SKILLING Eco-VET

Skilling VET ecosystem: enhance enable environments for private and public VET key actors in Ghana and Senegal

Training Model: Introduction to training models and basic dimension of special educational needs (SEN) concept
DAY 1

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Educational Values and Special Needs

- Welcome to Luovi Training

- Introduction of Training

- Introduction of Learning process and practical information

- Introduction of participants

Objectives of learning module 1 Educational Values and Special Needs

- Human rights and right to learn

- Holistic approach and individuals' functional capacity

- Definition and concepts of special needs in Ghana and Senegal

- Benefits of inclusive education in Ghana and Senegal

Workshop 1: Who are we?

- Introduce yourself as a teacher

- Identify your personal expectations of training

- Identify training group collective expectations of training

Mentimeter: Survey of best practices

Human rights and right to learn

- Education is a basic human right that works to raise men and women out of poverty, level inequalities and ensure sustainable development.
- Worldwide 244 million children and youth are still out of school for social, economic and cultural reasons.
- Education is one of the most powerful tools in lifting excluded children and adults out of poverty and is a stepping stone to other fundamental human rights. It is the most sustainable investment.
- The right to quality education is already firmly rooted in the Universal Declaration of Human Rights and international legal instruments, the majority of which are the result of the work of UNESCO and the United Nations.
- Legal actions; norms and standards
- Non-state actors in Education

Learn more: The right to education | UNESCO

Inclusive education in general

- According to UNICEF, inclusive education is the most effective way to give all children a fair chance to go to school, learn, and develop the skills they need to thrive.

- Inclusive education systems require changes at all levels of society, including training teachers, refurbishing buildings, providing accessible learning materials, tackling stigma and discrimination, and aligning laws and policies with the Convention on the Rights of Persons with Disabilities.

Inclusive education in general

- Inclusive education is a teaching approach that aims to provide equal opportunities for all students, regardless of their abilities or disabilities. It involves educating students with and without disabilities in the same classroom, with the same curriculum, and with the same learning goals.

- Inclusive education values diversity and promotes respect for all students, regardless of their backgrounds or identities. It recognizes that every student has unique strengths and challenges and seeks to create an environment where all students can learn and grow together.

# Inclusive education in general, things to overcome

- Negative attitudes and stereotypes towards people with special needs can create barriers to inclusive education

- Inclusive education requires resources such as trained teachers, accessible buildings, and appropriate learning materials

- Lack of awareness and understanding: Many people are not aware of the benefits of inclusive education or do not understand how to implement it effectively

- Inadequate policies and laws that do not support inclusive education can create barriers to its implementation

Workshop 2: Human rights and Special Education

- Clarify basic dimensions of human rights

- Identify role of education to empower human rights in your working environment in Ghana/Senegal

- What are the biggest issues to overcome according you experience?
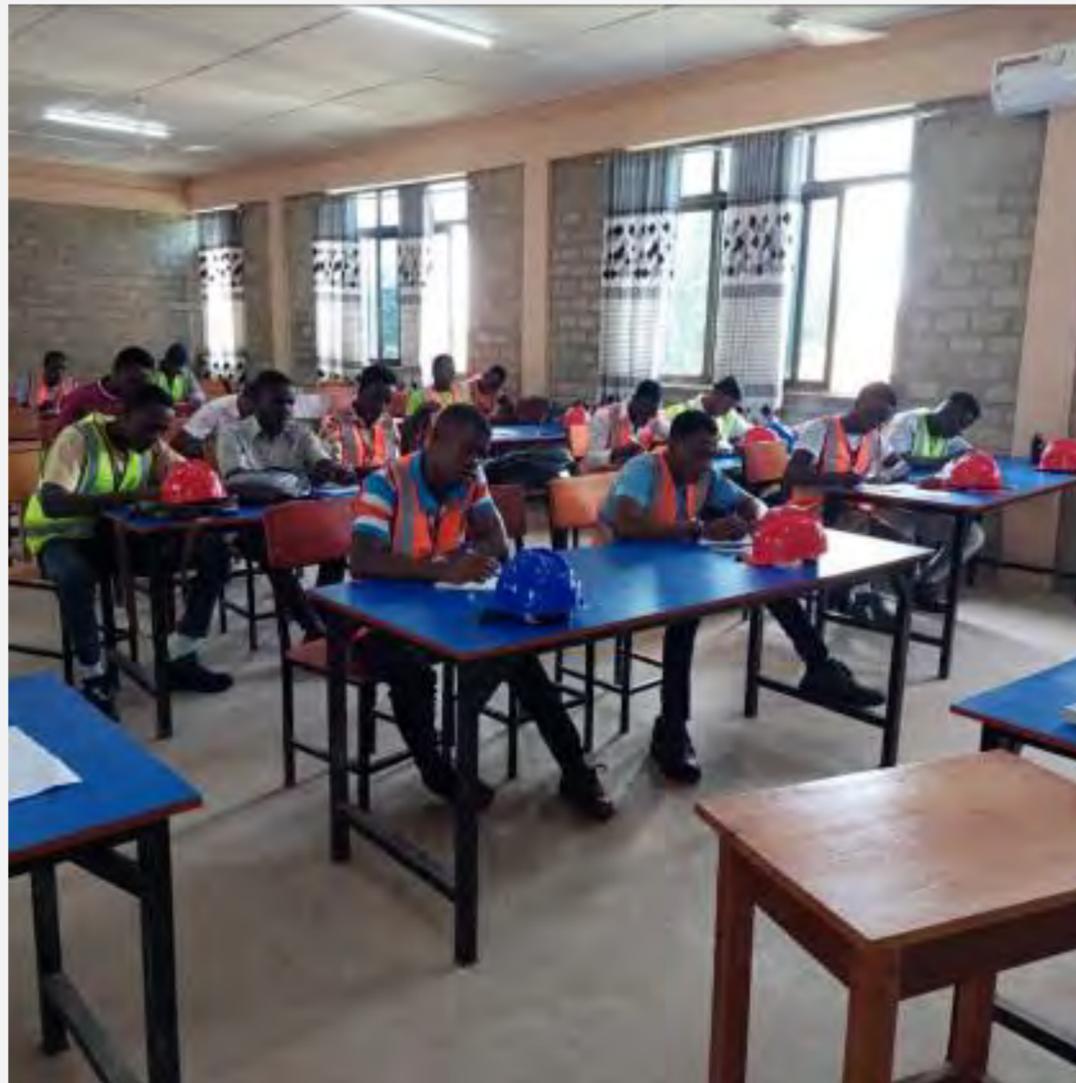
Definition and concept of special education need (SEN) students

Special needs definitions may vary and range

Students have special support if they have learning difficulties, disabilities or serious health problems, and

therefore need long-term and regular special support. Special needs can range from people with autism, cerebral palsy, Down syndrome, dyslexia, dyscalculia, dyspraxia,

dysgraphia, blindness, deafness, ADHD, and cystic

Definition and concept of special education need (SEN) students

- National legislation defines how special education and training for students with special needs is provided

- Definition of SEN student may vary in different countries

- Special education is connected to mainstream education and the goal is integrate these to inclusive education regime and structure

- Vocational education is strongly connected to companies , therefore student's integration to work-life is an important inclusive function of education

- The need for support for SEN students is not always based on disorder or disability

- It is important to understand dynamic where society or environmental demands doesn't match to SEN student skills and capacity

Definition and concept of special education need (SEN) students

- SEN students have often limitation of functional capacity

- Functional ability is the actual or potential capacity of an individual to perform the activities and tasks that can be normally expected. A given function integrates biological, psychological and social domains

- Limitations could be learning difficulties, disabilities in socioeconomical situation, limitation of resources or crisis in life, social exclusion

- Each student individual functional capacity must consider while planning individual learning path, teaching methos and other services for SEN students

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Definition and concept of special education need (SEN) students

- Inclusive education for SEN students in vocational education

- Importance of versatile and diverse learning environments

- Individual learning path planning: functional capacity limitations, functional capacity strengths, individual goals, use of versatile methods, asses of learning

- Pedagogical methods

- Individual service – plan provided by other than teacher

- Functional capacity building together with other service providers

- Learning capacity building

- Co-operation and working together with student family, community supporters, social and health professionals

SEN student and inclusive vocational education

- Shapes of vocational education

- Preparatory courses

- Degree based programs

- Programs for employment with companies

- Smaller skills and competences microcredentials etc.

- National legislation defines how special education and training for students with special needs is provided, Municipalities, Non-state organizations, Voluntary organizations etc.

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Workshop 2: SEN students and vocational education in Ghana/Senegal

- Describe your experience with a SEN student you have instructed?

- What kind of approach have worked well according your experience?

- What kind of variables or arguments can we identify behind good practices?

Group discussion: How can we make vocational education more inclusive to all in Ghana/Senegal?

Levels of action:

Teacher

Classroom

School

Community

State

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Group discussion: What are the benefits of inclusive vocational education in Ghana/Senegal?

Levels of action:

Student:

Classroom:

School:

Community:

State:

Common benefits:

- Inclusive regime ensures that all children have acces to guality education
- Enhance social skills and acceptance
- Better learning outcomes, if well organized
- Enhance social cohesion
- Ensure of working capacity

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Conclusions of Training Day 1

- Vocational education connection to human rights

- Inclusive thinking as a teacher

- Inclusive thinking in school structure

- Special education need students in TVET context

Thank you!

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Training Model: How to identify the need for support

DAY 2

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Person-centered planning

- As a support worker and expert, you should find out about the history, preferences, wishes, and needs of the person you are supporting and use this information to influence the day-to-day support you provide.

- In services for people with intellectual disabilities we refer to this as person-centered planning and support.

What is person-centered planning?

- One way of figuring out where someone is going (life goals) and what kinds of support they need to get there.
- Person-Centered Planning discovers and acts on what is important to a person, what is important for a person, and how to best support them.
- Places the individual at the center and allows them to be in control of their life decisions.
- Person-Centered Planning is a continual process of listening to what is important to the person now and in the future with the support of their family and friends.
- Promotes active and social inclusion.
- Focuses on the individual's wants and needs.
- Person-Centered plannings are decisions and choices based on the individual, not the support system. The support system is to support and not discourage.
- Allows individuals to take power and control of their own lives.

Why person-centered planning is important?

Person-Centered Planning is important because it focuses on a positive vision for the future of the person based on his or her strengths, preferences, and capacities for acquiring new skills, abilities and personality.

Person-centered planning has five key features:

1. The person is at the center of the planning process.
2. Family and friends are partners in planning.
3. The plan shows what is important to a person now and for the future and what support they need.
4. The plan helps the person to be part of a community of their choosing and helps the community to welcome them.
5. The plan puts into action what a person wants for their life.

