

Pyramid Project

Workshop, 27-29 of August, Nova Gorica, Slovenia

26.07.2013

Arrival to Nova Gorica, Slovenia

Day 1 August 27, 2013

We have been picked up by Ana Bratina from our hotel. We have arrived to the Technical School of Nova Gorica. After introductions, we have started the official program for the day.

- **Primoz Stelkar [Headmaster of the mechanical and Logistics Education]** has introduced his school, and the departments. He mentioned their new building which combines technical education and practical training.
- **Director of the Technical School of Nova Gorica:** welcomed us and briefed us about the importance of the guidance and counseling in their education. He has introduced the special needs counselors and the nature of the counseling (which is paid by social services) in Slovenia and their school.
- After the first presentation, we have visited their workshops: auto service, cc treatment, metal shop, hvac, simulator hydraulic and electrical assembly. Metal teacher Marko Bratina showed us their workshops and the education in those.
- **General introduction of Vocational Education Centre Sedu and the ESR-projects: Pyramid, SeDuuni and Monimuotoiset opinpolut by Özerk Göker .**
- He has explained the aims of these projects and explained briefly the Finnish education System, and the vocational education in Finland.
During our team work discussions, following comment have been made;
- Anu Hietarinta said that the motivation of the students making study fun.
- Dropout rate in Slovenia is 10% against the dropout rate in Sedu 5%.
- The discussion for the reasons of dropout has taken place (absence, not following the rules.) motivating the students is difficult.
- Educational guarantee in Finland has been discussed.
- VET Admission in Slovenia is open to everyone; they do have an open admissions policy.
- Their major problems against good learning are demotivation, and substance use. The effect of guidance and close follow up in the dormitory helps but, it depends on the attitude of the student and family.
- The good practices of Monimuotoiset Opinpolut regarding these problems and methods were developed.
- The difference in learning environments and the responsibility of the school have been discussed the age of the student.

Good practice of Monimuotoiset opinpolut /: Orientation studies, description and examples, by Anu Hietarinta

- She has introduced herself and Monimuotoiset opinpolut. She has told the materials prepared during the duration of the project. She has explained the aim of renewing the teaching practices, pedagogy and to get rid of the barriers against the wellbeing of the student. Diversed study paths project aims to prevent young people from exclusion. On the other hand the aim of the project is to promote the students' completion of the profession within a reasonable time.
- Project developed vocational counseling, orientation studies, language test for immigrants in Sedu (almost 20 now). Monimuotoiset opinpolut and Sedu pioneered this vocational counseling model.
- There are four study paths to be built during the project:
 - a path for students needing special attendance
 - a path for students suffering from mental and other health problems
 - a path for immigrants
 - a path for students considering changing the field of vocational education

She has explained the orientation studies, showed and explained the Orientation folder.

Goals of the orientation studies in Sedu are engagement of students to studies, prevent drop out, develop good links and spirit inside the group, development of study skills, and explore the future occupation.

Contents of the orientation studies; where I am studying? Getting to know Sedu, study programme and city, Skills tests (dyslexia and maths), Self-knowledge: tasks and tests, learning skills: knowledge and tests, Group games and camps (getting to know each other), Good manners, Sedu rules, safety regulations, Health and well-being (sleep, smoking, alcohol, drugs), passport for working ability, Student union, Future vocation (visitors, Entrepreneur camp etc.)

They do not have orientation studies like this in Slovenia, but the head teachers spend the first week of the study period on orientation of students. Not formalized it is more up to the students. Skill tests are done by external experts in Slovenia.

Anu Hietarinta has explained the folder also offered them to try the math skill test and the reasons motivation and what it solves.

Vida Kokelj form Ljubljana, Youth Home Jarse. – School for students who are out of school system (drop out) (introduction of good practice from Ljubljana) – [external expert](#)

The organization has been founded in Yugoslavia time. Our organisation has been active ever since the establishment of the Educational Counselling Service in 1955; it was established under the auspices of the city of Ljubljana.

They operate as a public institution integrating various fields of health care, education and social welfare. They also provide professional help for children, adolescents and parents. Parents or adolescents may attend their first consultation on their own request or via appointment made by a school counseling service or general practitioner. Our aim is to determine the problems that a child or adolescent concerned is facing. We select the proper treatment and decide which specialists they should be referred to.

