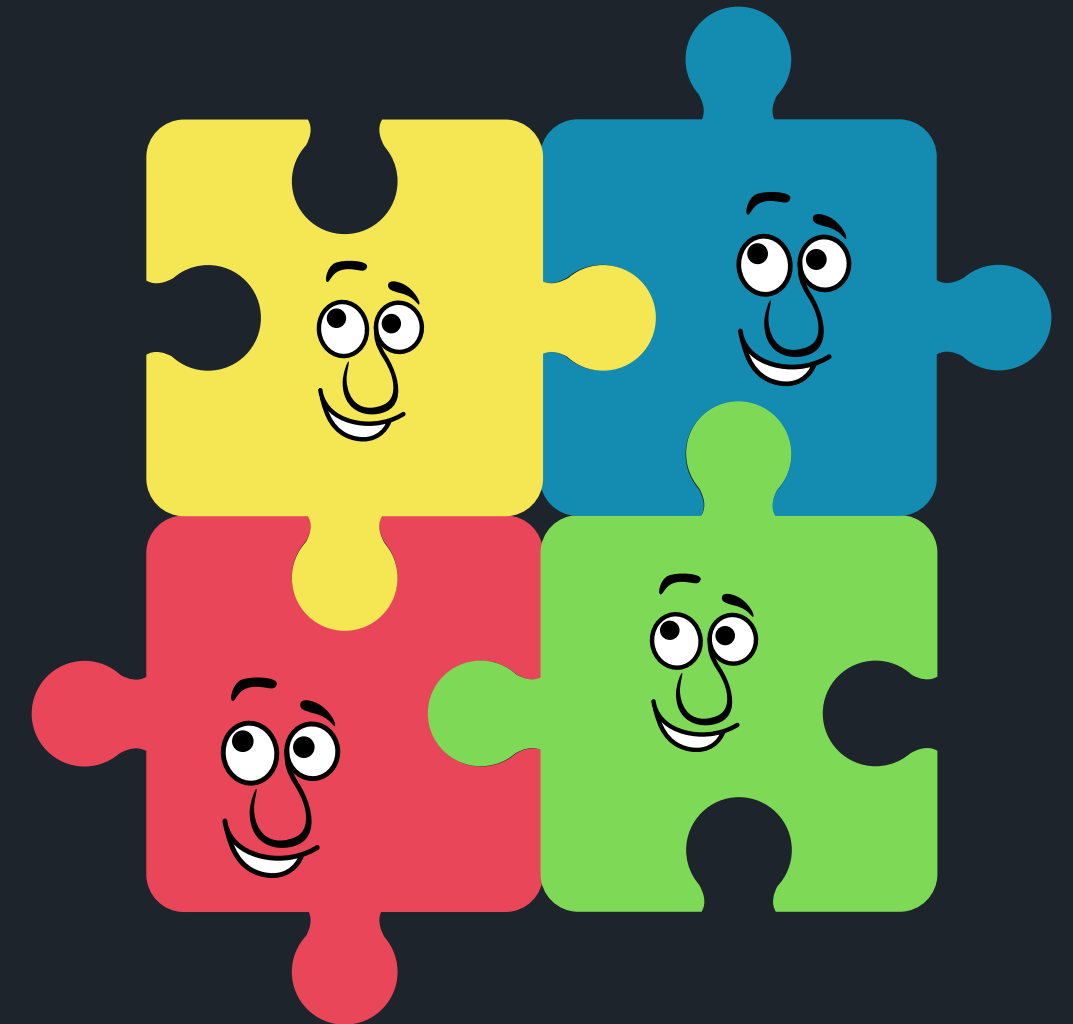




JOB TRAINING

SINT-JANSHOF - MECHELEN - BELGIUM



**THREE LEVELS AND
A LOT OF TALENTS
UNITED IN ONE SCHOOL**

Co-funded by the
Erasmus+ Programme
of the European Union





Where is our school located?

We are in the middle between Antwerp en Brussels.



Mechelen





Mechelen





OUR SCHOOL





WHO ARE WE?

