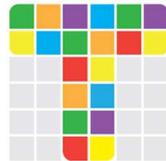




Osloskolen
Oslo VO Rosenhof



TALENTS
INTELLECTUAL OUTPUT 1

European Modular Toolbox

Guidelines on how to develop tailor-made learning arenas developed with companies



March 2018

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1. **Cooperate with the programme advisor**

Consider your programme advisor a resource and try to relate with both the programme advisor and the employer. Set up appointments as early as possible for follow-up meetings with the programme advisor and inform them that the fast track model requires frequent follow-up. He or she must be available to intervene quickly and bring an interpreter if needed.

2. **Cooperate with the employer**

Join the employer, participant and programme advisor at the start-up meeting. Provide the employer with information on how you intend to follow up the participant, and review the "10 good tips for employers". A good relationship with the employer is important.

3. **Visiting work experience practice, security and inclusion**

Request feedback from the employer on what remains to be done to make the participant employable. Observer, is the participant getting the training he or she needs? Is the participant being included in the work environment? Talk to the participant's colleagues. You can practice speaking Norwegian with the participant. Ask him or her to describe daily work tasks.

4. **Oral communication at work experience practice**

Observe. How does the participant communicate with customers or guests? How is communication with the supervisor and colleagues? Look for authentic communication situations that you can take back to the classroom either through role play, pictures or audio recordings.

5. **Authentic materials**

Use authentic material from the workplace in your teaching such as fire safety instructions, images of products and job instructions. Take pictures when visiting the participant at work, and request materials from the manager.



6. Practice learning strategies

The participant should carry a notebook and pen in his or her pocket and be encouraged to write down new words and phrases. Do this together when you visit the participant at work experience practice. The participant should be encouraged to ask questions if he or she does not understand something. Teach the participant to look at written material from work and take pictures. The participant can read it at home or on the bus.

7. Self-assessment and progression

Create a self-assessment form together with the participant and the employer which contains Norwegian words from work and the tasks the participant will need to master for employment. The form can be used by the participant in the classroom and in conversations with the employer.

8. Miscellaneous challenges

As a teacher of the trade course, we expect you to understand a number of challenges not directly related to language such as personal hygiene at work, sleep, motivation, body language and health. It is important that the participant have at least two sets of uniforms and receives guidance on how to wash these.

9. Cultural differences

Taking the initiative can be difficult for people from other cultures, and manners or politeness are not necessarily the same in all countries. Please be attentive to any misunderstandings that might occur

10. Course certificate

Cooperate with the employer about getting a course certificate for the participant with content that reflects the training and practice the participant has received at work experience practice and at school.