Whenever it should prove necessary, and on their parents' approval, we will also establish cooperation with his/her nursery school, primary/secondary school, general practitioner, specialist doctor, department of social welfare, and other relevant institutions, so that the child or adolescent concerned can be provided holistic help as possible. Our work combines prevention, diagnostics, counseling and treatment therapy.

Our activities comprise:

- diagnostic, counselling and therapeutic services,
- group work,
- voluntary work,
- preventive and community oriented work,
- education,
- development research and innovative activities,
- publishing.

Through direct involvement with children, adolescents, parents and specialists we combine practical experience with theoretical and research findings. They disseminate the acquired in-depth knowledge through seminars and lectures. Particular attention is devoted to the following topics: hyperkinetic disorders, specific learning disabilities, learning motivation, reading for learning, influence of emotional factors on learning, communication at school, development of positive self-concept, developmental features typical of children and adolescents, domestic violence, child sexual abuse (both intrafamilial and extrafamilial), prevention of suicide and suicidal behaviour in children and adolescents.

In addition they provide mentorship for students of various faculties who conduct their practicums, exercises, in-class observations, traineeships; for part-time students and students specialized in various fields. They disseminate our knowledge to pre-school teachers, teachers and specialists working at nursery schools, schools and educational institutions. They offer a choice between individual and group supervision, and organize lectures and expert meetings treating topical issues, as well as attend consultations, conferences and congresses, both at home and abroad. They invite the parents of children who come to the Counselling Centre to attend parental school which includes meetings dealing with development, educational and learning issues. They provide lectures for parents at numerous schools across Slovenia.

They have been training parents. Exchange programs are important. They have a lot of international projects. The problems of the students includes behavioral, lying...

First goal is to make the students to accept school (not like it in the first instance but gradually).

- persistency in rules carrot and stick (reward trips)
- personal behavior change plan – monthly

1 Elementary school

2 Production school – for the ones who should be in secondary school 17-18 years ago it started.

By then it was skilled but spoiled kids, absent from school. Now situation has changed. The population drop has made the schools lowering their expectations; it is getting harder to fail in regular schools. Now the students have severe problems.

3 Residential homes

12 – 18 years group

Sometimes schools- social worker offer the parents the option and sometimes other way around. Even in some incidents students come themselves.

Basic functions of education and upbringing,

- goals and expectations, praise and reward, critique and punishment.
- always keep the history of the kid and keep the goals real.
- progression criticism ---- the threat of punishment----- punishment
- unpleasant but useful tasks cleaning, cleaning after others..
- frustration of desire & what is important to a child—cell phone ban
- reward what is important to a child privilege, material reward.....
- symbolic reward praise

Ana Bratina and Mateja Beltram, Student Councilors from Technical School of Nova Gorica

They help Students with emotional and behavioral problems.

They do not have internal experts like Sedu but they utilize external organizations and experts when the problem is hard to be managed in the school.

Group directors (teacher) help contact students and parents.

There are school councilors 1 to 150 students and they assist students in;

- change of field of the study
- family problems emotional problems
- building self confidence

Headmasters room is open to students they can come with all the problems

- Appointments with the headmaster for the group director weekly

School Councilors organize workshops on how to study

- workshops against substance (such as Marijuana use) by external experts

They organize camps social games, sport activities (creates social activities)

From our models they have already created their own Monimuotoinen Opinpolut matrix (from the material we have send prior to our visit), good practice share already.

Students with special needs according to our colleagues in Nova Gorica;

- learning challenges
- Physical disabilities
- Behavioral and emotional problems

The students with learning challenges (dyslexia and math skills) are sent to external experts. They have individual education plan which includes what they need in class.

Councilors showed us photos of some individual study sessions for attention problem kids. They counsel kids with history of domestic violence, kids with self-esteem issues.

_ Some of their methods: explain your music, create art (in metal workshops).

They collaborate in projects with local social center.

They lend books but lunch and bus is not free.

One of the student groups that need extra help is immigrants. They receive 10 new students from old Yugoslavian states every year. The students generally have father working Slovenia, but rest of the family is back home. The school offers language course 2 hours a week, teacher cooperates with other students,

- older generation understand other Yugoslavian languages but not the young students.
- language exam (they liked our tests which were developed by Monimuotoinen Opinpolut and they will try it this year).
- they have ethnic tensions – teachers tries to explain the different cultures to students and they offer activities with the help of parents; such as theme days (different food).

