

# The workplace – an arena for learning



**Basic skills**

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**Nina Jernberg**

# Workplace – an arena for learning

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- Different learning situations and models
  - Employed – basic skill courses in the workplace
  - Trainee - workplace training in combination with a basic skill courses
  - Prisoner - workplace training in combination with basic skill courses or a vocational program in prison

# Some reflections...

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- Why are so many adults not learning enough after a trainee period in the workplace?
  
- Why do we often forget much of what we've learned in a course in the workplace?

# Some reflections...

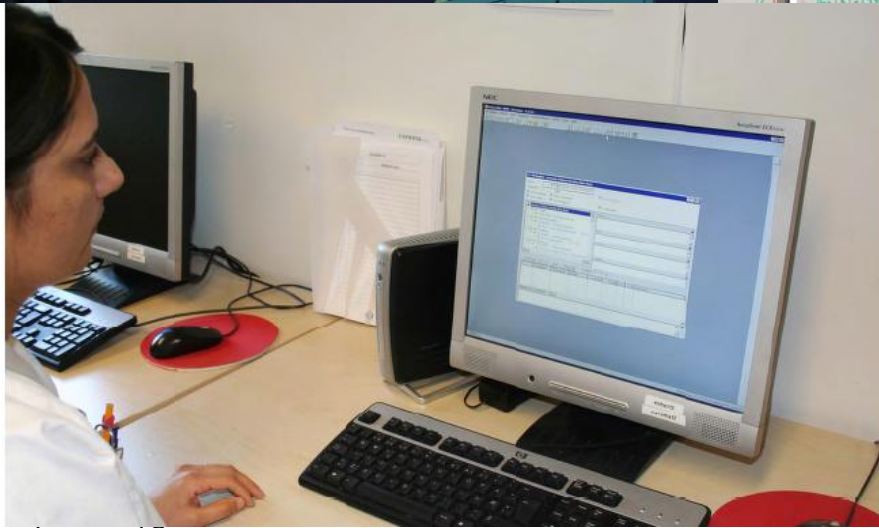
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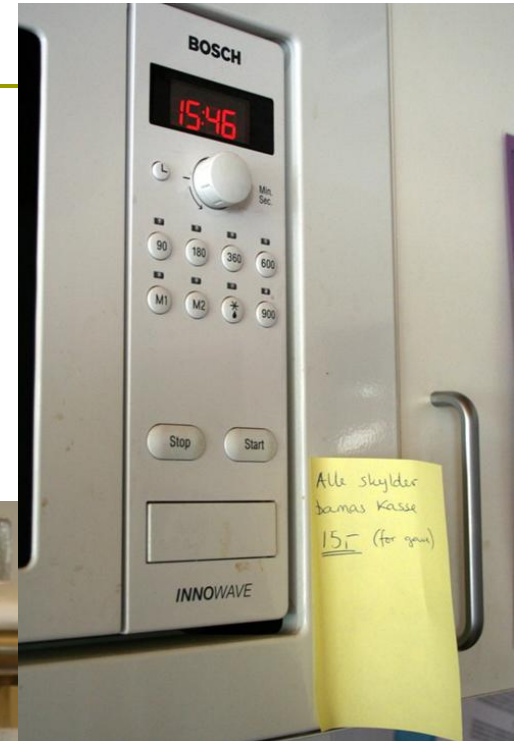
- How do we support the learner in the learning process in the workplace?
  
- Do we use the opportunities that are there?

# Opportunities

- Let's have a look from the inside.....







# Learning opportunities

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- Reading and writing
- Digital competence
- Oral communication
- Numeracy
  
- 2nd language (L2)
- Problem solving

# How?

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- How do we help the learner to use all these opportunities to learn more?
- Do the learner need any help to structure the learning?

# Workplace

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- What can the workplace do to support the learner?
- What can leaders on different levels do?
- What can colleagues do?