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What are the benefits of a person-centered planning?

For the people we support

- Enables them to have a voice and be heard
- The plan belongs to them
- They are the key decision-makers
- Empowers them to keep everyone accountable for outcomes

For families and the broader support network

- Enables them to hear what their family member really wants
- Encourages partnerships and connections with others
- Gives them a direction and clear action plans
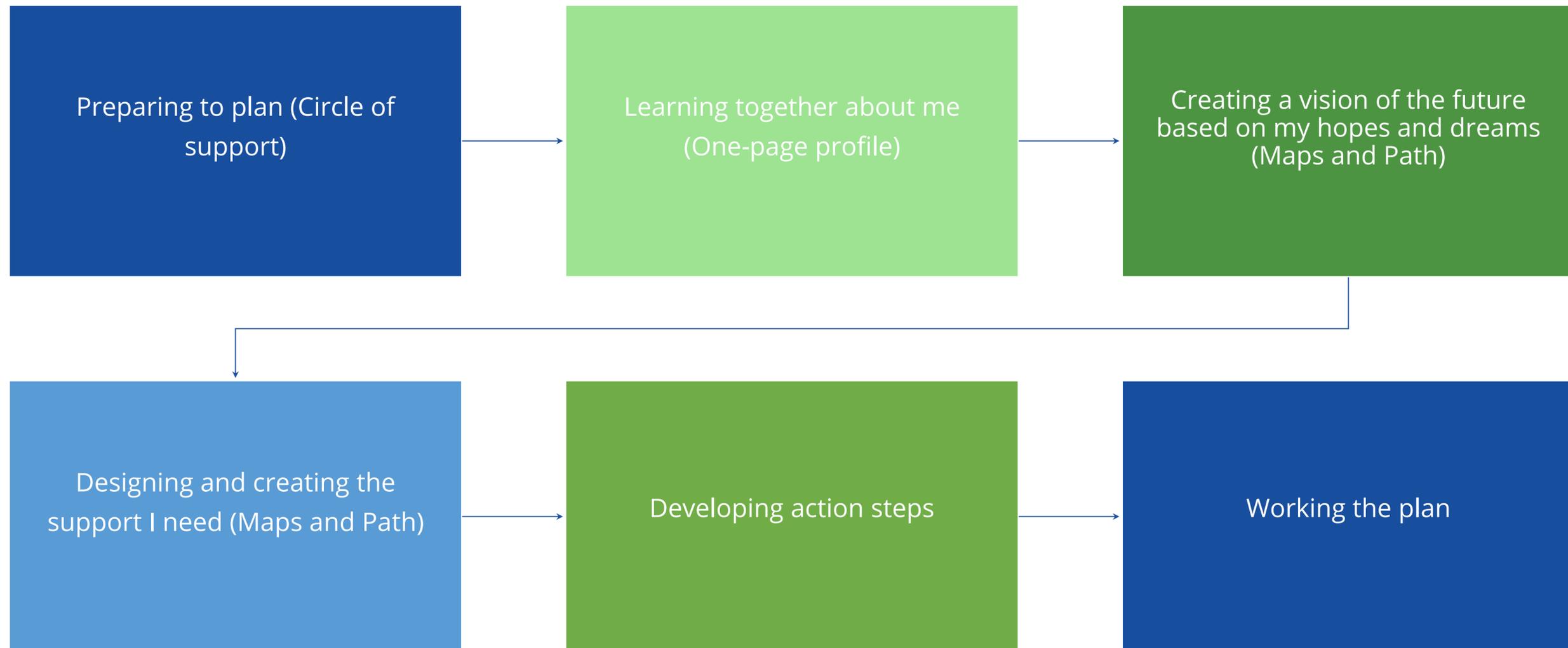- Respects their role as supporters

For staff

- Excellent training and an easy-to-use template fosters a sense of engagement and confidence in the planning process
- Planning offers an opportunity for us to share resources and expertise with one another
- Planning affords us space for creativity, ideas and possibilities

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What are the benefits of having a person-centered plan?

- Person-centered planning is time spent with an individual to listen to their future dreams and goals, which are documented together with direct supports and services to be provided

- Person-directed plans are an opportunity for the people we support to express what is most important in their life. Plans explore dreams and aspirations and then identify the supports, services, and resources needed to achieve them.

- Plans are holistic, person-centered, and ongoing. They celebrate individual rights, diversity, relationships, and inclusion.

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Steps in process

Preparing to plan (Circle of support)	Learning together about me (One-page profile)	Creating a vision of the future based on my hopes and dreams (Maps and Path)

Designing and creating the support I need (Maps and Path)	Developing action steps	Working the plan

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Person-centered planning is a way of supporting a person to achieve the things that are important to them in their life. There are different person-centered approaches, but they all focus on three key questions:

- **Who are you?**

- **What is important to you?**

- **What support do you need to achieve the things that are important to you?**

Traditionally, a person-centered planning meeting includes the person and their "circle of support". This is a group of people who come together to support a person to plan and can include friends and family as well as paid professionals.

Circle of Support

SNOW, JUDITH, A. (1998)

- Persons with disabilities may have less opportunity to meet other people, join social groups, or build and sustain relationships.
- A Circle of Support is a way of connecting a person with a disability to their community. A group of people, who are known to the person with a disability, is established to support the person to identify things they would like to achieve or alter in their life.
- This Circle of Support explores ways to put the necessary supports in place to make things happen and can play a key role in the person-centered planning process.

Circle of Support

SNOW, JUDITH, A. (1998)

1. **The circle of intimacy** – the people you spend a lot of time with, trust, and share emotions and private information with. This may not always mean family, it could be also a professional or friend.

1. **The circle of friendship** - friends or relatives that we like to spend time with socially. We might see these people occasionally rather than very regularly. You might share interests and news with this group.

Circle of Support

SNOW, JUDITH, A. (1998)

3. **The circle of participation** - the people or organizations you participate in and interact with frequently. This could be clubs, neighborhood groups, sports teams, work colleagues, or college friends.

4. **The circle of exchange** - the people that are paid to be in our lives, for example, staff, doctors, dentists, tutors, social workers, therapists, and hairdressers.

Snow observed that persons without disabilities may have a spread of people across all four layers of the Circle of Support. However, a person with a disability may have people in circle 1 and circle 4 but have significant gaps in the other two layers.

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Circle of Support
SNOW, JUDITH, A. (1998)

Circle of support aims to identify who is important to the rehabilitator and how to keep in touch and strengthen these relationships.

It can also show whether others can offer support and share ideas with the rehabilitator.

Circle of Exchange

Circle of Partisipation

Circle of Friendship

Circle of Intimacy
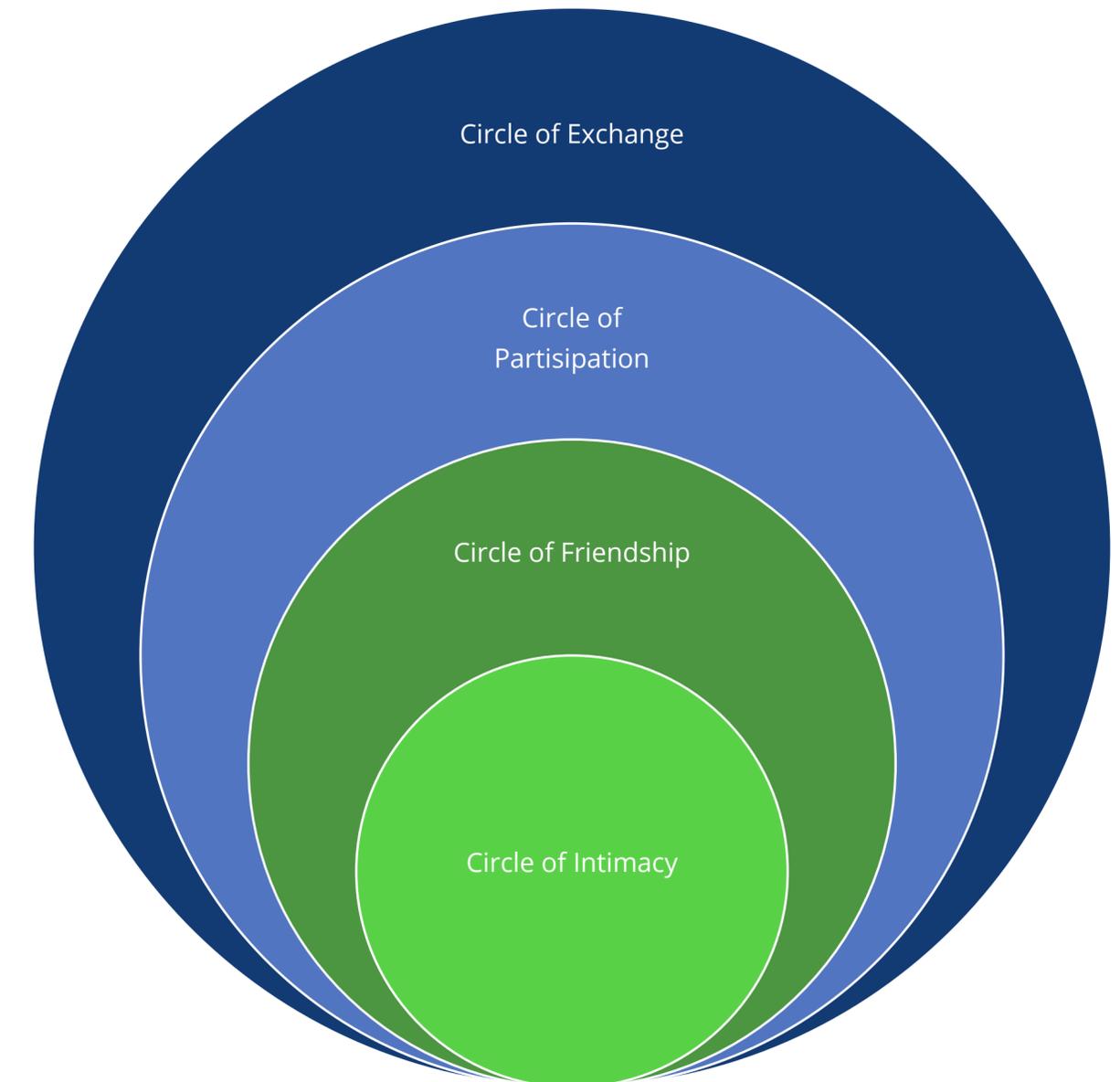
One page profile

ONE PAGE PROFILE

Photo
Current photo of the person

Appreciations
This section lists the positive strengths and talents of the person.

What is important to a person

This is a bullet list of what matters to the person from their perspective. Important activities and hobbies. Any routines that are important to the person. Who the important people are in the person´s life.