SPECIAL NEEDS SCHOOL
FOR STUDENTS WITH A MILD, MODERATE AND SEVERE MENTAL RETARDATION



LEVEL 1

Severe mental disability

Preparation for a later life at home, in a day-care centre or a sheltered housing facility
Some students **work voluntary in a sheltered working environment**



CLUB 9

Students with ASS

Students with autism and emotional problems that don't fit in the regular classes and need an **individual program**
Some students work **voluntary in a sheltered working environment**



LEVEL 2

Moderate mental disability

Preparation for a paid job in a **sheltered workplace or the regular market with some extra support**
General and social education in a combination with job training



LEVEL 3

Mild mental disability

Preparation for a paid job **in regular employment**
General and social education in a combination with job training
If possible, making the switch to regular education



NUMBER OF STUDENTS.



LEVEL 1

Total nr of students = 69
Students with ASS = 4

LEVEL 2

Total nr of students = 55
Students with ASS = 16

LEVEL 3

Total nr of students = 117
Students with ASS = 33

CLUB 9

Total nr of students = 14
Students with ASS = 14



LEVEL 1

Severe mental disability

Preparation for a later life at home, in a day-care center or a sheltered housing facility

Some students **work voluntary in a sheltered working environment**





Home

Self-reliance, housekeeping, shopping, cooking, timekeeping, social daily life, selfcare,....



shopping list



shopping



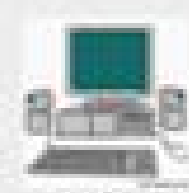
cooking



setting the table

Work

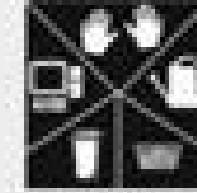
Workshops : media, working, maintenance, gardening, supervised work, small tasks, ...



media



laundry



workshop



supervised work

Free time

Music, drama and art, hobbies, games, swimming, snoezelen,...



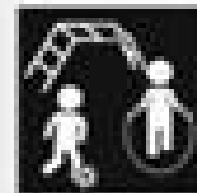
hobbies



sports



music



games

General attitude

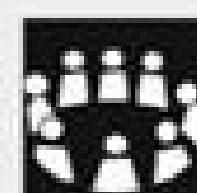
Social training and relations, dealing with feelings, work attitude,...



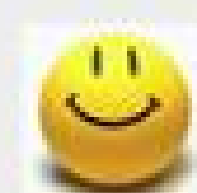
Nice work



friends



circle



emotional well-being





PHASE 1

Age 14-16

Focus on *free time, home, and general attitude*

PHASE 2

Age 17-19

Focus on *free time, home, general attitude* and **intro to work**

PHASE 3

Age 20-22

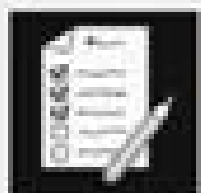
Focus on *free time, home, general attitude* and **work for the pupils who are capable**





Home

Self-reliance, housekeeping, shopping, cooking, timekeeping, social daily life, selfcare,....



shopping list



shopping



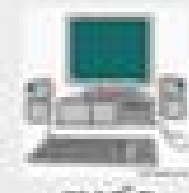
cooking



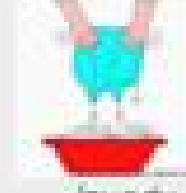
setting the table

Work

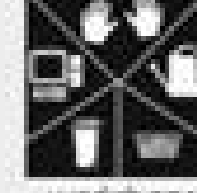
Workshops : media, working, maintenance, gardening, supervised work, small tasks, ...



media



laundry



workshop



supervised work

Free time

Music, drama and art, hobbies, games, swimming, snoezelen,...



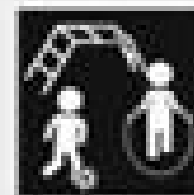
hobbies



sports



music



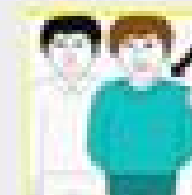
games

General attitude

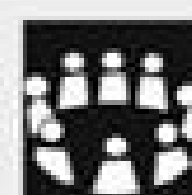
Social training and relations, dealing with feelings, work attitude,...