# School – course organiser

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- What can the school do to support the learner?
  - Develop models

# Teacher

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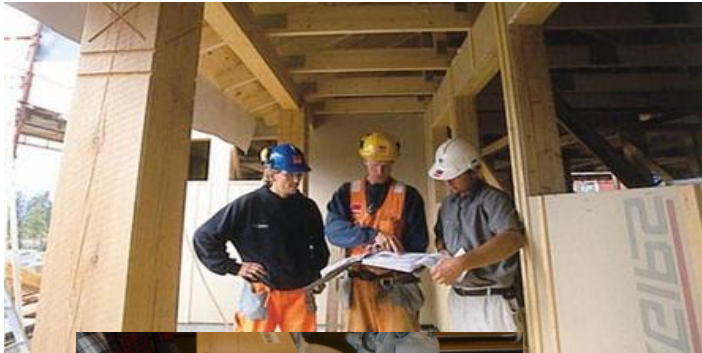
- What can the teacher do to support the learner?

# Cooperation

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- Needs investment and resources from both sides
- Agreement about goals for the learner
- «Talk the same language»

# Embedded learning – the good dynamic



Basic skills  
and language  
in work  
situations



Basic skills,  
knowledge  
and theory



Vannlås  
Hindrer tilbakeslag av lukt fra kloakksystemer

Vindskjevhet  
- Det at treverket vrir seg i en svak propellform. Fenomenet oppstår tørker.

Vindsperre  
- Alternativt (ikke avstivende) materiale til vindtetting, bestående dampåpen Polypropylen duk på rull, i full etasjehøyde. Duken skal inn i isolasjonen. Rockwool Vindsperre er et av de materialer som anbefaling når det gjelder vanddampåpenhet og lufttetterhet for ferde. Papp eller plate som monteres på utsiden (den kalde) av isolasjonen stenge vinden ute. Må være dampåpen.

Vindtetting

# Tools and resources

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- Portfolio for the workplace
- Profiles for basic skills in the workplace
  - Help the teacher and the workplace to get the same understanding of targets for the learner

# Portfolio for the workplace



**VOX** NASJONALT FAGORGAN FOR KOMPETANSEPOLITIKK

- ❑ A model for embedded learning in the workplace
- ❑ Emphasizes the workplace context
- ❑ Concrete learning targets
- ❑ A formative assessment tool with Can do's

# Profiles – describes tasks

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[www.vox.no/profiler](http://www.vox.no/profiler)

BASISFERDIGHETER PÅ JOBBEN  
FOR BARNEHAGEASSISTENT



BASISFERDIGHETER PÅ  
JOB BEN FOR TØMRER



BASISFERDIGHETER PÅ JOBBEN  
FOR BUTIKKMEDARBEIDER



# Profile – Forklift driver

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## Reading

### Every day the forklift driver has to:

- read form for daily control
- read the orders and pick lists
- read the job description and instructions
- read instruments
- read labels
- read short notes
- read lists of different tasks
- read signs and bulletin boards for the security

# Ex in the portfolios and profiles

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- Open up for a concrete dialog about learning needs and outcomes
  - The workplace
  - The teacher
  - The learner

# Experiences from Norway

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- Good experiences from different projects
  - Basic Competence in Working Life Programme
  - Projects for poorly educated young adults
  - Projects for poorly educated adults in prison and outside prison

# Young adults – new opportunities

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- Vocational training in combination with basic skills
  
- The the workplace and the teachers set the learning targets together
  
- The learner got support form two sides
  - Workplace
  - Teachers

# In prison

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- ❑ Vocational training in combination with basis skills
  
- ❑ Cooperation
  - School and the workplaces inside the prison
  
  - Found work tasks that gave opportunities to practice basic skills
  
  - Tailor made a curriculum for the learners
  
  - Describing small learning targets

# Support from both sides

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- Workplace
- Teacher
  
- Both sides contribute with their professional resources

# What do the teacher need to know?

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- Understanding of the different levels of the different basic skills
- Knowledge about workplace tasks and the communication there
- Knowledge about the use of different basic skills in a work situation

# Ex - Work log (report)

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- ❑ Is it written or is it an oral report?
- ❑ How does it look like in the specific workplace?
- ❑ How is it written in the specific workplace?
- ❑ By hand or in an electronical document?
- ❑ When and where is it written?