If the students do not pass they have to repeat the year completely. Talented gifted students –are identified in primary school. They have competitions, and they cooperate with companies. They give rewards to motivate the kids; for example fun park go cart...

External expert – day center Zarek

Center for social work – 62 centers have been founded by Rep. of Slovenia. Day center's objectives are responsibility, socializing communication, self-esteem and learning habits.

Activities: assistance workshops and sports social events

Cooperation: parents, schools, crisis center and youth center

When it was founded, it used to be 2 days a week, now day center is independent unit and it is only for social work clients. Clients are;

- children from socially disadvantaged families
- parents economic problems, separation, abuse
- children with bad performance in school, behavioral problems
- support, learning assistance, conversation, sports and social activities
- Children from immigrant families
 - ❖ parents do not speak Slovenian language
 - ❖ children with poor language skills, it affects school performance
 - ❖ in the day center, they teach language, build social skills and socialize with Slovenian language
- Children with special needs
- children who had bad experiences (losing parent)
- children with learning difficulties

130 children in day center, they rely on volunteers.

KC10k - Crisis center

They deal with children who are taken from their own families. There are 10 crisis centers around Slovenia.

They are heavily regulated through law; in exceptional cases they might accept mothers. The kids can only stay up to 21 days – with extension possibility. When there is need for immediate withdrawal from the domestic environment due to various life situations, kids stay in the crisis center.

5 segments of violence are defined by Slovenian law. They are open 24 hours 365 days.

- Children can come alone, with social workers, from intervention service, police, and health care, professional school counselor.
 - o shelter
 - o defining problem
 - o social help
 - o active role in solving own problems
 - o individual assistance plan
 - o parents support, parental inability
 - o Documentation management.
 - o public information, animation, prevention
- Behind every act of the children there is a story, they try to find the story, and prevent it from happening again.
- 355 persons by night 25% occupancy

Day 2 - August 28, 2013

Good practice of SeDuuni –project: eTaitava program and electronic tools for work-based learning guidance by Katri Pahkakangas, case studies and discussions related to tool, practical comparison with Nova Gorica's IT counseling tools

We have learned that world is changing, and we are in a digital world. One side effect of eTaitava pursues student to use digital tool. It is highly accessible for the teachers.

She has explained eTaitava. eTaitava is a tool for communication between teacher, student and workplace instructor during on-the-job learning periods. Daily issues of the learners are communicated by asking them questions prepared in advance. The answers of the students are saved in the eTaitava database from which the teacher can follow the course of on-the-job learning period by following different types of summaries.

eTaitava enables:

- *Focus of the guidance of the learners towards better support for the vocational skills demonstration:* The questions targeted for learners and workplace instructors are prepared by using the evaluation criteria of the vocational skills demonstrations as a reference.
- *The documentation of the data:* Comparable data on general labour market skills, occupational safety and instruction on the work places for the purposes of developing the education provision.
- *Guidance – not limited by time and space:* The teacher can quickly check out the answers of whole group and contact the ones in need of more specific guidance. The workplace instructor can give feedback on the students in the moment most convenient for him/her.

- *Teaching a new technique and a way of reporting:* One of the goals of vocational education and training is to provide the students with skills, knowledge and competences necessary in meeting the needs of information society.

Evaluation is easy after the questions, answers give clear way for students development. Qs are related to work life and practical. They change every 4 weeks.

She has explained how the questions are structured.

- *Free text questions:* The student writes his/her answer. For example: Please, tell shortly about your day.
- *Multiple choices:* The student chooses the answer from the group of options. For example: I have today received feedback from: a) A customer, b) Colleague, c) Supervisor, d) Workplace instructor
- *Likert scale/selector questions:* Students specify their level of agreement or disagreement for a series of statements according to a symmetric agree-disagree scale (1-5)
- *Working hours:* The total working hours or the allocation of hours between different work tasks can be followed during on-the-job learning.

The student can check with the teacher before they start their second on the job learning period even the teacher changes. Everything they do is in the database. Individual follow-up is easier.

