

# Workshop 1 Towards Future Working Life

## Future reading order

### Future reading order (Pölonen 2020)

Future and technology	curiosity and experimentation	creativity and improvisation	problem-solving skills and adaptability
passions and character	communication and storytelling	critical thinking and interpretation	entrepreneurship and teamwork
perseverance and patience	well-being and self-awareness	compassion and honesty	moral courage and ethics



The reading order of the future describes the skills of a future working life. The development of technology requires lifelong learning and constant adaptation to everything new. In the future, we need the skills of the heart; thinking skills, humanity, the ability to make interpretations and to be critical of knowledge.

Imagination is needed in the future; creative solutions as well as looking at things from many different perspectives across traditional boundaries. Based on technology, it is possible for us to cope better with everyday things. There are many ways to get your own creative thinking. The most familiar are brainstorming and concept maps. Questions are the best way to develop thinking and innovate something new.

Studies should increase self-awareness, support individual qualities and act as an accelerator of innovation. Modernity - technology and the global network - allow us to explore and embrace everything new. It is important to expose yourself to new knowledge and new experiences. Often, leaving the comfort zone creates momentary uncertainty, but allows for the acquisition of new ideas and perspectives.

Interaction skills separate us from machines. We interpret emotions, make interpretations of the stories of others, use expressions and gestures to support conversations, and act compassionately and honestly. Especially in the future, we will need multidisciplinary interaction skills, as communication applications will only increase. Future communication should be forward-looking, supportive of learning and based on knowledge sharing.

The sophistication and availability of information requires critical thinking. Critical thinking requires creativity, adaptation, curiosity, and the ability to reflect. Critical thinking supports facing an uncertain future and the ability to interpret helps to understand and capitalize on history and the past.

In the future, we will work more entrepreneurially, which requires more initiative, cooperation and a willingness to solve problems. Entrepreneurship can thus be seen more as an attitude than an activity. The future requires belief in one's own abilities in changing circumstances.

The future requires dialogue and interaction from us. We need to learn from each other by sharing knowledge and perspectives. Talks about the future are partly based on imagination - so we have the opportunity to make the future attractive and hopeful.

## Education in Finland

<https://www.youtube.com/watch?v=hB4fiHfaKts>



 SPESIA

Assessment: <https://ohjaan.fi/en/assessment/what-is-assessment-needed-for/>

Personal development of competence: <https://ohjaan.fi/en/planning/hoks-personal-development-of-competence/>

## Photos taken at a study programme of Property Maintenance

Photos taken at Spesia Vocational College, study program Property maintenance.



This image shows our engine driven tools in front of the warehouse. We have a variety of tools in use.



In the fall, a student raked the school yard. We maintain the school's courtyards in connection with studying. We work in the school yard areas every week.





We also do small maintenance work at the school in connection with studying.



The student practices mowing with a grass trimmer.



Our students practice working on driven machines.  
In this picture, the student works in the school area on a work machine and the instructor guides him.



Students practice driving machines in closed practice areas.



Finland's four seasons make training demanding, especially in autumn and spring.





In Finland, doing snow work is a big part of a property manager's job.



Doing snow work on a work machine is great for students.



Students make during their studies a lot of snow clearing.



In the spring and early fall, students often work in parks.



Doing the job is the best way to learn skills.





Cutting and designing trees and plants in parks is part of our job.



A good imprint in doing the work is important.





We have a workshop to do the exercises.



In the picture, the students are practicing the maintenance of the toilet seat.



The student practices the repair of wooden parts.



The school owns student apartments. The heat distribution room and air conditioning room in the apartments are our learning environments.







In the heat distribution room, we practice making consumption measurements. We have good building technology as a learning environment.



This photo is three years ago. We were in a hurry, it was cold and it rained, but we did the job.

## Pictures taken in student entrepreneurship (Junior Achievement)

Through student entrepreneurship, (Junior Achievement in english) we wanted an extension to learning environments. We aim to do this by focusing on learning environments provided by the private sector. Property management students worked according to the curriculum in clients 'yards and properties. Students invoiced monetary compensation for the work done.

1. In student business, we use the same tools as in teaching.



2. Winter images for a student company brochure.





3. Here's a little more artistic picture for the brochure.



4. In this picture, students are dropping snow from a customer's roof. All students have safety ropes whenever we work on the roof.



5. Customer learning environments are genuine learning environments in working life. They are not arranged as easy places for teaching.



6. In winter, snow work employs a student company.



7. There is also a responsibility involved in doing snow work. Slippery routes must be sanded.





8. Students also make felling of large trees together with a local forest entrepreneur.



9. The trees are cut into small pieces. Guests use trees to heat the fireplaces.





10. The student company works on driven machines.



11. Over the years we have done interesting projects.



12. We do lawn mowing for customers every year.





13. The most demanding job has been to make a wall for the garden.



14. Making the wall with the students was a success.



15. Finally, grass seeds are applied to the garden.





16. The end result was good and the students get paid.



17. The student company has many regular customers and they work for them every year.





18. Garden work is a favorite work for students.



19. Students have participated twice in the student company competition. Participating in the competition is a great effort for students. Two years ago, our students made it to the finals. We were competing with the best student companies in Finland. It was a great achievement, but not the purpose of this activity.



