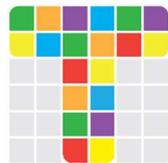




Oslo skolen
Oslo VO Rosenhof



TALENTS
INTELLECTUAL OUTPUT 1

European Modular Toolbox

Fast-track instruction book for teachers



March 2018

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Introduction

Oslo VO Rosenhof has received financial support from Erasmus+ to establish local job tracks to employment for refugees and immigrants who have the greatest potential for finding work soon after arrival to Norway.

Enrolment in our hotel industry courses became available in the fall of 2017. We are now starting our third session of courses (in March 2018).

The purpose of the fast-track program is to monitor the participants by means of personalized guidance through individualized training and collaboration with the industry until they enter the labour market.

Our goal is to increase opportunities for finding lasting work for all course participants by the time the course has ended.



Recruitment and interviews

The candidates for this local job track do so far participate in the Introduction Programme for newly arrived refugees. The goal of the Introduction Programme is to improve opportunities for immigrants to participate in the employment market and society in general, and to strengthen immigrants' financial independence as a result. The candidates can potentially come from all of the 15 urban districts of Oslo, Oslo being both a county and a municipality. Oslo Adult Education Center Rosenhof is one of the centers offering tuition in Norwegian language and society to the participants in the Introduction programme.

Oslo VO Rosenhof contacted all of Oslo's district offices, the Norwegian labour and welfare offices (NAV), to announce our programme and tell them what we offer. Publishing information about our programme on our home page proved very effective. We published a short press release when our second hotel traineeship course, with pictures of participants showing their course certificates. This stirred up interest and curiosity among other participants at the school, and the rumour spread. Former participants also spoke positively about the course within their personal networks.

It was also a good idea to clarify things with the district offices in advance of the interviews, to let them know that the participants actually have the opportunity to participate in the classes and that we had no other demands or services to offer. We also found it valuable to clarify how far each participant had progressed in the school's Introduction Programme before they joined our course.

The first recruitment phase and group interviews taught us that we need to be very clear with the participants and programme advisors about what we offer. This is job training, not traditional education. Informing them at the start helps avoid future conflicts with upset participants.

During the interview, it is a good idea to be very clear with the participants that:

- There is no textbook
- The participants in each class have different language skills
- There is a lot of time dedicated to practising, three days a week (not two, which the Introduction Model has)
- They may be asked to put in extra hours of practice at the end of the course
- A great deal of time is used to learn Norwegian language concepts that relate specifically to employment and the hotel trade, with an emphasis on grammar that is useful in the workplace
- Some participants are offered employment after a few weeks, while others must wait longer
- The supervisor at the workplace will decide who gets a contract
- It can be a good idea to show pictures of what the job involves, many people have not received sufficient information from their programme advisor before starting



- It is a good idea to emphasise that this is physically demanding work, or if there are other aspects the participants should be aware of
- The course requires flexibility and a positive attitude

We begin the group interviews with an introduction to the course, then we ask the participants if they have any questions. Then we ask each participant to present him or herself. We then ask additional questions found in the Interview Instruction Book (see Appendix 1). The purpose of these questions is to motivate the participants and gain their understanding, find out how well they speak Norwegian and get some ideas about their family history and state of health.

Start-up and introduction weeks

At start-up, we emphasise the themes and learning goals that can help prepare the participants as much as possible before starting their traineeships. It is also important to create good and safe group dynamics that stimulates collaborative learning. The biggest differences in the group tend to be their level of experience and spoken and written (Norwegian) language skills.

The first three weeks is a good time to lay out the content of the course, but be prepared to make changes along the way. Not all participants will appear on the list from day one. It is a good idea to be flexible.

Content of introduction weeks:

- Get to know them, and find activities that strengthen a participant's identity as an individual and as part of the group (sociometry, social bingo, musical chairs game etc.)
- Mapping participants by having them write CVs and practicing job interviews
- Practice the job interview situation, make a good first impression
- Learn about important personal traits
- Introduction to the hotel industry, preparations. What do the participants know from before? Expectations
- Expectations and demands from employers
- Norwegian language for working life and concepts from the workplace
- A little info about EHS
- Bowling and team building
- Excursions to potential places of employment
- Former participants come to talk about their road to full-time employment
- Personal hygiene
- Norms and rules at the workplace
- How to talk during breaks
- Clarification strategies
- Look at websites from places of employment
- Create a Facebook group to share links and pictures from trips and other information; this is a forum where participants can ask questions and motivate one other
- Interviews and job matching with the industry



Forms of cooperation

The teacher keeps a close dialogue with the workplace and with programme advisors. The programme advisor and teacher will work together to follow up on traineeships. That means the programme advisor must be committed to helping and following up on his or her participants. Different city districts within Oslo have been helped us create the cooperative model for our courses.

