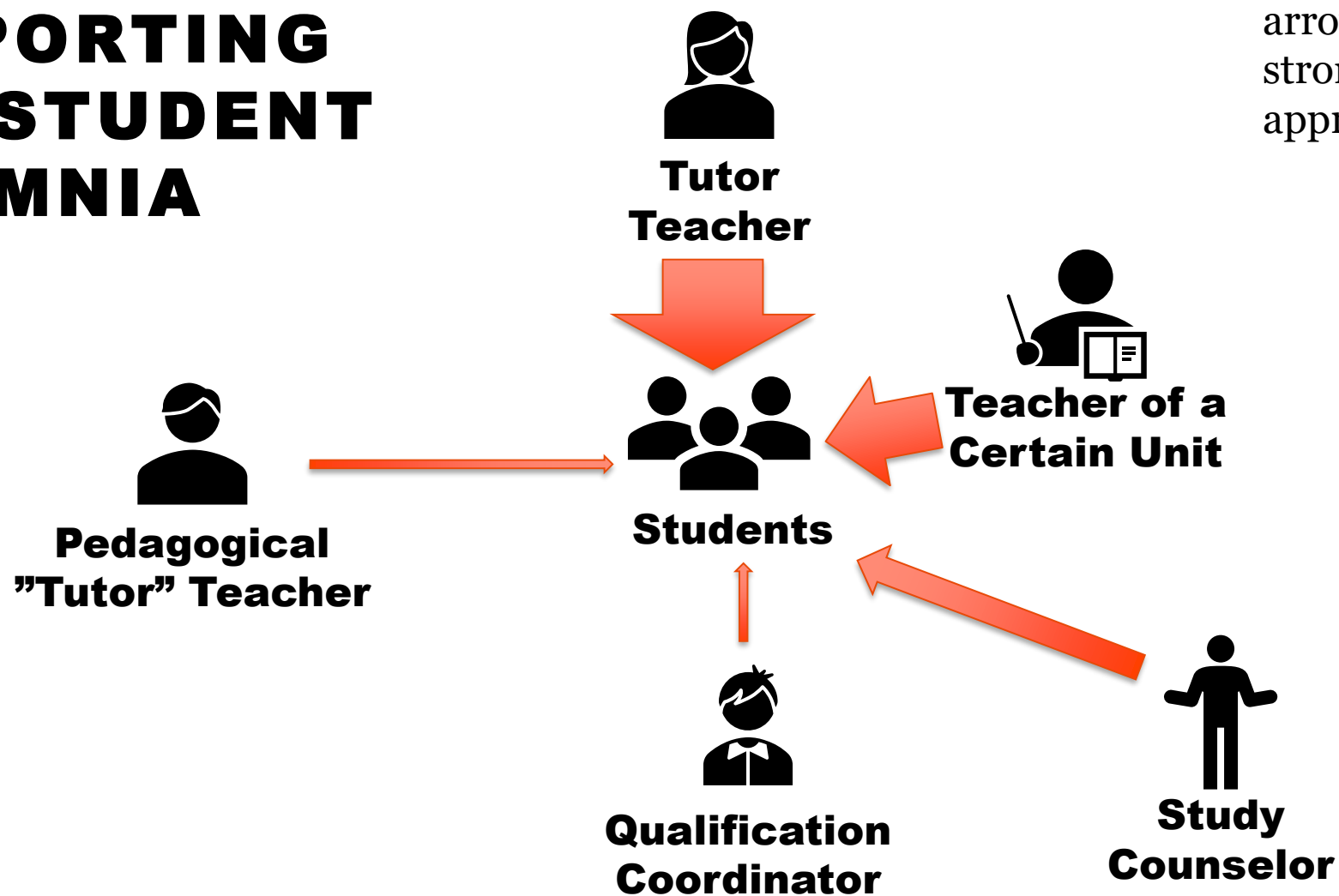
NEW VOCATIONAL EDUCATION AND TRAINING as of 1 January 2018

Working life is undergoing changes. New occupations keep on emerging and old ones disappear. Technology advances. Revenue models are renewed. Students' needs are becoming more and more individualistic. Skills need to be updated throughout careers.



TEACHER ROLES

TEACHER ROLES SUPPORTING THE STUDENT AT OMNIA



TEACHERS NEW ROLES

New Identity

- ✓Teacher?
- ✓Counselor?
- ✓Mentor?
- ✓Developer?
- ✓Planner?