How to support the person

This is a list of how to support the person and what is helpful and what is not.

One page profile

- Me
- Words that describe me best
- My strengths and talents
- My favorite things
- An ideal day
- Things I don´t like
- Ways support helps me
- What you can do to help me
- Photo

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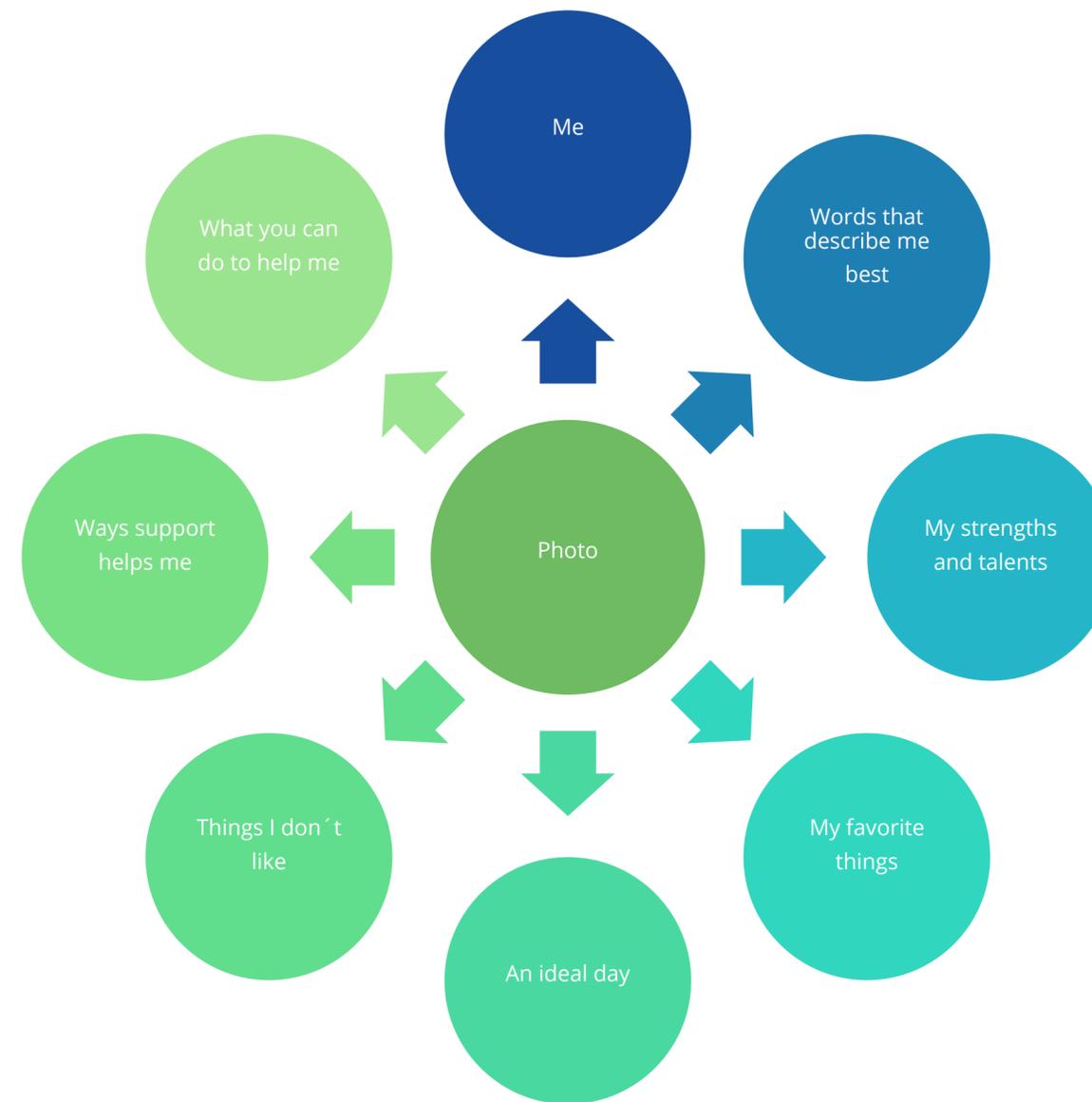
ONE PAGE PROFILE

Jari´s One Page Profile

What people love about me
- I am great a giving hugs
- I am very good at puzzles
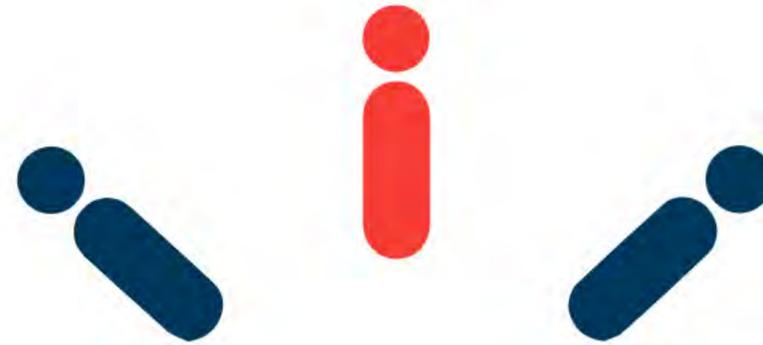- I am interested in how things work
- My smile

My Hopes & Wishes
- To be happy
- To be healthy
- To make friends
- To reach my potential

Things I love
- Being outside
- Puzzles
- Messy play
- Animals
- Bubbles
- Chocolate cake
- Counting to ten

The best ways to support me
- I need visuals to support me in understanding what is happening
- I need time to process instructions
- Language needs to be short and clear
- Words are still hard for me so please pay attention to my body language
- Eating is hard for me I may need some extra time and food put directly into my hand
- I need help with dressing

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RUORI

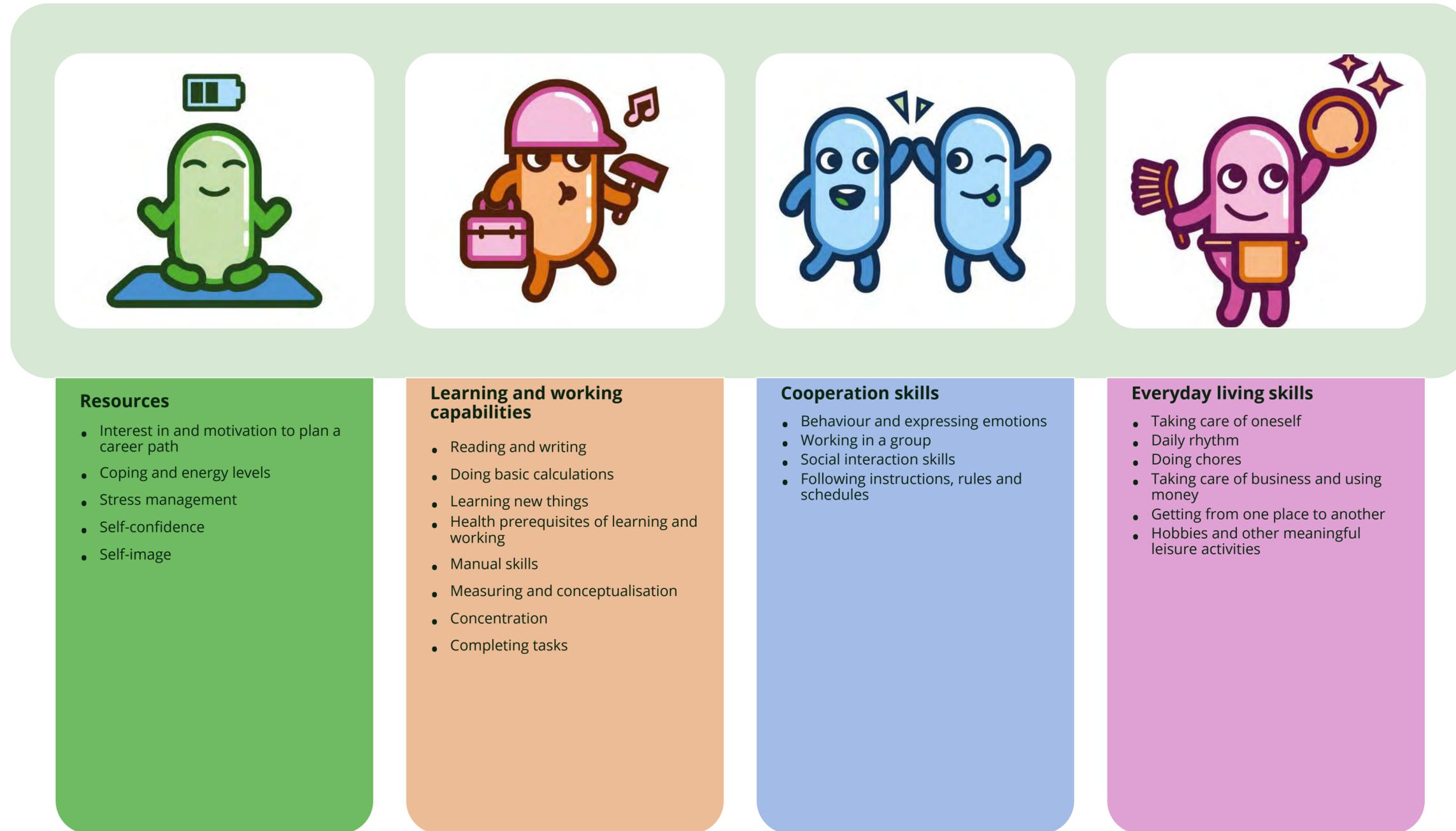**Describes functional capacity, identifies special needs**

What is the RUORI?

- RUORI assessment tool is a method for assessing functional ability and study skills in vocational studies.

- It is developed at Luovi Vocational College and is based on the World Health Organization's international * ICF classification.

- With the help of the RUORI, the applicant or student can assess and identify their study skills, motivation, and suitability for a particular degree or education together with experts.

- The resource-centered assessment also considers the need for support for the applicant or student in studies and post-study employment.

- Central to the development of the RUORI has been customer orientation and ease of use.

- The assessment can be carried out in learning environments by working together with the student.

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Four quadrants of RUORI

Resources

- Interest in and motivation to plan a career path
- Coping and energy levels
- Stress management
- Self-confidence
- Self-image

Learning and working capabilities

- Reading and writing
- Doing basic calculations
- Learning new things
- Health prerequisites of learning and working
- Manual skills
- Measuring and conceptualisation
- Concentration
- Completing tasks

Cooperation skills

- Behaviour and expressing emotions
- Working in a group
- Social interaction skills
- Following instructions, rules and schedules

Everyday living skills

- Taking care of oneself
- Daily rhythm
- Doing chores
- Taking care of business and using money
- Getting from one place to another
- Hobbies and other meaningful leisure activities

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How to do the RUORI Assessment

The people involved in the RUORI assessment are always agreed upon together with the student or applicant.