Cooperation among teachers (in a 2-teacher system)

- Create shared folders with approaches and ideas that you develop
- Keep a logbook from teaching and follow-up on practical training as "live documents"
- Share experience and discuss issues along the way
- Be available for each other

Cooperation with NAV

- Clarify with respect to who is responsible for what
- The programme advisor should be aware that this is a "fast track" programme. That means the participants have limited time for practice which requires closer and more frequent follow up from NAV. This is a new, alternative system. The participants will need extra time and attention if we are to succeed
- It is also a good idea to emphasise the fact that we want the practice and traineeships to lead to real employment
- We would appreciate any information from supervisors at the hotels that can help us determine what each participant needs to improve on to become employable
- We have developed three different formal letters that our programme advisors can use in their monitoring tasks to follow-up on the participants and their traineeships
 - *Traineeship agreement*
 - *Monitoring obligation during the traineeship*
 - *Follow-up after completing the traineeship*
- At least three follow-up meetings shall be conducted at the traineeship hotel, preferably together with the teacher
- We need contact information for substitute teachers who the teacher and housekeeper manager can contact if needed. Sometimes several programme advisors at the same office have the same pupils in their classes
- The programme advisor is in charge of the Traineeship Agreement
- Must be available for rapid intervention, possibly with an interpreter
- The programme advisor is responsible for follow-up after the practice period/traineeship is completed
- Be available for each other



Cooperate with the industry (in this case, housekeeper managers)

- We want to keep the threshold low for contact between us if a problem arises to keep problems from getting worse
- We have developed a letter to communicate with housekeeper managers that contains information about the class and manner of cooperation
- The housekeeper manager shall sign the participant's attendance sheet and notify the teacher of any absence
- The teacher and/or programme advisor will visit the traineeship location once a week
- We would like feedback on what the participant needs to improve on, to become employable
- We would like feedback on any difficulties, and what the participant needs to practice
- The participant needs a mentor and training
- Participants need to feel safe, secure and included, and they need repetition. The hotel must make time and resources available
- Some participants need time to learn how to identify whether a room etc. needs to be cleaned or not
- We need authentic texts and pictures from the hotel, and we would like to take pictures when we visit
- We received feedback from the housekeeper managers about the course certificate
- We got input about the self-assessment form that we use throughout the course
- Our relationship with the hotels is important, so the teacher should work on this
- The option of transferring participants to other hotels where they fit in better if that is necessary
- Be available for each other



How to use authentic texts and images

After the first three introductory weeks have ended, we base the rest of the course on the chapter on working life (Arbeidslivsdomenet) in the *Curriculum for Norwegian and Social Studies for Adult Immigrants* as we continue to work with basic skills based on real documents and images from the hotels.

The documents and images from the hotels are used in teaching, and we try to bring this material into the classroom as a part of learning. For example, there are many kinds of text about the workplace, usually documents found on bulletin boards. We took many pictures at the hotels when we visited the traineeship locations, and we asked for authentic documents. These were either sent as e-mails or paper documents.

- Read the CV of someone in the group – what can we learn from it?
- Use the work instructions as a starting point for improving reading skills (fire safety instructions, checklists etc.)
- Create assignments to boost reading skills, fill-in-the-blanks assignments, and dictation of authentic texts
- Create a Word Bank with relevant vocabulary (workplace, hotel industry, work tasks at the traineeship). The pupils can be involved in this. Find synonyms and antonyms
- Invite previous participants to tell their stories
- Invite the Tax Office and other agencies and prepare questions for these. Read information available online: www.Skatteetaten.no, order or change a tax card
- Visit places of work and take photos which can be used as a starting point for conversations and written assignments
- Use the hotel's website and the hotel chain actively, find information about one's own workplace online
- Present your workplace to the class
- Create a self-assessment form together with the pupils, which you can use throughout the course
- Exchange information and experience from traineeships
- Read brochures, tourist information and menus
- Create Quizlet tasks with hotel vocabulary
- Kahoot
- Post pictures from visits to traineeships in the Facebook group, discuss the images and write captions
- Language training without the use of text. Memorisation tasks, with help from pictures to remember spoken words from work
- Excursions to workplaces, keeping logbooks
- Self-assessment form. This can be created along the way, in collaboration with the participants and the housekeeper managers



Follow-up on participants during the practice period and in the classroom

Different challenges can arise along the way. Below is a list of some points that can be worth remembering, as well as some suggested solutions.