When you bring this new tool there was resistance from teachers, but after trial they liked because it helps them to save time and keep everything on line so they do not need to call all the time.

The teacher still call but they do not need to ask to employer the whole story but get to the point immediately.

It is an online tool and no download necessary program. She has shown the tool in action logged in to Admin view. There are over 1000 questions. So it could be used by all the fields, and customized. It is easy to use anyone who uses Google can use it.

Slovenian participants asked about "How long does it take a day for students to answer the questions." They also asked if the workplace instructors see the answers.

Good practice of SeDuuni –project: "Workplace practice for trainers" and reporting with his own example by Timo Haapolahti He has been a few times in work place practice; he said he did a lot of observation.

He has explained briefly about himself and his department.

Reasons for a teacher to participate in workplace practice.

- *Update your personal competence:*
 - You must have "street credibility" when you are discussing with workers.
 - New materials and products
 - New techniques
 - See "what is going on" in the field
 - Possibilities to experiment and test new methods and tools

- *Develop cooperation with workers on the field*
 - Discussions occur when the workers feel that they are the same level with the teacher.
 - If they feel that teacher values their opinions, then discussions become much deeper and more beneficial.
 - Then they might feel that they are part of the students 'education.
 - Students get better guidance and they get the feeling that somebody is interested in what they are learning today.

- *Help workers on the field to understand the school system and our vocational education*
 - Curriculum changes
 - Modules changes
 - Open up the structure of national core curriculum
 - Open up vocational skills demonstrations
 - Everything is based on good relationships!

- *Create positive atmosphere to understand young students life*
 - It depends on us teachers to create positive learning experience.
 - We should take care of special needs of different students.
 - It is easy to crash young people's self-esteem, but hard to get their trust back.
 - We are very important part of student's life.

They do not have work place practice for teachers in Slovenia. They asked if it is voluntary or mandatory.

It improves the self-esteem of the workplace trainer. They can give better guidance to the students not because boss asked them to. Anna asked: "How many times you have been in these periods?" "Do you teach in the same time?", "How long is the practice period for the students?" 6 – 10 weeks.

Timo said that he even had students in the same time and made observations.

He has shown photos of the teaching in his department.

In Slovenia, they have mentors in the workplace, but they do not have any workplace training for teachers. Mentors are generally cooperative but sometimes it might be hard to contact.

In South Ostrobothnia, the companies are SMEs and therefore personal connections are important.

We have watched a video about the metal and automotive fields, the teachers from that field was interested and ask questions about the safety gear and who provides it.

Marko Bratina – Practical Classes and interdisciplinary connections:

He has explained:

Basic goals of practical classes

- Intellectual development
- Development of expertise and practical skills
- promoting physical health (sport days, hiking, soccer)
- promoting social and moral development (security, protection equipment, keeping clean work place)

Different stages of practical lessons:

- 1 familiarize with work environment (teachers and students)
- 2 demonstration of the physical skill and explanation (teacher)
- 3 practice (students)
- 4 controlled practice (teacher)
- 5 evaluation (teacher)

There are 10 students in a group.

They are trying Interdisciplinary connections between languages and field studies. Interdisciplinary approach that applies methodology and language from more than one discipline to examine a central theme/topics/ issue problem

Goals of Interdisciplinary connections

- integrated curriculum – leads to building an integrated connections

Sequence of lessons – 3 phase lesson format

1st phase the students learn the technical terms in a foreign language (English).

- in the classroom
- taught by language teacher

2nd phase the students become familiar with the theoretical part of CNC and programming of machine tools

- CNC lessons, computer lab, it is essential that they already know the English terms
- Teacher of technical subjects who is familiar with informatics

3rd phase students upgrade their knowledge working in real industrial environment. Teacher technical subject teacher

- The last stage traineeship of 3 weeks.
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Good practice of Monimuotoiset opinpolut: Language test for immigrants in Sedu and its effects on the immigrant students study plan and wellbeing, includes examples, by Heli Rätty

The language test in question is for all applicants to Sedu whose mother tongue is not Finnish. This test is organized before granting a student place.

She has explained, how the test is being run, and why do we need the language test?

At Vocational Education Centre Sedu teaching and instruction are for the most part given in Finnish. Sufficient language competence is necessary for succeeding in studies (lessons and on-the-job learning) and observing safety at work regulations.