The student is the key expert in describing and assessing their own learning abilities or special educational needs.

In addition, teaching-, guidance- or study care staff, as well as persons from the applicant's or the student's network, such as study advisor or teacher from the primary school, may take part in the assessment.

How to do the RUORI Assessment

Firstly, the tools for the assessment are selected before the RUORI assessment takes place.

Computer or mobile-based assessments have online forms for both self-assessment and expert assessment.

The self-assessment can also be done by playing the RUORI game, where the assessment is carried out in a gaming environment by using a computer, tablet, or cell phone.

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RUORI Self-Assessment
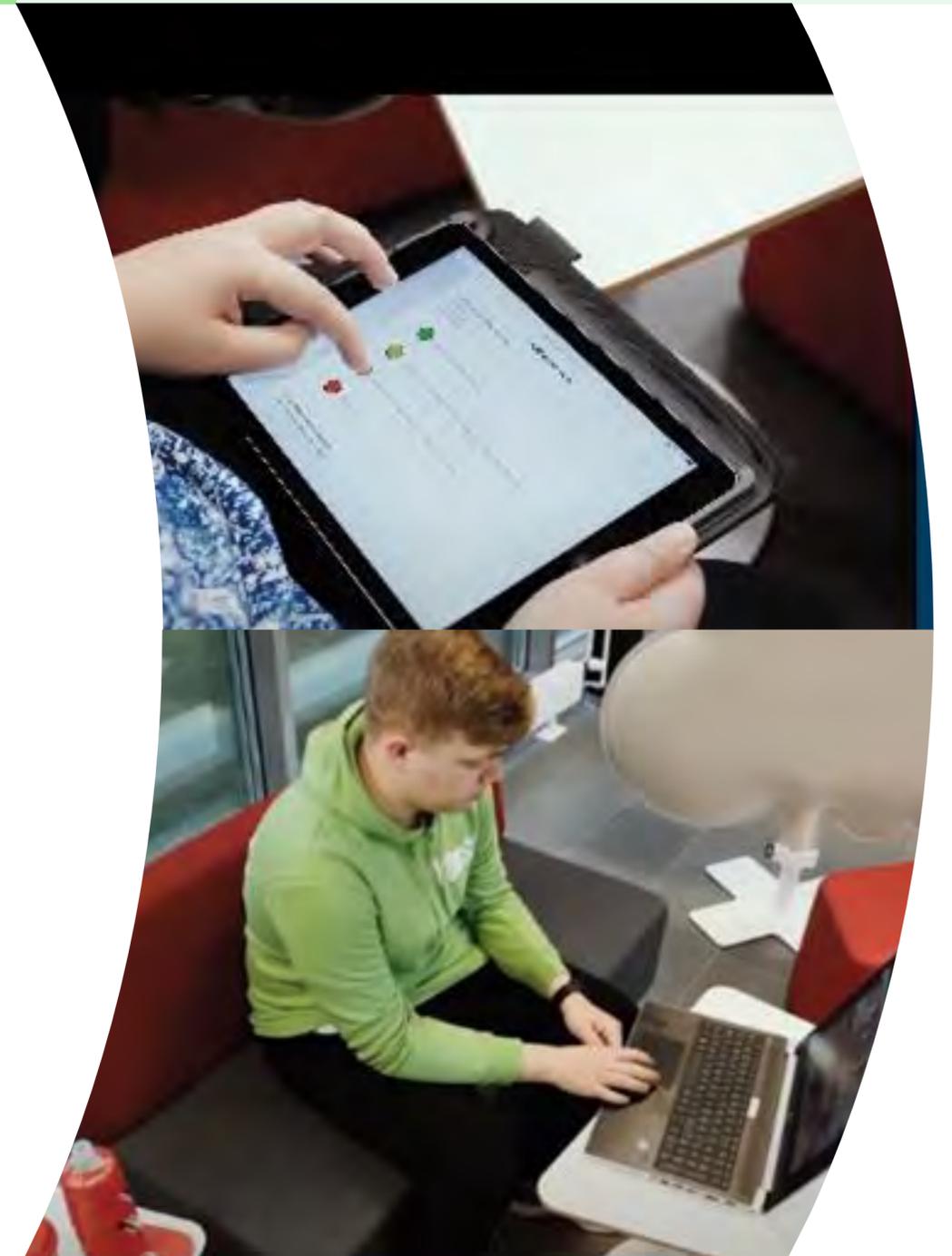
RUORI-itsearviointi

1 d. SELF-CONFIDENCE
- Confidence in own skills and abilities
- Confidence in own abilities to solve problems
- Confidence in self of being yourself

I trust that I am able to act according to the situation requires

Sometimes I am unsecure of my own skills and abilities

I am unsecure of my own skills and abilities

I don't trust my skills and abilities at all

1 d. SELF-CONFIDENCE
Write more information here if you wish

Good functional capacity or Mild barrier   Moderate barrier   Severe barrier   Complete barrier

1   2   3   4

Save & continue later

Previous   Next

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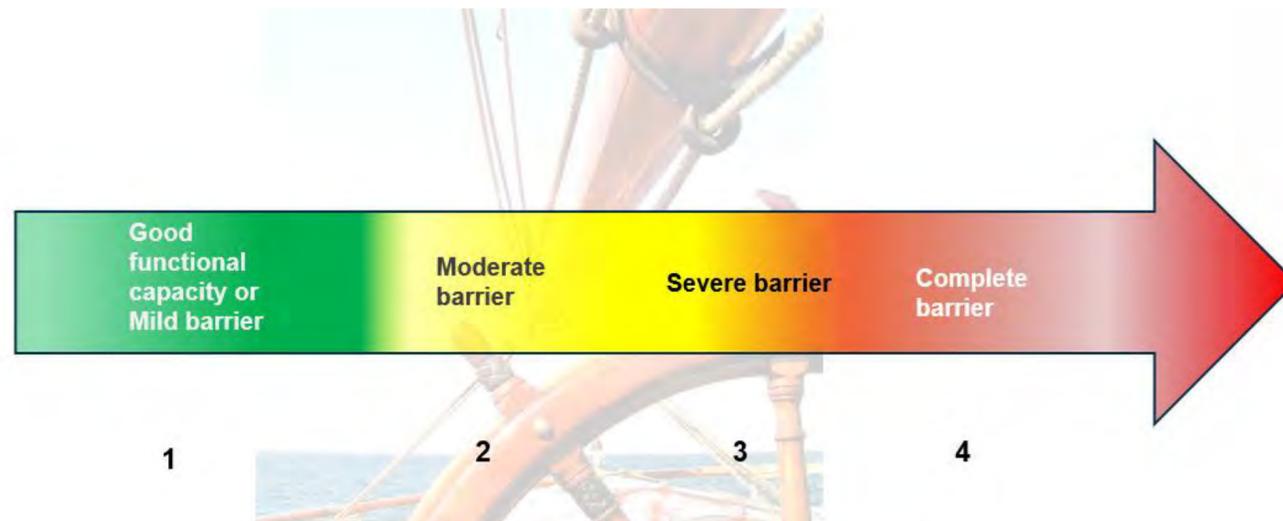
The Results

The results of the RUORI assessment are always reviewed in a guidance discussion, which provides a holistic view of the factors that promote functional capacity and the needs for support that must be considered when studying or finding employment.

The RUORI assessment can also be carried out during studies in different learning environments, such as workplaces. In this case, the methods and services that support the student's ability to function can be tailored to suit each learning environment and support the student's employment goals.

What are the benefits of RUORI Assessment?

- Students' self-assessment plays a significant role in the RUORI assessment.

- With the help of the RUORI, students were more actively involved in the planning of their studies and better able to communicate their special needs.

- Students are also able to present their own experiences and opinions more efficiently when planning studies and support services with a teacher or guidance staff.

- Teachers and guidance professionals have more information about students' functional capacity and special educational needs.

- Teachers also felt that their leadership and interaction skills strengthened after they had used the RUORI-assessment method.
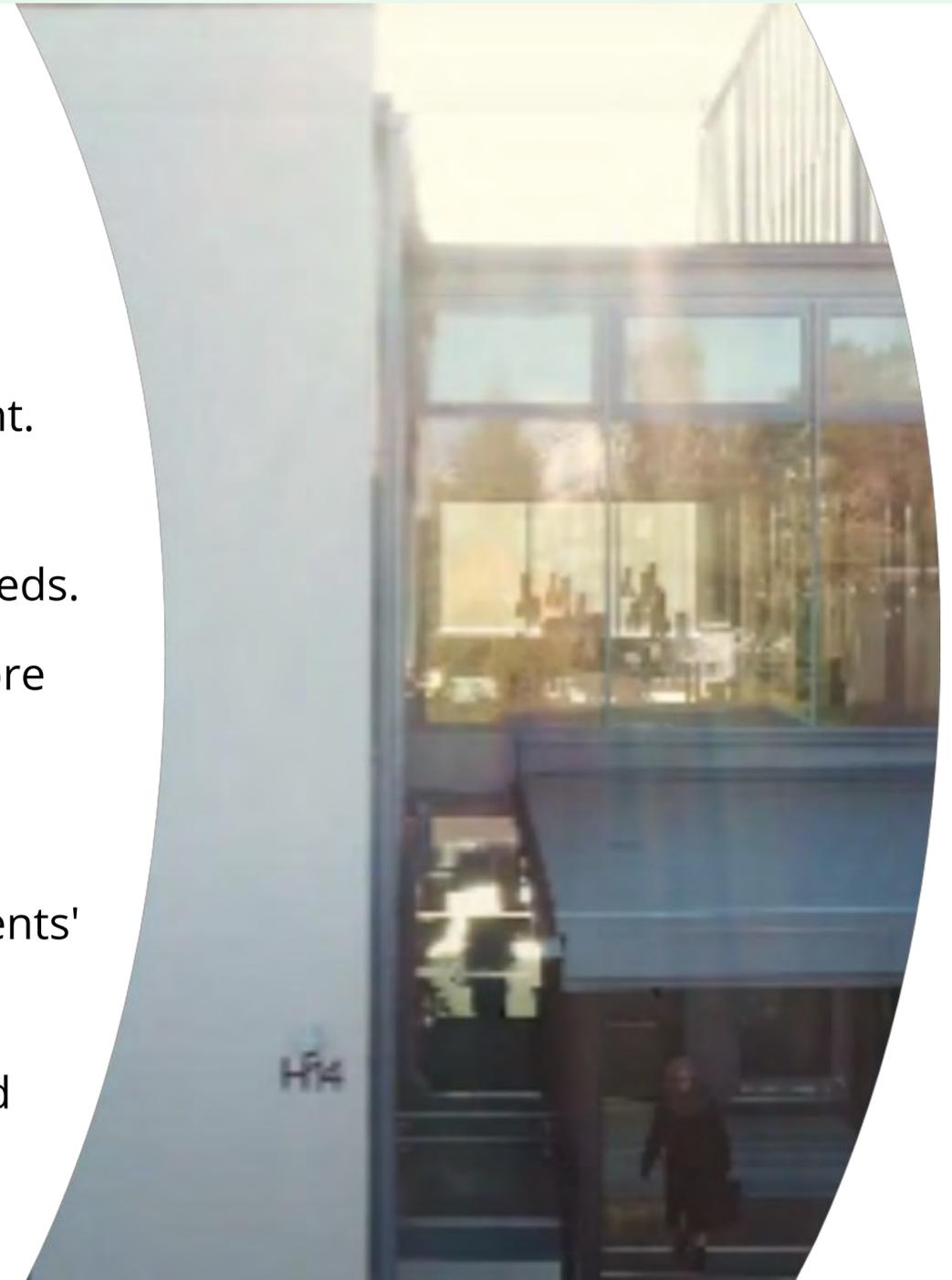
If you're interested in learning more about RUORI, you can check out our website

https://luovi.fi/en/luovi-global-education/ruori-assesment-tool/

Or contact by email: riina.karvonen@luovi.fi

Ruori game
Luovi.fi/ruoripeli

Thank you!