Nice work



friends



circle



emotional well-being

LEVEL 1

Severe mental disability





Specific courses



- sheltered housing facility
- day-care center



- realistic self-image
- strengths
- realistic future
- understanding and accepting their disability





Supervised work

PHASE 3



- for pupils who **want to work**
- for pupils who are **capable to work**



- test to determine field of interest
- look for a place to work
- visit work place
- start the work with teacher as a mentor **and** mentor of the work place
- teacher swings by from time to time to check on the pupils, **mentor from the workplace** is point of contact
- evaluation of supervised work

LEVEL 1

Severe mental disability





Supervised work



- work
- transportation to work place
- working alongside others



- they do **not** earn money

LEVEL 1
Severe mental disability





Supervised work

PHASE 3

test to determine field of interest

1. Inside or outside of school?



2. Why supervised work?



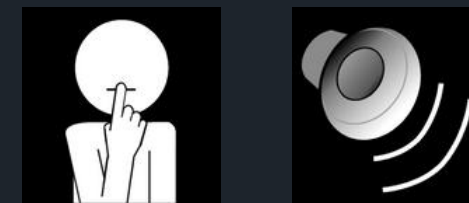
3. Where?



4. Alone or with others?



5. Silent or not?



LEVEL 1
Severe mental disability





Supervised work

PHASE 3

BUSO - SINT-JANSHOF



School



LEVEL 1

Severe mental disability

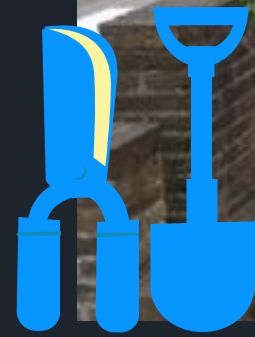
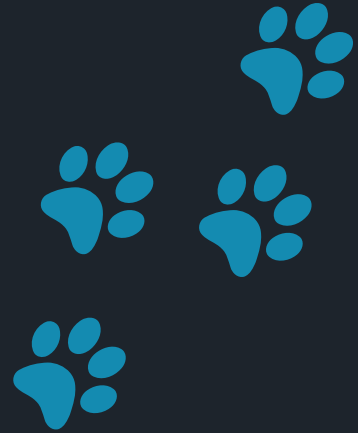




Supervised work

PHASE 3

BUSO - SINT-JANSHOF



LEVEL 1

Severe mental disability



Supervised work

PHASE 3





Supervised work - evaluation

| | NVT | 1 | 2 | 3 | 4 |
|---|-----|---|---|---|---|
| Begroet de werkgever, het personeel bij aankomst op de werkplek, gebruikt de juiste woorden | | | | | |
| Neemt afscheid bij vertrek, gebruikt de juiste woorden | | | | | |
| Is beleefd (bedankt bij het krijgen van iets, maakt excuses) | | | | | |
| Vraagt om toestemming alvorens een taak aan te vatten | | | | | |
| Gebruikt vlot de juiste woorden <u>in</u> beleefdheidsvormen (dank u, sorry, mag ik iets vragen?,...) | | | | | |
| Stoort anderen niet | | | | | |
| Komt niet tussenbeide wanneer collega's, de begeleider, ... in gesprek is | | | | | |
| Past de beleefdheidsregels altijd en in alle situaties toe | | | | | |

| | NVT | 1 | 2 | 3 | 4 |
|---|-----|---|---|---|---|
| Aanvaardt de opmerkingen van de jobcoach of de werkgever | | | | | |
| Luistert naar de motivering van de kritiek of opmerking | | | | | |
| Reageert adequaat op kritiek of correctie en doet er iets mee | | | | | |



- appearance and clothing
- handling feedback
- transportation
- attitude towards co-workers
- motivation
- initiative
- ...