# Competence demonstration by doing practical work on the topic



- **Short description of Competence demonstration:**
- The student uses driven machines in the property maintenance service .
- The student is able to use hand-held work machines at the work site.



# Competence demonstration by doing practical work on the topic



The student cleans the street with a driven machine on his Competence demonstration

## **Workshop 2 Why is Learning Important for Workplaces? Hands on**

### **A study module content skills for workplace learning**

An example of a warehouse and logistics studies vocational qualification study module contents divided to individual tasks and skills. This list of acquirable skills can be used by a vocational teacher in workplace learning companies to formulate the content and form of workplace learning period.

#### **Study module: Reception, intake and storage of warehouse material, obligatory, 30 competence points**

To acquire an approved study credits for this study module, a student must be able to demonstrate skills in:

- Receiving an intake of warehouse material and items
- Calculate the quantity of intake in correct manner and compare it with appropriate documents
- Observe appropriate standards of warehouse guidelines in storage progress
- Choose a correct warehouse placement for the items and document this placement in a correct manner
- Apply correct shelving and storage methods concerning the items
- Observance of appropriate content documents and observance of possible damage procedures
- Handling of the items without causing any damages
- Apply appropriate devices and technologies in a safe and sustainable way
- Maintaining an updated database information concerning the storage of intake items



# Workplace learning agreement

## AGREEMENT FOR WORKPLACE LEARNING

### Personal information of the student

Name:

Birth date:

Address:

Contact:

Caretaker for under 18 years old person:

Additional information:

### Employer information

Name and contact of the company:

Tax revenue number:

Name and contact of the executive person:

Name and contact of the contact person:

Name and contact of the instructor for the student:

Address:

### College information

Name and contact of the college:

Tax revenue number:

Name and contact of the executive person (principal or educational manager):

Name and contact of the contact person (vocational teacher):

Name and contact of the instructor for the student:

Additional personnel and their contacts involved in the workplace learning:

### Agreement

All parties declare their commitment to the implementation of workplace learning according to the contents of the regulations concerning workplace learning as stated by the National Board of Education of Finland.

## **Communication**

Description of the forms and frequency of communication:

All participants commit themselves to the forms and frequency of communication as stated above and declare to submit and inform any essential changes of circumstances to other parties immediately.

## **Information of workplace learning contents for a student**

Vocational qualification:

Study module within the vocational qualification:

Individual tasks at workplace:

Personal workplace learning objectives:

Start and ending date of workplace learning:

Additional information:

Signatures for the participants



## **Checklist for a vocational teacher in workplace learning**

### **Checklist for a vocational teacher for workplace learning**

#### **Before workplace learning period:**

- Deliver workplace learning guides and official documents to the company
- Deliver the draft workplace learning agreement to the company
- Find out and document all possible financial consequences that the workplace period causes for the student

#### **Discuss and agree on the following details with the company representative:**

- Working hours
- Leisure time
- Details of communication
- Start and ending dates
- The official information protocol agreement details
- Lunch arrangements
- The designated workplace instructors within the company and their resources

## Workshop 3 Pedagogical Methods and Assessment

### A model of Assessment

Please note that the grading scale is not valid any more. This example was shown in the training on Friday 30.10.2020.

Target of assessment	Satisfactory S1 A)	Good G2 A)	Excellent E3 A)	Satisfactory S1	Good G2	Excellent E3
Interaction and co-operation	Students comply with instructions given for interactive situations with assistance or with guidance from a partner when functioning in a familiar environment. Students function under the supervision of a partner in a familiar environment and ask for help when they need it.	Students comply with instructions given for interactive situations with support when functioning in a familiar environment. Students function with support in a familiar working community and team and ask others for help when they need it.	Students comply with instructions given for interactive situations under supervision when functioning in their own learning and working communities. Students function under supervision in a familiar working community and team and ask others for help when they need it.	Students comply with instructions given for interactive situation when functioning in their learning and working communities. Students function in a familiar working community and team and ask others for help when they need it.	Students function as required in different interactive situations in their own learning and working communities. Students co-operate with different people in a working community and team.	Students express their point clearly and bring up different points of view in a constructive manner. Students help and support others and take the next working phase and workers into account in their work.
Occupational ethics	Students comply with the instructions, agreements, rules and schedules provided under the supervision of a partner or with assistance.	Students comply with the instructions, agreements, rules and schedules provided with support.	Students comply with the instructions, agreements, rules and schedules provided under supervision.	Students comply with the codes of ethics, agreements, statutes, and schedules provided.	Students comply with the codes of ethics, agreements, statutes and schedules provided.	Students function in compliance with the working community's values, objectives, code of ethics, agreements and statutes in changing circumstances and comply with schedules.