CHANGES IN TEACHERS' ROLES

- **How do I plan my work?**
 - ✓ More cooperation with others
 - Shared expertise, ideas, material
 - Guiding and coaching
 - The teacher is part of the team
- **Learning**
 - ✓ How the student learns best?
 - ✓ How she/he wants to study?
 - ✓ Individual guiding
- **Away from the classrooms** → working more at worklife and together with job counsellors
- **Versatile learning environments at school**
 - ✓ Projects at school and with different workplaces
 - ✓ Workshops for flexible studies
 - ✓ E-learning / Digitalisation => Digital tutor teachers (10)



GUIDING PERSONAL COMPETENCE DEVELOPMENT PLAN

Tutor Teacher (appr. 250 teachers)

- "Takes care" of student during studies
- Plan studies with the student (personal competence development plan)
- **WHAT? HOW? WHEN? WHERE?**
- Identification and recognition of prior learning and competence => **Courage!**
- Career planning
- Supporting and guiding

Qualification Coordinator (40 teachers)

- Quality of
 - ✓ Personal competence development plan
 - ✓ Assessment of competence => Demonstration
- Cooperation with tutor teacher

TUTOR TEACHER'S TASKS AT OMNIA 1

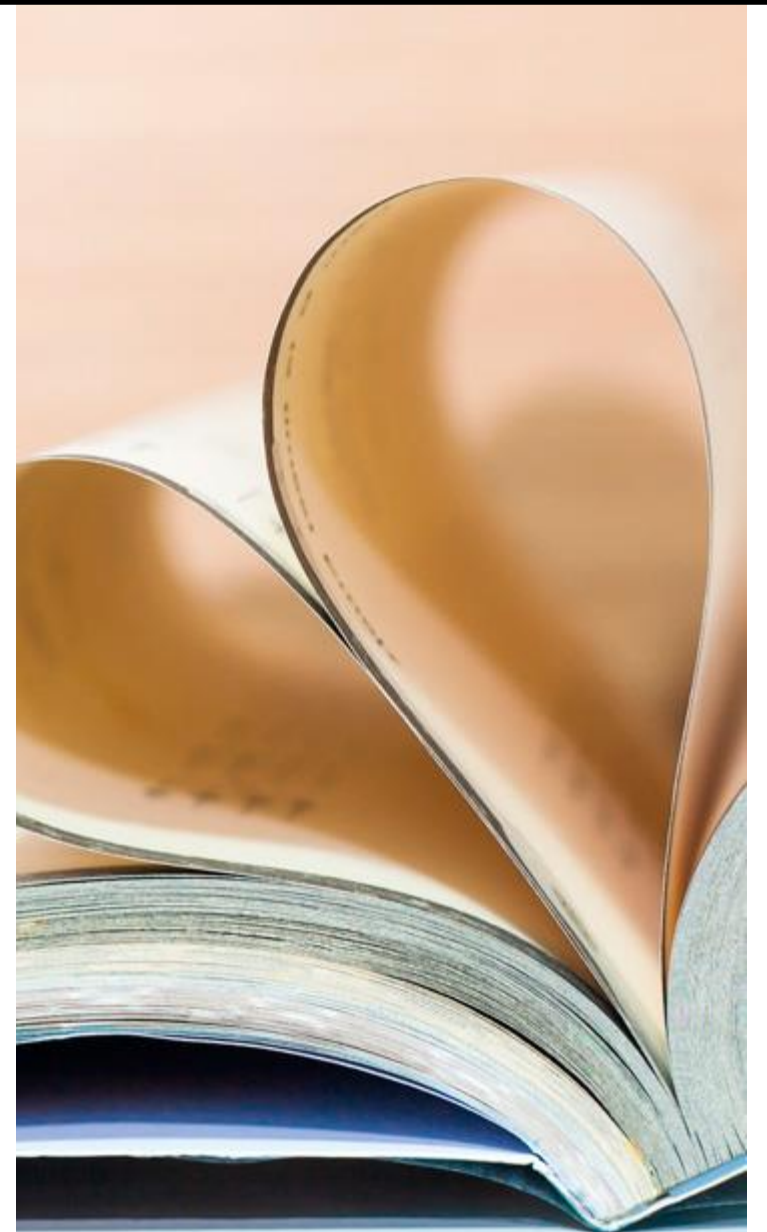
- Is responsible of student's individual learning plan processes with the student
- Supports maintaining student's personal goals
- Supports the student's life long learning transferable skills to develop
- These include:
 - ✓ Career planning
 - ✓ Identification and recognition of prior learning
 - ✓ Planning of competence development
 - ✓ Planning the tentative time for competence demonstration
 - ✓ Support and guidance
 - ✓ Recognition of need for special support, guiding to the special support services
 - ✓ Estimation of the time for the studies / education
 - ✓ Signing and archiving the individual learning plan
 - ✓ Tracking the progress in studies and initiating the process for receiving the certificate
 - ✓ Evaluating the study and career planning capabilities