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Training Model: Working together within the network of the student, for example family

DAY 3
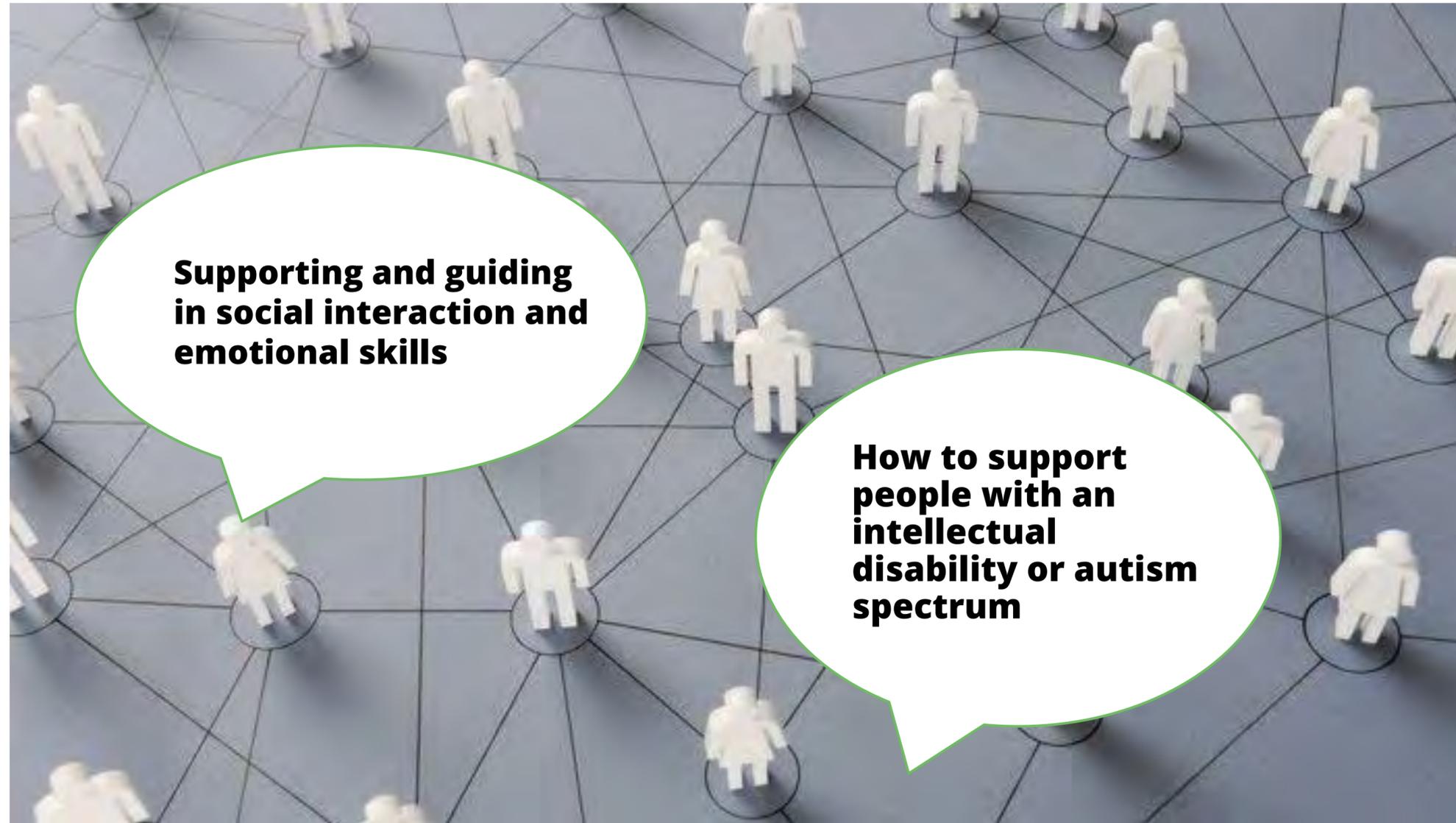
Elements of successful interaction

1. Presence

2. Waiting

3. Answering

4. Adapting the interaction

1. Presence

The basis of all interaction is that both parties to the interaction are genuinely and reciprocally present to each other in the situation and interested in each other.

People are usually sensitive to interaction if one of the partners does not focus on the situation but thinks about other things. In this case, the key issues for the discussion go unnoticed and the interaction is in danger of being interrupted.

The importance of presence is especially emphasized when a partner is a person whose world of experience is limited to the present moment. A small baby or the most severely intellectually disabled person lives in the present and does not yet have an idea of the past or the future.

Unhurried interaction

Communicating and interacting with the most severely intellectually disabled person often requires very intense concentration.

It is worth calming down the environment and your mind even before engaging in interaction.

You can only give yourself permission to be and see with an open mind where the situation leads.

Doing things together doesn't always have to have plans or goals. Both sides will contribute to the situation and build it together.

The important thing is to be together, share different experiences and enjoy being together.

Tune in to another

- The earliest interaction starts from the fact that the parties to it tune in to each other's alertness and emotional state and adapt their behavior accordingly.
- Imitation of action is one of the ways to find the right rhythm and speed of interaction.

    The rhythm of breathing

    Vocalizations

    Swinging
- These are the same means that each of us uses unconsciously. Focusing on each other, the partners begin to mirror each other's facial expressions and gestures

Observation of essence and activity

- By observing the essence and actions of the partner with severe intellectual disabilities, it is possible to get to know the individual ways in which partner expresses readiness and willingness to interact

    an alert look

    eye contact

    movement towards a partner.

- By observing the activities and, for example, the direction of the gaze, you can find out which things or objects are of most interest to the person with a severe intellectual disability.

- The duration of the interaction cannot be determined in advance. Sometimes the situation can last half an hour, sometimes only a few minutes.

Signs of presence

- Smile, positive vocalizations and expressions
- Calmness, unhurriedness, relaxedness
- Closeness
- Settling on the same level
- Making eye contact
- Touching a partner
- Undivided attention in the partner, focusing on him/her
- Observation of the gaze and essence of the partner
- Doing things together and participating in activities

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2. Waiting

- When taking the initiative is just being practiced, it is worth using waiting and stopping action as a method in as many everyday situations as possible.

- Many everyday activities that are easily routinely handled are potential interaction situations.

- Taking the initiative and participating in the activities is possible when you remember to wait and give to client more space.

- If the person with severe intellectual disabilities has very few expressions that can be interpreted as initiatives, you can start imitating, for example, the activity to see if it would create something common to share

Signs of waiting

. being silent

. expectant, open look

. touching a partner

. encouraging smile, nod

. stroking the partner's hand/arm/back

. face on the same level

. bending over to a partner

. stopping operations

. Giving time for the interaction partner's response

3. Answering

In all interactions, it is important that the initiative taken is answered. We are waiting for an answer to a question and for an invitation or request that the other person does what we are asking for.

The person severe intellectual disabilities, relying on very early communication skills, expresses many of his messages unconsciously and may not address them to anyone.

However, if even such messages are noticed and answered, client may develop the impression that he and his expressions are valued and considered important.

It is essential that the partner considers all expressions relevant and responds to them. Positive experiences of mutual understanding and the opportunity to influence drive the development of communication forward.

When a certain activity is responded to repeatedly and consistently in the same way, initially unconscious actions can later become conscious messages and initiatives.

Immediate response to the initiative

- Persons with the most severe intellectual disabilities rely on early skills and live in the present moment. They understand things in a very concrete way.

- However, they can learn to understand the connection between two things, provided that they occur close to each other in time. For them to be able to understand the connection between communication and the subsequent response or action, their initiatives must be answered immediately.

- It is difficult for a person with the most severe intellectual disabilities to form an idea of the connections between their actions and their consequences if they repeatedly experience that their messages are not acted upon or are answered only after a long time.

- As a result, the person repeats his/her message over and over again, stops trying altogether, or gets angry and vents displeasure in some unwanted way.

How to respond to the initiative

The reaction to the initiative depends on the interaction partner's level of understanding and the interaction situation.

- React according to the partner's initiative

- Imitating the partner´s actions

- By saying out loud what you think the other person means

- By saying the interpretation out loud and using gestures, facial expressions, and other means that support understanding alongside the speech

Signs of responding

Noticing initiatives

Reacting to expression

Wish fulfillment

Mimic a phrase

Interpreting a phrase verbally or with gestures

4. Adapting the interaction

When talking with a small child, adults naturally tune in to speak by the child's skills and linguistic ability.

The expressions are often short and simple, and an adult's tone of voice varies depending on the situation and mood.

When communicating with an adult with intellectual disabilities, in addition to age, his or her level of development and interests must be taken into account.

The things that are shared with client may well be related to the adult world of experience. However, how things are discussed differs from the usual way of communicating. It is important to consider what a person's needs are and whether the way of communication meets these needs.

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Essence language

The main means of communication for a person with a severe intellectual disability is his essence language.

Essence language is often also the means that person understands best. Situational cues, the emotional climate, and the partner's way of interacting tell much more than just words.

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Signs of adaptation of expression

peacefulness	clear and simple language	**short sentences, one thing at a time**
repeat the phrase when needed	the use of the partner's means of expression	**Variation in tone of voice according to the factual and emotional content of the message**
concretization of concepts	the connection of the topics of conversation with the "here and now" situation	Show the case
	presentation, pointing, gestures, tactile objects, providing different sensations, signposting, using images.	