Supervised work - after graduation

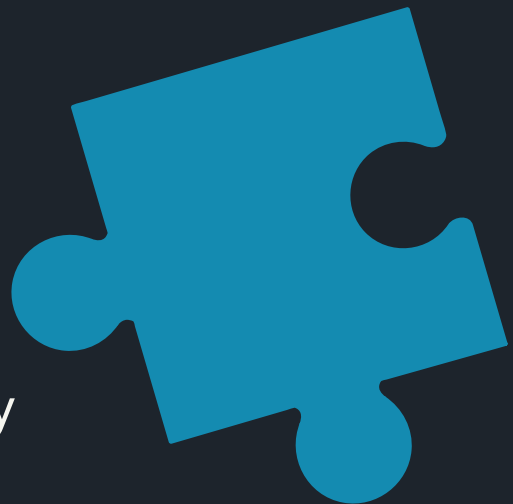
- external firm
- useful daytime activities after graduation

PHASE 3



LEVEL 1

Severe mental disability





PHASE 3

Preparation for day-care center

- useful daytime activities after graduation
 - *fun* activities
 - *work* activities (no pressure)
- one or more days a week, whatever suits them
- in area of living place
- together with parents
- *internship*



LEVEL 1
Severe mental disability





Work hard, play hard

Enjoy!

BUSO - SINT-JANSHOF

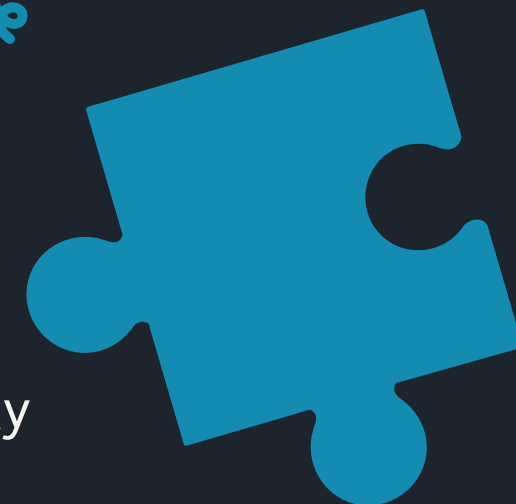
friends



YOU'RE doing **Great**

LEVEL 1

Severe mental disability





CLUB 9

Students with autism

Students with autism and emotional problems that don't fit in the regular classes and need an individual program

A program with a lot of structure, more cognitive challenges and extra ASS support

Some students work **voluntary** in a sheltered working environment





For who?

- Youngsters between 13 years and 21 years
- Youngsters with a 'type 9' certificate
 - ASS
 - And an IQ>60
- Youngsters that don't find a place to be part of
- Youngster that don't have the chance to be themselves
 - often they don't go to school
 - behavior problems



Goal

- Priority: social wellbeing
- We try to bring every students as far as possible
 - living
 - working
 - free time
- Each youngster follows an individual program, with respect of who they are





Way of working of Club 9



- Giving moments of rest
- Care-farm
- Sport and relaxation
- Job coaching (SMT) starting at 15 years
- Time-out space
 - in the classroom
 - in the teachers room
 - in the other school building
 - in the park
 - ...
- Every students had a coach (teacher)
- Small classes
- Individual program
- ...

| | maandag | dinsdag | woensdag | donderdag | vrijdag |
|------------------------|--------------------|----------------|------------------------------------|-------------|-----------|
| 1e lesuur 2e lesuur | Godsdienst | Zorgboerderij | Koken / Huishoudelijke taken | SOVA/ RSV | Projecten |
| 3e lesuur 4e lesuur | Projecten | Zorgboerderij | Koken / Huishoudelijke taken | ASV+ | LO |
| 5e lesuur 6e lesuur | Winkelen/ actua | Denken en doen | | B&O | Hobby |
| 7e lesuur | Winkelen/ actua | Denken en doen | | Welbevinden | Hobby |





Jobtraining - Care-farm

- **Goal**
 - finding rest with the animals
 - working in a quiet environment
 - getting to know a care farm
- **How?**
 - one morning every week
 - together with a teacher





SMT (Job coaching)