TUTOR TEACHER'S TASKS AT OMNIA 2

- Ensures that the student gives feedback (Amispalaute/ARVO) at the beginning and at the end of the studies, follows up the feedback of the students
- Works together with students, guardians, student welfare services (special education teacher, guidance counsellor, social worker, psychologist, nurse), worklife, supporting services and other networks
- Checks-out the Criminal records extract from the students of social and health care and safety, register this to the school administration software

PEDAGOGICAL “TUTOR” TEACHERS

- 40 Pedagogical “tutor” teachers
 - ✓ Is responsible for Omnia's pedagogical development work together with the head of a division
 - ✓ Works as a pedagogical support for other teachers
 - ✓ Encourages and inspires colleagues to the new pedagogical approaches
 - ✓ Prepares for versatile learning environments
 - ✓ Finds new possibilities and ways to learn
 - ✓ Develops More learning at work (worklife pedagogy)
 - ✓ Develops learning materials with other teachers



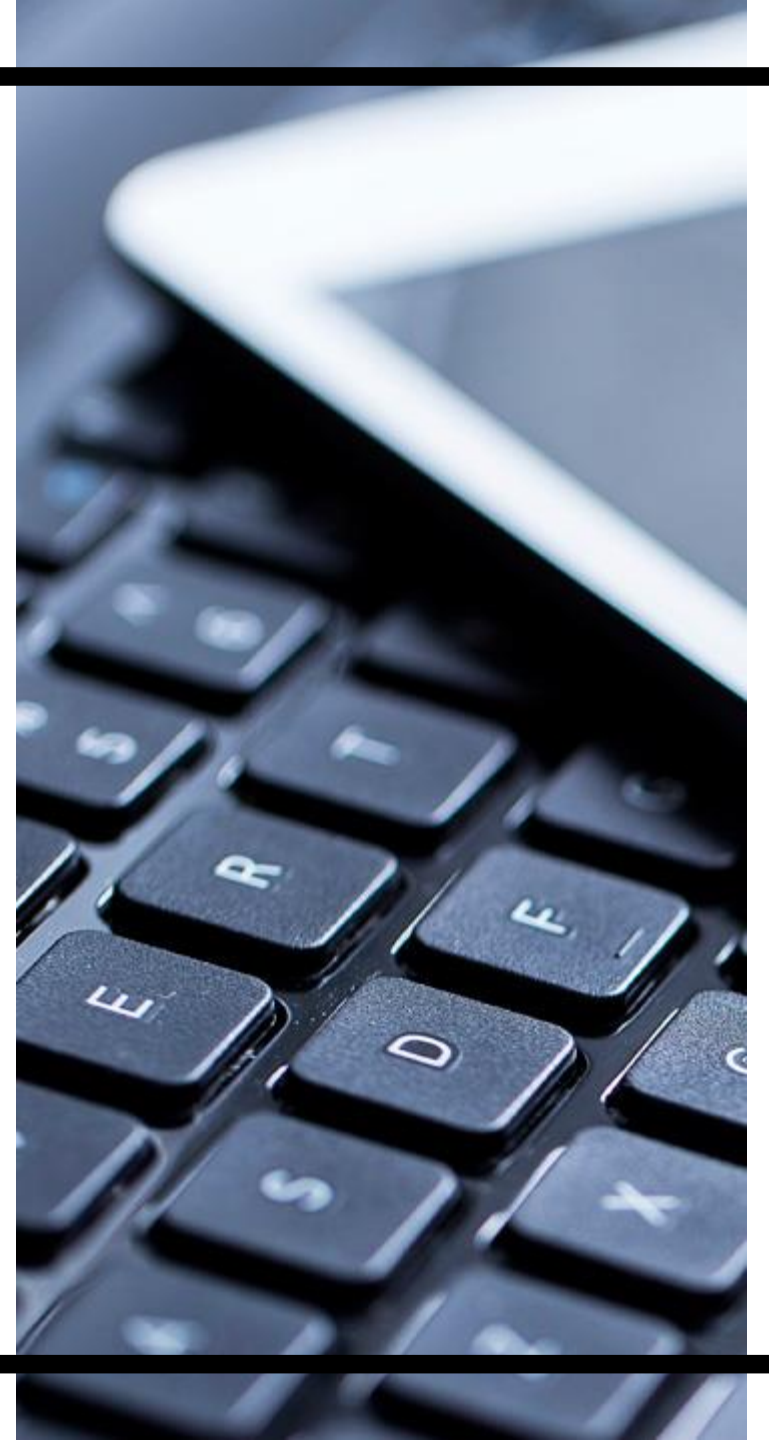
TEACHER OF A CERTAIN UNIT

- Teaches particular competence requirements of a certain unit
- Follows the student's studies in this unit, helps and support student to gain knowledge and skills for the competence requirements
- Plans the teaching according to the student's ILP (also special support)
- Gives feedback to the student about learning
- Works together (informs, questions...) with the student's tutor teacher
- Consults the other teachers (Special Education Teacher, Tutor Teacher, Study Counselor)



STUDY COUNSELOR

- Works together with the tutor teacher
- Supports student on his/her studies through the studies
- Guides students to the different theme studies FI
 - ✓ Entrepreneurship
 - ✓ Activity
 - ✓ International
 - ✓ upper secondary studies (high school / gimnasija/ vidurinė mokykla)
 - ✓ higher education (University and/or Applied Sciences)
- Guides to the students who are having difficulties in their studies