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Practical ways to support interaction:

Use clear and concrete language and fairly short expressions.

Divide the instructions into smaller entities and discuss one thing at a time.

If it seems that the person has not understood the message, you can repeat the main point of the sentence or try to present it in a more comprehensible form.

Since an intellectually disabled person lives and works in the present moment, communication must also be related to the current situation or activity.

The message heard can also disappear from memory quickly, so it might be worth supporting and illustrating it visually, for example.

Clarify your interaction, for example, by showing, pointing, drawing, or using, for example, a familiar object or picture.

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WHAT IS THE AUTISM SPECTRUM?

A change to how autism spectrum disorders are diagnosed is under way.

the different diagnoses belonging to the autism spectrum will be combined under the new joint diagnostic title

"Autism Spectrum Disorder", or ASD

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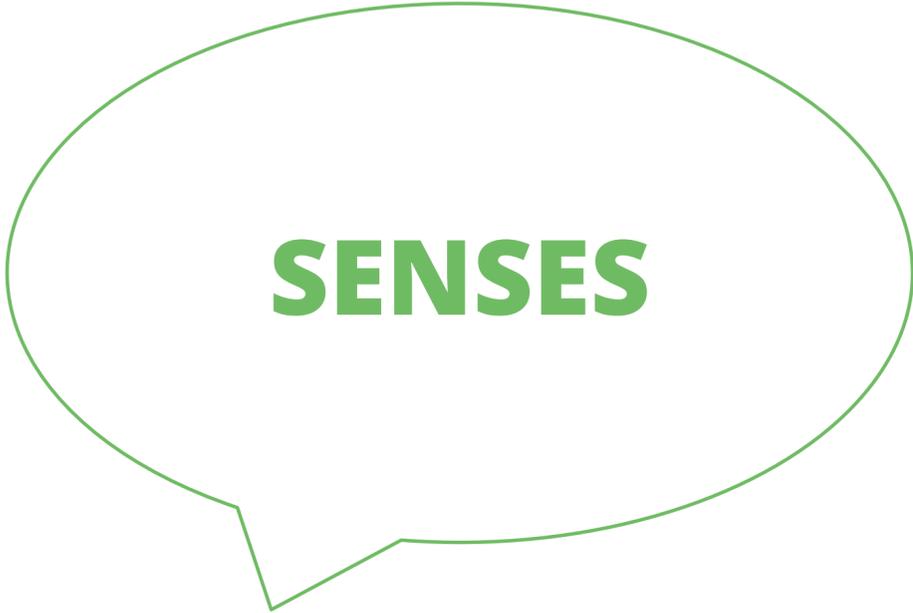VOLONTARIATO INTERNAZIONALE PER LO SVILUPPO
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AUTISM SPECTURUM

- Autism spectrum disorder affects a person's social interaction with others, and also how persons with ASD sense and experience the world around them.

- According to studies, approximately 1-1,2 % of the population is on the autism spectrum.

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WHAT ARE THE CHARACTERISTICS OF ASD

- INTERACTION
- Persons with ASD may find it difficult to express their emotions and to understand those of others. They may also have difficulty understanding other people's facial expressions and gestures.

- How you can help:
- Explain and verbalise facial expressions, gestures, and emotions.
- Show consideration for the person's special characteristics relating to social interaction, such as the difficulty in making eye contact

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WHAT ARE THE CHARACTERISTICS OF ASD

SENSES

Persons with ASD often have special characteristics relating to ory

integration, such as over- or under-sensitivity to sounds, lights,

touch, smells, tastes or colors.

The nervous system of a person with ASD is easily overloaded. Overloading may be caused by a noisy environment, changing and confusing situations, or social interaction.

How you can help:
- Relieve sensory load by adjusting lights or sound.
- Avoid using strong scents.
- Recognize that person may use headphones or
- sunglasses to facilitate sensory processing
- Provide a quiet room or place for the person with ASD to reduce the sensory overload.

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STRENGTHS

The autism spectrum also includes many strengths and qualities.

A person on the autism spectrum may have, for example, good attention to detail, a strong sense of justice and sometimes a special skill
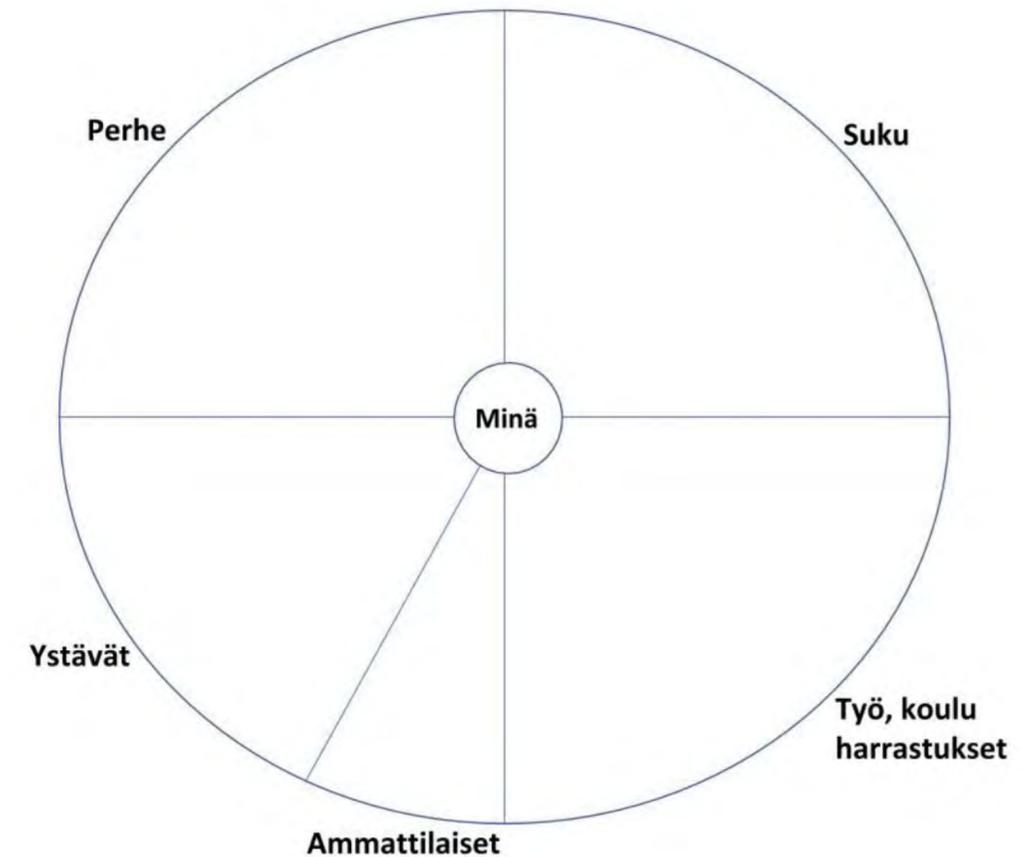
Multidisciplinary collaboration and support for coping

Multidisciplinary collaboration

The network map can be used to visualize the customer's network

- Multidisciplinary collaboration is customer-oriented working, where a common understanding of the customer's needs, situation, necessary actions and solutions to problems is built in the interaction between the **customer**, the **customers close-ones** and **different professional groups**.

- A premise for multidisciplinary cooperation is a confidential and respectful atmosphere and the opportunity for joint discussion and reflection.

- The cooperation requires actors to identify and clarify their own expertise.

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The benefits of multidisciplinary cooperation

- Multiprofessional cooperation is a needed for effective customer orientation.
- Network cooperation increases customer involvement.
- The benefits of multi-professionalism are seen as the sharing of expertise, the reduction of overlapping work and the increase of well-being at work.

Multidisciplinary collaboration, collaboration with rehabilitees' parents and support for coping

- In Luovi the multidisciplinary collaboration is carried out before the start of the studies, during them and at the end of them.
- The entire teaching and guidance staff participates in the cooperation.
- The student decides who belongs to his/her network.

Cooperation with the families at school

Research has shown that cooperation with parents and families has many positive effects

- supports children's growth and learning
- supports the educational task of homes
- helps teachers in their work
- increases the trust of the families towards the school and the staff

Cooperation at both individual and community levels

- ▪ The topics that are discussed with the parents
  - ▪ the goals of teaching and upbringing
  - ▪ work methods
  - ▪ support for growth and learning and student care
  - ▪ evaluation
  - ▪ operating methods of the school
- ▪ It is important for parents to get to know the everyday life of the school.
- ▪ The importance of cooperation is emphasized in the transitional and joint phases of the child's growth and school path, as well as when planning and implementing support for development and learning.

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Trust, equality and respect - the starting points for cooperation

- The starting point of cooperation is building trust, equality and mutual respect.

- Cooperation requires initiative and activity from school personnel, personal interaction with parents and versatile communication.

- Build cooperation around positive things.

Ten steps -tool

The Finnish Parents' Association has prepared the tool in cooperation with the Finnish National Board

of Education and Förbundet Hem och Skola.

▪ The tool helps to think about the needs of developing cooperation between home and school and to take steps towards an even more effective cooperation.

▪ Each chapter deals with one theme of cooperation between home and school with the help of information, action tips and a checklist.

▪ In the last chapter, the development needs of your school are gathered together and a plan is made to implement them.

Kymmenen askelta kohti toimivaa kodin ja koulun yhteistyötä

KIRJAUKSISTA KÄYTÄNTÖÖN

1. Managing cooperation between home and school

The school staff and parents need the managements encouragement and support for cooperation.

The management must also ensure that parents' participation is realized in the school's structures.

Cooperation between home and school should also be evaluated.

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2. Common principles and operating methods

▪ In the school community, it is important to have a discussion about the purpose of cooperation between home and school, the goals and agree on common principles.

▪ Tips for creating common actions
  ▪ Collect the views of the parents on the cooperation between home and school. Make a survey for the parents about the topic or discuss about it at parents' evening.
  ▪ Agree on school and home cooperation principles and procedures.
  ▪ Include cooperation between home and school in the school year plan themes, focus areas, events and the parents' association activity.

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3. An open school culture that welcomes parents

- Checklist
- See the parents in school as an asset and a resource.
- Parents are told that they are welcome at school.
- Events are organized for parents where it is possible to participate with a low threshold.
- The school's activities are communicated actively to parents.
- Parents are included to develop the school's operating culture.

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4. Parents' involvement in school

- Parents' involvement in school can mean many things:
    - supporting their own child's school attendance and learning,
    - parental activities and strengthening school well-being
    - participating in school development

5. Effective communication

Checklist

- Communication between home and school is systematic.
- The school has common communication policies, and they are followed.
- Parents' views are heard and taken into account when planning the school's communication.
- Common rules of the communication have been discussed and agreed with the parents.
- Communication takes into account the diversity of families and the challenges it brings.