- **Who?**
 - starting from 15 years
 - social emotional ready to do job coaching
- **Goal**
 - find a meaningful way to do voluntary work after school
 - learning a work attitude
- **How?**
 - start with a test to find out what their interest are
 - looking for the future dreams of the student
 - questioning what the students can achieve, what lies in their possibilities
 - Job coach takes contact with different organizations, companies... to see what fits the best





Start

- contact with the parents
- filling in the paperwork with the coach
- going for an interview at the workplace
- starts the job (the first day together with the coach)
- evaluation on regular base

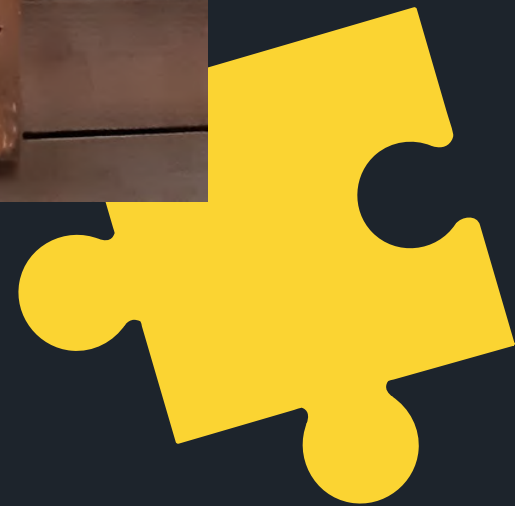
Point of attention

- working towards independence
- transportation to the workplace
 - contacting network to find help, support...
 - a lot of practicing with teacher or coach

Some examples

- working 3 days a week at Manus (green maintenance at the city)
- Children's farm 'Tivoli in Mechelen'
- Mail service (distribution center)
- Toys museum (welcoming the kids, lending service)
- Bio farm (harvesting and packing)
- Support at a day care with kids
- ...







LEVEL 2

Moderate mental disability

Preparation for a **paid job in a sheltered workplace or the regular market with some extra support**

General and social education in a combination with job training





Work goal for level 2

Preparation for a paid job in a sheltered workplace or the regular market with some extra support

What kind of jobs do they do in a sheltered workplace?

- packing
- mailing
- sorting
- assembling materials
- bike workshop
- gardening
- cleaning, ironing...





PHASE 1 (13-15 years)

First 3 years no internship
Learning all the skills in school

Last year:
Job training with teachers in the work environment



PHASE 2 (16-20 years)

First year internship with the teacher in the protected work environment.

Every year the students will go on an individual internship

Vola

Last year
2 days at school
3 days of internship

This for maximum one school year

LEVEL 2
Moderate mental disability





PHASE 1- First years (1.1 - 1.2 - 1.3)

Learning skills

- 1.1 - individual
- 1.2 - working with 2
- 1.3 - working in a work line

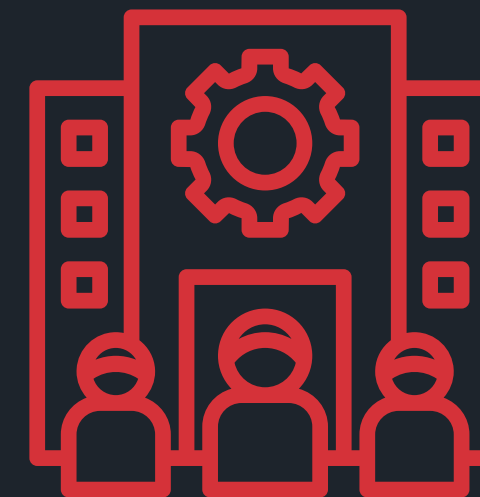


- Learning all the different skill they will need to go on an internship or to go to work

PHASE 1- Last year (1.4)

Group internship

- With the entire class or a part of the class
- Always with a teacher
- Leaving as a group from school to the workplace
- Work under the guidance of a teacher
- 1 day a week



LEVEL 2

Moderate mental disability





PHASE 2

Group internship

- First year of phase 2 or when students need more practice
- With the entire class or a part of the class
- Always with a teacher
- Getting independent at the workplace
- Work under the guidance of a teacher, but more independent than in phase 1
- 1 day a week