- Is responsible about resignations, breaks and relocation of studies
- Is responsible about career counseling



INDIVIDUAL LEARNING

INDIVIDUAL LEARNING PATHS

- Students can apply to VET whenever suitable and start their studies flexibly throughout the year
- A personal competence development plan is drawn up for each student
- The plan charts and recognises the skills previously acquired by the student and outlines what kind of competences the student needs and how they will be acquired in different learning environments = Previous learning is recognised and only the missing skills are acquired



INDIVIDUAL LEARNING PATHWAYS AT OMNIA

Different paths for students

1. Learning at work

- Apprenticeship
- On training agreement

2. Learning at Omnia

- Day - studies
- Evening - studies
- Paths for the Immigrant Students (more Finnish language during studies)
- Omnia's own learning environments (restaurants, hair and beauty salon, building sites)

3. Learning Online

- Quality of Online Studies
- Teachers Guidance for Students

4. Flexible learning



INDIVIDUAL LEARNING PLAN (A PERSONAL COMPETENCE DEVELOPMENT PLAN) NOTE: ILP IS A BIT DIFFERENT IN FINLAND

- Individual Learning Plan is mainly PCDP + apprenticeship agreement / training agreement
- For each student
- Is drawn up by a teacher or a guidance counsellor together with the student and sometimes with representative of working life (at Omnia, Tutor Teacher)
- The plan charts and recognizes:
 - ✓ the skills previously acquired by the student (at work, previous school, international studies, activities, media)
 - ✓ outlines what kind of competences the student needs
 - ✓ how they will be acquired in different learning environments
 - ✓ Previous learning is recognised and only the missing skills are acquired
- The plan also includes information on the necessary supportive measures
 - ✓ The support may involve special teaching and studying arrangements due to learning difficulties, injury or illness, or studies that support study abilities