- Nutrition, sleep, housing and mental hygiene. Different situations occur that can impact motivation here, so it is wise to be aware of these and discuss these with the programme advisor.
- Personal hygiene. This has proven to be a complicated subject which must be monitored closely. Showering does not help if you fail to put on a clean uniform afterwards. Many participants do not have access to a washing machine more than once a week. It can be a good idea to give teach how to wash a uniform by hand. Otherwise, these should be washed at 60 degrees. We have given all the participants deodorant sticks. We also discovered that several of them wear dirty underwear below a clean uniform.
- The importance of informing one's supervisor if the trainee does not arrive, and the way this is done
- Service-mindedness and initiative – what is that? There are some big cultural differences here. If something needs to be cleaned at the workplace, take initiative! Do not wait for orders. The participants should offer to help others when they finish their own task. Initiative is a valuable skill in Norwegian working life.
- Communication between the employer and the participant. Many misunderstandings can occur here. Body language is important. It is important to show motivation
- Communication between the employer and the teacher/programme advisor. How should this take place?
- Trust and self-confidence are crucial in finding paid work in the future, which should be emphasised in teaching
- Talk about the importance of daring to ask questions at work. This must be part of workplace communication
- Evaluating the need for cleaning, and calculating the use of time for such tasks. This was often what was missing when all the work tasks combined. How can you be efficient and save time?
- It is important to try to inspire participants to come up with ideas for teaching, upload picture to Facebook, ask a teacher and supervisor questions etc.
- Due to the various skill levels and different traineeships locations among the participants, one must have some strategies for differentiation in one's teaching plan.
- Systemic challenges arise in the transition from the language class to the traineeship class
- Following up on participants after they complete their traineeship has proven to be very important
- Follow-up and maintenance of relationships with employers is also important
- Participants are saying no thank you to on-call work when NAV deducts payments from their introductory benefit. It is important to emphasise here that this is an important doorway to working life, and an important starting point for finding other more lucrative and lasting jobs. At the same time, the participants run the risk of being removed from the call list if they constantly say no to shifts. Could week-end and evening work be a solution when the participant is still in the Introduction Programme?



- ISS bases its operations on part-time employees and on-call workers, which creates a structure in which people do not dare to point out objectionable conditions
- Some of the participants will be able to get a contract and paid work before the practice period ends. When should these be tested, and possibly returned to finish the programme?
- Some of the participants need to take the Norwegian language proficiency test while participating in the programme. These must be followed up on, and they may need special individualized tasks and tips to help them prepare for the test
- Many tasks can be tailored to the language test, such as "Write about a picture" tasks. The participants can write a story about a picture from a hotel room or a workplace. The participant can also write, share and talk about a profession or several professions they know about
- In some classes, participants have traineeships within the different occupations at the same workplace. There are still many similarities and similar concepts here, such as "equipment", "guest" and "reception". Fire safety instructions can also serve that purpose
- Pictures that the teacher takes at the traineeships may be used in the pupil's learning folder and as a starting point for presenting the traineeship to the class
- During the visits to the traineeships, the teacher can ask the participant to find words to describe what she or he does
- It is important to get the participant to find words about what they can do and what remains of their training on the road towards paid employment, such as using self-assessment forms and keeping logbooks
- We occasionally uncover poor working conditions and a lack of training routines
- A participant might become resistant in mid-course and will need extra motivation and a reality check. The programme advisor will determine whether the participant can quit or not. The housekeeper manager will determine whether the participant can be offered a contract or not after completing the practice period
- NAV has proven to be a good collaborative partner for us. The programme advisors need to be available and understand the importance of follow-up, and be ready to go to the hotel if a situation should arise
- The hotel industry has proven to be a good collaborative partner for us. The supervisors and hotel managers are patient and understanding about the participants's background histories. They have also made themselves available, accepted our guidance and put us in contact with other housekeeper managers in their network
- Participants do not often speak Norwegian at the hotel because most of the employees have different mother tongues. They do however have one common language, and they mix in a good deal of English. One example of this is "due-out room", i.e. a room that needs to be cleaned after a guest has checked out. We learn such things by visiting the hotels/traineeships, and by taking pictures of authentic documents, spaces and situations and by talking with the housekeeper managers



Appendices:

1. Interview Instruction Book (with questions)
2. Course certificate
3. Self-assessment form (now integrated in TALEMTS App – see IO2)
4. Hotel Class Curriculum



Interview Instruction Book

Can you tell me a little about yourself?

Motivation: Why do you want to join this class?

Do you know what housekeeping is? Do you think it is OK to clean hotel rooms?

Experience, job experience: Have you worked anywhere in the past?

Expectations, what do you think you are going to learn during the course? What will you do after the course ends?

Plans for the future?

Education:

Textbook:

Teacher:

Norwegian language tests:

School:

How long have you been in the Introduction Programme:

Family situation:

Health:

Economy:

Education:

Are you willing to spend 4-5 days a week at a hotel doing training, if the hotel asks you to work?

Some might get a contract after very little time; others will have to wait longer. Is that OK for you?

There are different skills levels in the class, and no textbook. What do you think about that?