Anu told that once one student did not speak Finnish, and he did not follow the trainer and he had a small work injury, which scared the instructors. So this language test was added to “Monimuotoiset opinpolut” plan.

Our Slovenian colleagues asked what happens if the student fails. If the student is not competent in his/her mother tongue that has to be considered.

The test has 4 parts which are:

- listening comprehension (1 exercise)
- reading comprehension (1-2 exercise)
- written assignments (1-2 exercise)
- interview.

To complete all the test parts takes 2–3 hours. Participants have to be ready to wait for their turn to the interview. 2-3 teachers are present during test. Only passed test gives a study place.

The representatives from Technical School of Nova Gorica were impressed by the idea and will be trying a pilot test in the near future for their immigrant students. They also have similar challenges. They have expressed that the students from different parts of old Yugoslavian republics, have problems with the language. This also creates problems in their successful integration to the Slovenian society and workforce.

Good practice of Monimuotoiset opinpolut: Jeeditupa, Student counseling and mentoring in Sedu, “How does it work in practice?” by Sari Koski

Jeeditupa – Help House.

She has explained about her department and her job and duties, the difference between her and other counselors (classroom vs. workshops).

Vocational counselors' tasks: (depending in which kind of field he / she works):

- to make sure that the student gets personal guidance
- to be a work-pair for teacher in certain lessons, such as: mathematics, mother-tongue and languages
- to guide student in their work sites within the guidelines of their responsible instructors
- to work as a counselor and support the teacher at her work in small-group
- to make curative work by the guidance of student welfare personnel
- to guide the apprentice by the guidance of responsible person.

Often if the student needs special attention they are taken to Jeeditupa (concentration its quitter).

Slovenian student councilors asked if the Help house operates during the school hours.

Sometimes students talk to teacher, or guidance counselor or school social worker to get help, and one of these ask Sari to assist the student.

They also asked if in Sedu, we prefer classroom to jeeditupa (no but sometimes it is necessary).

JEESITUPA = HELP HOUSE , is a students workplace, where they can spend time in recess, or after school while waiting bus, or before lessons if bus comes too early. There are 9 computers (and a printer) which they can use freely, or just relax and hang out in two sofas. Help house is open from 8 am to 4 pm.

Vocational counsellor / or special teacher are guiding students in Help house during lessons or after school. Generally, when the student and counsellor are in Help house after school, they study and make school tasks in which student have problems with.

Slovenians also enquired, if Sari gets a call if the student is noisy.

The representatives from Technical School of Nova Gorica told us that they are also in the process of doing their version of the Jeesitupa – Help house. They asked per how many students counselor deals.

They also checked if there are conflicts between teachers ----good student, counselor ---bad student.

Last year, Sari had 53 students that she kept track of. She checks their attendances as well.

Slovenians also enquired; what are the most common problems that need to be addressed in the Help house.

It is hard to motivate the students, and prevent absences. Sari works closely with guidance counselor and teachers, who tells Sari about the issues and she can track in Winha. They often look together students personal studies to see what is done and what is missing and how he can do studies in time.

She has to write in special student plan everything I do with her, how often and in what kind of subjects she has helped the student and so on. But not all vocational counselors in Sedu need to do that.

Sari talked about; Kesäjeesi - Summer help, which is simply; school in June.

Originally it was created for the students which graduated in time, but did not get a summer-jobs, this was a way to get started in working life, and a way to get work-experience in area of their profession. The Social Insurance Institution paid their salary during that four weeks period, but student had to sign-up to unemployment office as a job seeker to get the money. It was a nice way to start and get yourself good experience and self-confidence.

But the system changed, and this year the graduated students did not get payment from Summer help-period (school in June) anymore, so they could not participate. This summer in summer help we had only students which continued studying.

In vocational business school we had 26 students in summer help (Kesäjeesi) this year, last year (2012) the amount was 47. This year we reduced the amount of students in there, so that student who have lots of absence from lessons, did not get the permission to come to summer help

Day 3 - August 29, 2013

Visit of Centre for young people with family problems (Aleš Muhič Manca Pušnar).

Discussions about the Guidance technics to help to young people at risk of marginalization.

Advisory Services by School counselors and Coordinate procedures and monitoring technics

Evaluation and action plan for further dissemination and project work.