IDENTIFICATION AND RECOGNITION OF PRIOR LEARNING (RPL) AT OMNIA

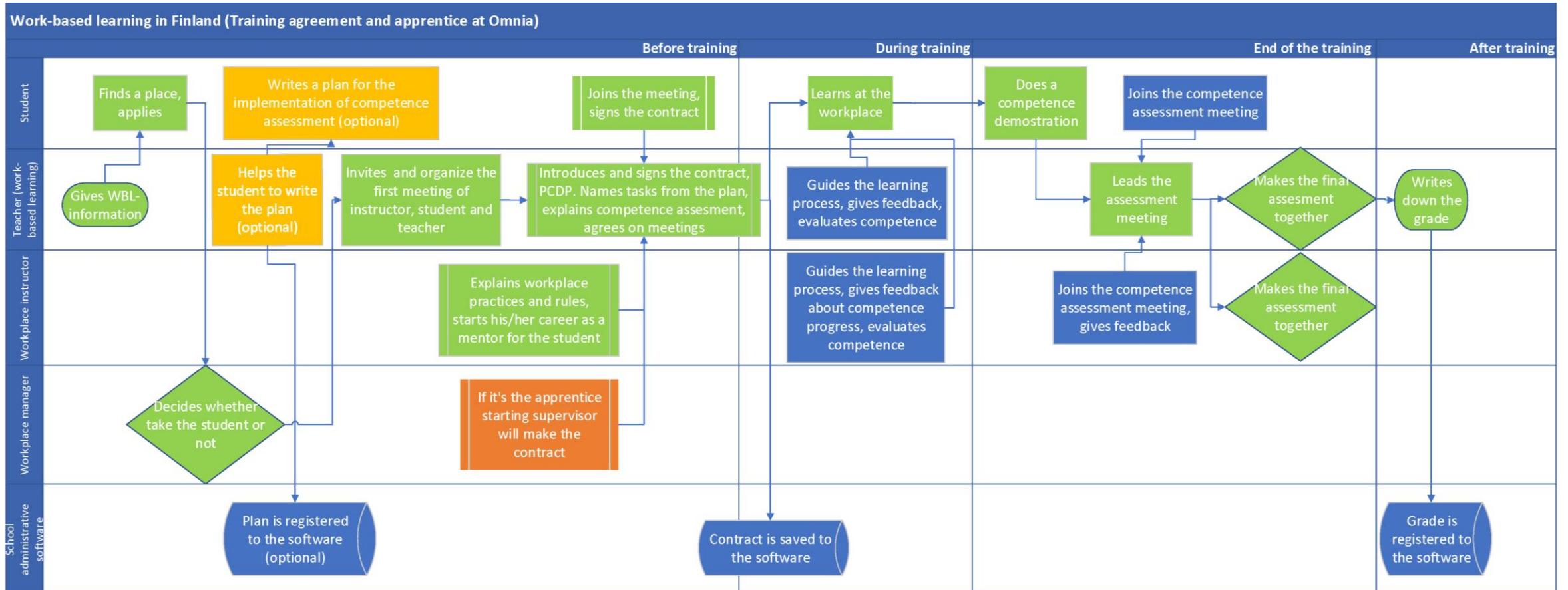
- Process:
 - ✓ Tutor teacher meets with the student who presents his/her documents (prior school certificates, work testimonials etc.) (identification)
 - ✓ Tutor teacher sends the certificates to the study counselor and information about previous learning without certificates to the teacher of a certain unit (identification)
 - ✓ Study counselor makes direct transfers for the students for those studies which have been agreed on national level (regognition)
 - ✓ Teacher of a certain unit estimates the timeliness of the skills and knowledge of prior learning compared to the competence requirements – this is done by talking with the student, seeing the documents (identification)
 - ✓ Teacher of a certain unit decides how accurant the skills are / knowledge is and either sends up the student to the competence demonstration (at work or other environment) or sends up the student to complement his/her knowledge/skills to the training

LEARNING AT WORK

LEARNING AT WORK

- Guided and goal-oriented studying at the workplace takes place in versatile learning environments both at home and abroad and is based on practical work tasks
- Can cover an entire degree, a module or a smaller part of the studies
- Studying at the workplace is either based on apprenticeship or on training agreement
 - ✓ In apprenticeship:
 - Most of the competence will be acquired at the workplace through practical work tasks and will be reinforced in other learning environments if needed
 - The apprenticeship is based on a fixed-term contract between the student and the employer
 - The student is a full-time worker and receives pay
 - ✓ In the training agreement:
 - The student is not in a contract of employment and does not receive any pay or other compensation.
 - Agreement is drawn between the education provider and the workplace
 - The workplace is required to keep track of the development of the student, report to the education provider and take action if the competence is not reached

LEARNING AT THE WORK – PROCESS (LINK TO THE BIGGER PICTURE)



THANK YOU!

Elise Nyyssönen

Pedagogical Manager

Elise.nyyssonen@omnia.fi

+359 40 126 72 48

Materials: <https://www.oph.fi/en/statistics-and-publications/publications/finnish-vet-nutshell>

https://minedu.fi/en/qualifications-and-studies_vet

Omnia's Guide to Guiding (Ohjauksen opas) ☺

Pedagogical Manager Katja Österberg's previous presentation about VET Reform in Finland