6. Interactive parents' evenings and other events

Checklist

➤ Parents' evenings are great opportunities to get to know others.

➤ Parents' evenings are interactive and strengthening parental involvement.

➤ Parents can make a difference to the contents of parents' evenings.

➤ In addition to parents' evenings, the school has other occasions and events to which parents are invited.

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7. Parents meetings

Checklist

▪ The school has common policies on when and how meetings with parents are organized.

▪ Every student's parent is offered an opportunity to talk with the child's teacher at least once a school year.

▪ Discussion times are offered at different times of the day.

▪ Parents and students have the opportunity to prepare for the discussion in advance.

Tips for the meeting

- Create a comfortable and immediate atmosphere for the meeting, where it is easy debate.
- Use language that is familiar to both the parents and the student.
- Make sure that everyone participates in the discussion.
- Listen, make clarifying questions and summaries.
- Tell positive things about the child.

- Raise any concerns. Look for solutions together. Set concrete goals and agree on how to achieve the goals and how it will be followed.
- End the conversation so that all parties leave the conversation satisfied.

8. Parental activities in class and school

- Parent association is volunteer activities organized by parents.
- Parent association is part of the cooperation between home and school.
- Association organizes different kind of events and campaigns related to well-being theme.
- Parent association activities is also influencing work.

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9. Equality in cooperation between home and school

- The school recognizes the diversity of families.
- In the cooperation between home and school, families different needs are taken into account (e.g. those with different language and cultural backgrounds parents, families with special children).
- The school staff has the know-how to cope with different kind of parents and their children.
- The school's communication is accessible and takes into account different kind of families.
- Events and events aimed at parents are accessible.

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10. Our school's development goals

How should cooperation between home and school be developed in your school?

▪ Write down your school's development needs and concrete development goals.

▪ Goals can be small or large, for example the development of parents' evenings or parents' meetings, strengthening parental activities in the school community or developing parental involvement at the student, class and school levels.

By working together, connecting the pieces is easier.

Contact

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Thank you!

Defining individual goals

Learners with individualised educational plan (IEP) may need some reorganization in their study environment. It can be:
- new location in classroom
- specific study materials
- plain language
- different time schedule
- more personal support
- various teaching methods FLIPPED LEARNING, LEARNING BY DOING, TEAM-BASED LEARNING

Or something else depending on leaners needs.
Important is to involve learner with his/her family to the planning and remember that the learner is the centre of learning process.

Flipped learning

The most important thing of teaching learners with various difficulties is the attitude and an atmosphere. In method of flipped learning (Jon Bergmann and Aaron Sams 2012) the learner is in centre. The method gives tools and time for learners to learn more in their own space before classroom teaching.

Flip learning is pedagogical approach where students get learning material before class, so they have knowledge about teaching subject beforehand. That helps learners with learning difficulties, and others, to adopt content and ask questions if they did not understand something. In the classroom there can be then more deepen conversation and problem-solving activities facilitated by teachers about subject. And with discussions with other students, learners with learning difficulties can learn more. It is good if teaching includes practical examples.

Teacher is like a coach who guides learners towards better knowledge, open communication and peer learning.   Important question is HOW and WHERE learning happens. The teacher's role is to see learning from the point of view of learner.

"Learning by doing"

An idea of learning by doing (John Dewey 1930) is still relevant in teaching.

Learning happens everywhere and mostly learners with learning difficulties benefit different kind of learning strategies. When learning subject is connected to learner's own experiences or actions, it is easier to remember, and it increases also learners theoretical understanding. Practical learning is often thought to be opposite of theoretical learning, but it is not.

For example, math: If learner is supposed to learn how to count surface area it is important to explain where to you need it and even better if learner can do that in real life practise. Then theory of math and learners own experience is combined.

If practical part of learning is hard to arrange in school environment, learners can do that as a homework.

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Plain language

Plain language is way of communication where the aim is to make sure communication is accessible for everyone. It is important to use words people understand and are in their "level".

- Simple words
- Language and phrases learners understand
- Explaining new words
- Making sure with questions how audience understand saying
- Plain language sentences with active voice
- Pay attention to voice and tone as speaking
- "less is more"
- Use of plain language also in videos or recorded documents

Team- and strength - based learning

Team learning is used more in companies, but it can be one useful way in classroom teaching.

In team learning dialogue and discussion is important and it leads to collective learning where the learners use their own strengths towards common goal.

An idea of team-based learning is that the group has common goal to achieve. Method is useful for example on projects.

Within team learning the idea of positive, strength-based learning is relevant to improve learning of learners with difficulties.

Team learning: Dialogue

Dialogue gives essential elements of equal learning how to talk together in honest and effective ways.

It gives all participants right to speak on their own voice and bring up their own opinions.
The aim is to build up mutual understanding.

True dialogue needs a safe athmosphere.

MOVE - voicing

BYSTAND - suspending

FOLLOW - listening

OPPOSE - respecting
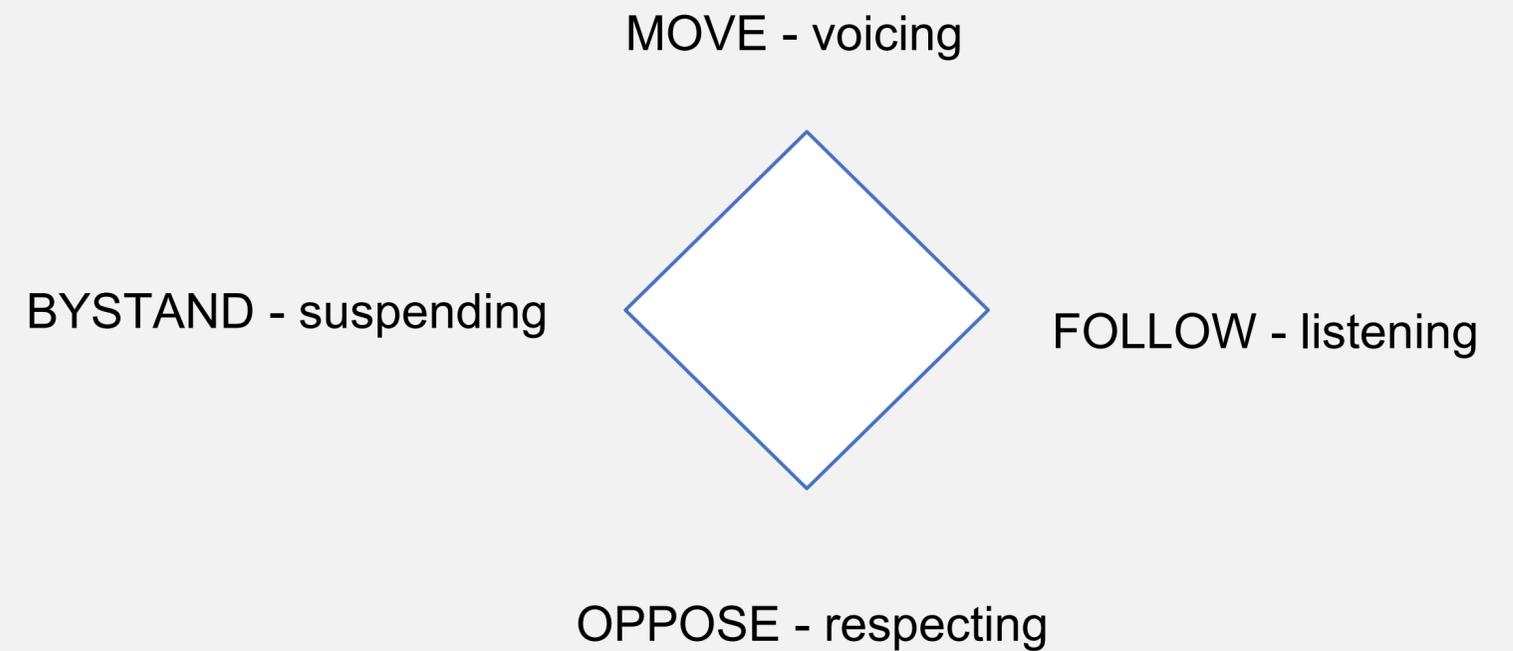
Isaacs William 2001

Case studies: How to motivate learners?

Motivating learners can be hard. Especially if learners have learning problems or they don't find subject interesting enough.

Using different teaching methods, plain language and involving learners in classroom helps to motivate them.

Couple examples how to use team- and strength- based learning, learning by doing and flipped learning in classroom.

Case "Olivia"

Olivia is 15 years old girl with autism spectrum. She has hard to read long texts and write down her thoughts as her concentration is poor.
She gets disturbed easily by other students and action in classroom.

Help for learning: Exact learning materials beforehand, one task at the time, follow through, place in front or side of classroom where she can concentrate to teaching. Group work. Mind map –technique, brining topic close to her own life and experience. Maybe she could draw answers or make a video?

Case "Otto"

Otto has mild mental disorder, and he cannot read or count more than 10. He writes some words and from example. His eyesight is weak.

Help for learning: Using pictures, practical exercises , place in front of classroom. Exact learning materials piece by piece, one task at the time. Videos or possibility to listen material. Group work. Evaluation and assessment by doing and with personal help.

Case "Anna"

Anna has CP and she , and her walking is hard and left hand is shorter. She likes reading but writing and math is difficult.

Help for learning: Using practical exercises and exact learning materials in math , easily accessible environment, group work. Evaluation and assessment by doing and with personal help. Use of computer, if possible, to write text.

Summa summarum

All the learners benefit different kind of teaching methods, plain language and involving learners in the studies motivate them to learn.

Safe and open atmosphere in the classroom, clear language and shape how learners are seated in class, make difference to learning outcomes. Individual plans and little changes to materials make it easier for learners to learn.

The best thing is if learning topics can be connected to learners' own action and experience. As a teacher, we need to think what is the best way for learner to learn? What the learner needs?

"If a child can't learn the way we teach,
maybe we should teach the way they learn"
Ignacio Estrada

Contact

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Thank you!