## Skjema for avvikshåndtering

Del 1 Fylles ut av den som oppdager avvik.

Beboers navn:	Født:
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Type avvik: (Kryss av)

- |                              |                          |                                |                          |
|------------------------------|--------------------------|--------------------------------|--------------------------|
| 1. Medisiner .....           | <input type="checkbox"/> | 8. Vaktmesteroppgaver .....    | <input type="checkbox"/> |
| 2. Fall .....                | <input type="checkbox"/> | 9. Medisinsk /teknisk utstyr.. | <input type="checkbox"/> |
| 3. Dokumentasjon.....        | <input type="checkbox"/> | 10. Annet.....                 | <input type="checkbox"/> |
| 4. Tvangstiltak.....         | <input type="checkbox"/> | 11. IK - MAT .....             | <input type="checkbox"/> |
| 5. Omsorgs- pleietiltak..... | <input type="checkbox"/> | 12. Arbeidsmiljø .....         | <input type="checkbox"/> |
| 6. Legetilsyn .....          | <input type="checkbox"/> |                                |                          |
| 7. Fysio/ ergo. tiltak.....  | <input type="checkbox"/> |                                |                          |

Beskrivelse av avviket:
Mulig årsak:
Straktiltak:
Forebyggende tiltak:

\*Vi trenger aviser til bedt vårt!! 😊

I dag har vi vært ute og lelt !!  
Vi har syklet, lelt rollelek, hatt litt  
musikleshund med sang og gitar og  
lelt i sandkassa. Vi gikk inn og spiste  
lensj. Etter lensj gikk vi ut igjen for å nyte  
det gode været 😊

Vi har vært på Botanisk hage,  
masse flotte blomster  
Flott tur i nydelig vær! 🌸  
Da vi kom tilbake gikk vi ut

# Small targets

Level I: Competence goals for reading and writing  
 Competence area: Read and understand, write and communicate

<u>Competence goals</u>	<ul style="list-style-type: none"> <li>I can find particular information in simple written material.</li> <li>I can fill in a simple form.</li> </ul>
<u>Situation</u>	I can fill in a simple form concerning daily work routines.

	<u>I can do it.</u>	<u>I'm not sure.</u>	<u>I can't do it.</u>
I can read and find the name of the child in the work log.			
I can fill in the right information in the right place on the right day.			
I know how to write down the right time for sleeping, eating etc. with understandable handwriting.			
I know the daily routines and know how to write a simple work log <u>with out</u> any help.			
I know how to scan the work log to find particular information about a child in case I'm asked questions concerning written information in the log.			

I need to practice more:	Date:
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# Teacher training

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- Competence goals for basic skills
- Tools and resources
- Good practices
- Training in cooperation and negotiation with the workplace
- Training in finding work tasks and situations
- Training in setting small learning targets

# But we have to remember....

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- ❑ The teacher can not do the job alone
- ❑ Good models that opens up for cooperation
- ❑ The workplaces need to invest in this cooperation as well

# For further dialog

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Please contact:

[ninajernberg@hotmail.com](mailto:ninajernberg@hotmail.com)

[nina.jernberg@oslovo.skullerud.no](mailto:nina.jernberg@oslovo.skullerud.no)

National Agency for Lifelong Learning

[www.vox.no](http://www.vox.no)

[postmottak@vox.no](mailto:postmottak@vox.no)

## Basic Skills on the Job Forklift Driver



### Tasks for Forklift Driver:

- Perform daily control on forklift
- Use seatbelt and personal protective equipment
- Perform simple maintenance on equipment and machines
- Consider the use of different methods and equipment
- Handle cargo safely
- Know current regulations for handling cargo and conduct the forklift according to them