Learning by doing is the key element of vocational education and training

- Learning by doing can be organized in practical workshops in school environment
- Practical workshops can be planned similar way like in companies: production process, customer orientated model
- School environment can be extended to working places --> work-based learning
- In both cases learning by doing is combined with workbased learning
- This training period deal with learning by doing in school environment, but same elements of teaching and guidance can be used work placed learning practises

2

Elements of work-based learning

Work-based learning does not include only company-based training but also school-based approaches

- Business simulations
- Project-based learning models
- Reality-based learning models
- "Production schools",
- Augmented reality and virtual reality tools
- Digitalization and robotization

Learn more: Work-Based Learning - European Forum for Vocational Education & Training (efvet.org)

Elements of work-based learning

Figure 2 Some of the existing terms related to WBL, according to Cedefop

Workshop assignments

Content:

- Student coaching

- Giving feedback

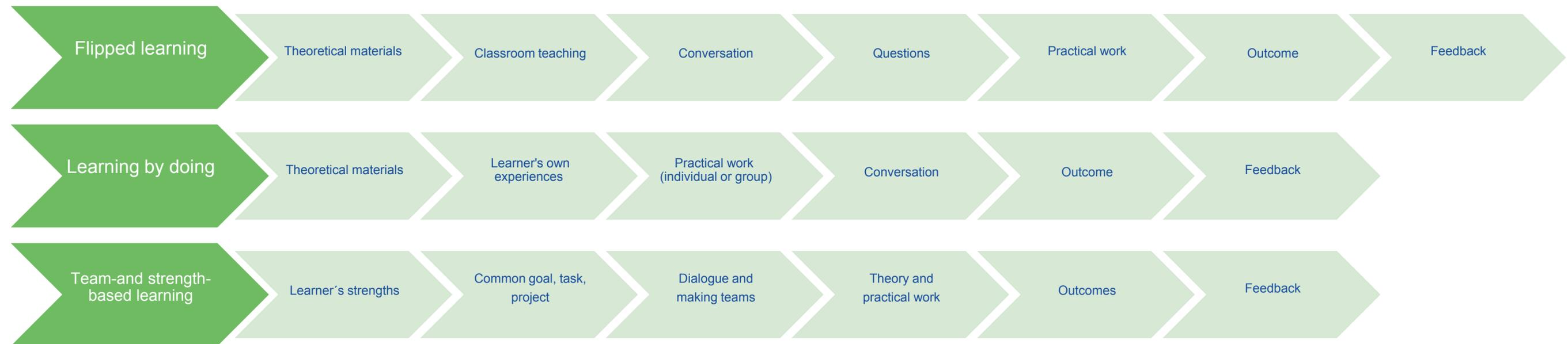**WORKSHOPS and assignments:**

- Plain language and theoretical material

- Strengths

- Flipped learning and learning by doing

- Team learning, projects

Student coaching

Student coaching is rarely just one method. The best outcome includes methods what gives the learner good ways to learn and show what he can do.

Flipped learning	Theoretical materials	Classroom teaching	Conversation	Questions	Practical work	Outcome	Feedback

Learning by doing	Theoretical materials	Learner's own experiences	Practical work (individual or group)	Conversation	Outcome	Feedback

Team-and strength-based learning	Learner´s strengths	Common goal, task, project	Dialogue and making teams	Theory and practical work	Outcomes	Feedback

Workshops and assignments

Working in small groups

Choose topic

1. Plain language and theorical materials

2. Strengths

3. Flipped learning and learning by doing

4. Team learning, projects

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1. Plain language and theoretical material

Think about one topic/writing material you need to teach to learners.

1. Make marks in the text. What are the most important things every learner should learn?
2. Write the text again. Use letter size 11-16 and clear format Arial, Calibri, Times etc.
3. Use good grammar in sentences.
4. Use pictures and explain new words.
5. Give the text to learners piece by piece.
6. Ask questions, make discussion about text content
7. Make a mind-map with learners about subject
8. Make sure the learners understand topic and can make assignments needed.

2. Strengths

Each learner makes his own tree of strengths. They answer to questions and makes leaves for tree in different colour.

Cards and pictures are helpful for learners to think about how they are.

1. What can I do?
2. What kind of person I am?
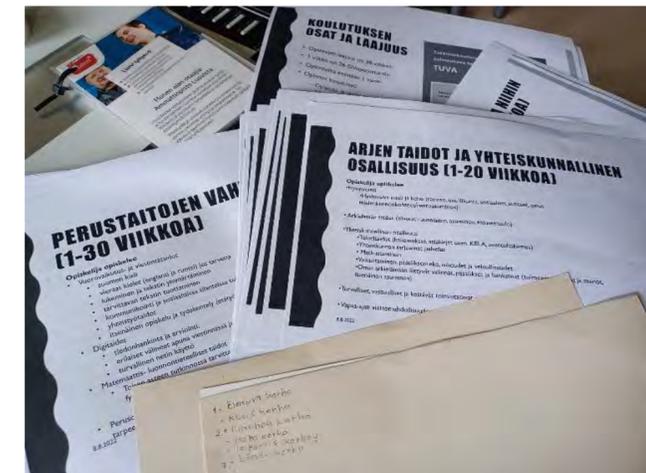3. What is important to me?
4. What am I interested in?

After making individual tree of strength you can make one of group of learners also

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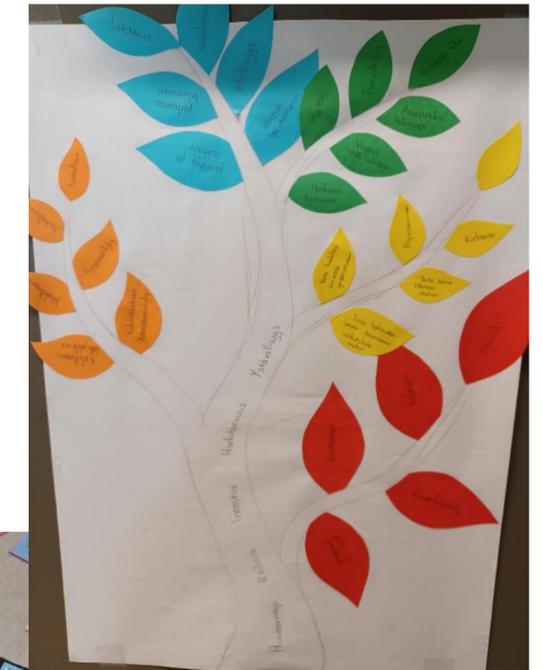
3. Flipped learning and learning by doing

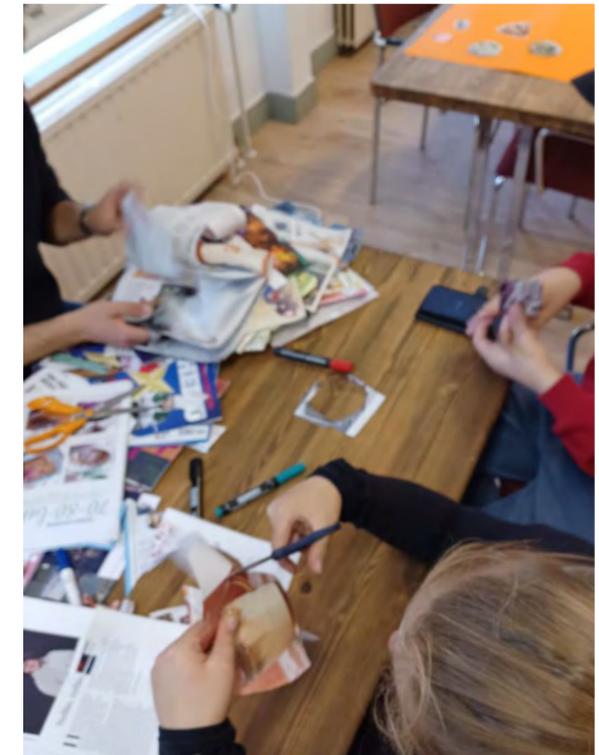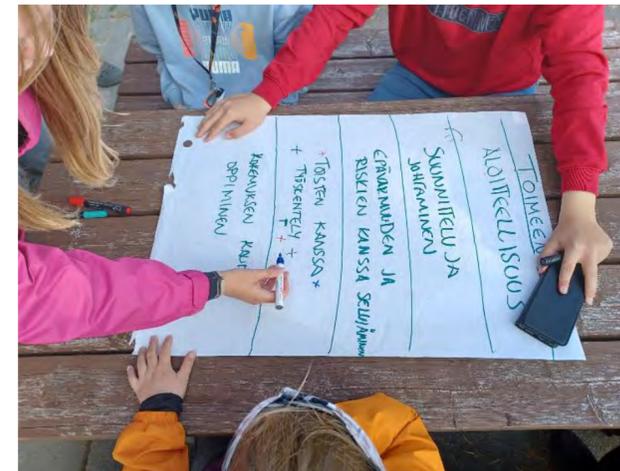Think about topic you want to teach to learners.

1. Topic

2. Theoretical material beforehand to learners as a homework

3. Learner's own experience about subject

4. Planning practical work together with learners

5. Practical work individual or group

6. Outcome, self assessment and feedback

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4. Team learning, projects

Think about one topic what could be learned as a project. Then we can go through the teaching proses together.

1. Topic, project for example learn English
2. Dividing learners in Teams
3. Learners strenghts and role in the project
4. Theoretical material
5. Practical work
6. Outcome
7. Discussion, self evaluation and feedback

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Feedback

Giving positive feedback for learners makes them feel confident and worth for studying more. It reinforces their learning and helps them name their own strenghts and things they are good at.
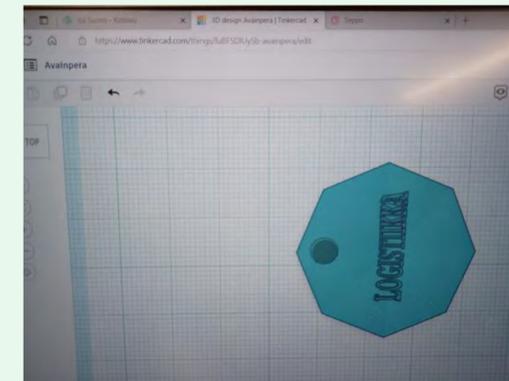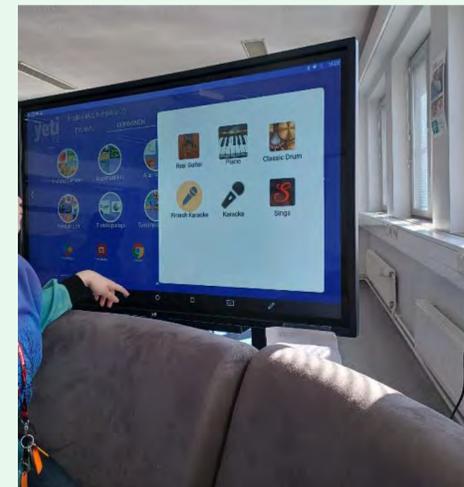
Of course, it is important to give feedback from things they would need to gain knowledge, but that can be done nicely.

Learners can give feedback to each other as well.

Continuing positive feedback keeps learners motivated.

Some things to help learners to learn

Thank you!