LEVEL 2

Moderate mental disability





Evaluation group internschip - filled in by the teacher

Naam :
Plaats :
Datum :

| Opdracht | niveau | uitvoering | Tempo |
|----------|---------|------------|---------|
| | 1-2-3-4 | 1-2-3-4 | 1-2-3-4 |
| | 1-2-3-4 | 1-2-3-4 | 1-2-3-4 |
| | 1-2-3-4 | 1-2-3-4 | 1-2-3-4 |
| | 1-2-3-4 | 1-2-3-4 | 1-2-3-4 |

- Motivation - Am I interested in doing the work?
- Motivation - Asking questions
- Is the student well dressed for the job?
- How did the students work in a line?
- How did the student behave?
- Was there communication with co-workers?

- Individual goals for a student
- Extra information

What was the students task?

- level
- Performance of the job
- Work speed



| <u>Algemene klasdoelen</u> | <u>Voormiddag</u> | <u>namiddag</u> |
|--|-------------------|-----------------|
| Motivatie : Is geïnteresseerd in het maatwerkbedrijf | 1-2-3-4 | 1-2-3-4 |
| Motivatie : Stelt vragen | 1-2-3-4 | 1-2-3-4 |
| Afspraken : draagt gepaste kledij | 1-2-3-4 | 1-2-3-4 |
| Handelingen : voert serietaken uit | 1-2-3-4 | 1-2-3-4 |
| Houding: communiceert correct met collega's | 1-2-3-4 | 1-2-3-4 |
| | 1-2-3-4 | 1-2-3-4 |
| <u>Individuele doelen</u> | | |
| | 1-2-3-4 | 1-2-3- |
| | 1-2-3-4 | 1-2-3-4 |
| | 1-2-3-4 | 1-2-3-4 |
| Extra info : | | |
| | | |
| | | |
| | | |





Self evaluation group internship - filled in by the student

Sint- Janshof naam: DELLAHT NJ

Datum: 22/.../2020 Plaats: Willebroek Algemene taak: DISPLAY

| Taken/ opdrachten | Leerkracht | Ik |
|---------------------------------------|------------|---------|
| DOZEN VERPLAATSEN DOZEN PLAT MAKEN | 1-2-3-4 | 1-2-3-4 |
| ONDER LAAG GEWERKT KARETJE | 1-2-3-4 | 1-2-3-4 |
| KARBON DISPLAY | 1-2-3-4 | 1-2-3-4 |

| | | |
|------------|----------------------|----------------------|
| Tempo | 1-2- 3 -4 | 1-2- 3 -4 |
| Motivatie | 1-2-3-4 | 1-2- 3 -4 |
| Initiatief | 1-2-3-4 | 1-2-3- 4 |

| | |
|--|---|
| Gebruikte materialen (2) | KARETJE PALLET |
| Gebruikte grondstoffen (2) | BUSJES |
| Tip voor volgende keer | OP MIJN WERK HOOD IN LETTEN |
| Uit fouten kan ik leren, noem een foutje | GOED NA KIJKEN EN NIET TE SNEL WERKEN VAN BOVEN PAKEN NIET VAN BENEDEN |

Klas: 2.5 groepsstage VAN BENEDEN 2020-2021

Sint- Janshof naam: DELLAHT NJ

Kwaliteit, pluspunt van mezelf ANDERE HELPEN

Hoe verliep de volledige dag?

| | Leerkracht | Ik |
|-------------------|------------|----|
| Zeer goed | | |
| Goed | | X |
| Onvoldoende | | |
| Sterk onvoldoende | | |

• Dit vul je zelf in:

Dit was nieuw voor mij:
NIETS BEHALVE DE BUSJES ZEEP

Dit vond ik leuk:
ALLES

Dit vond ik niet leuk:
NIETS

Klas: 2.5 groepsstage 2020-2021



- In this way they can reflect
 - about work they did
 - about how they see them self working
 - about the different tasks that can be done at a work place





PHASE 2

Internship

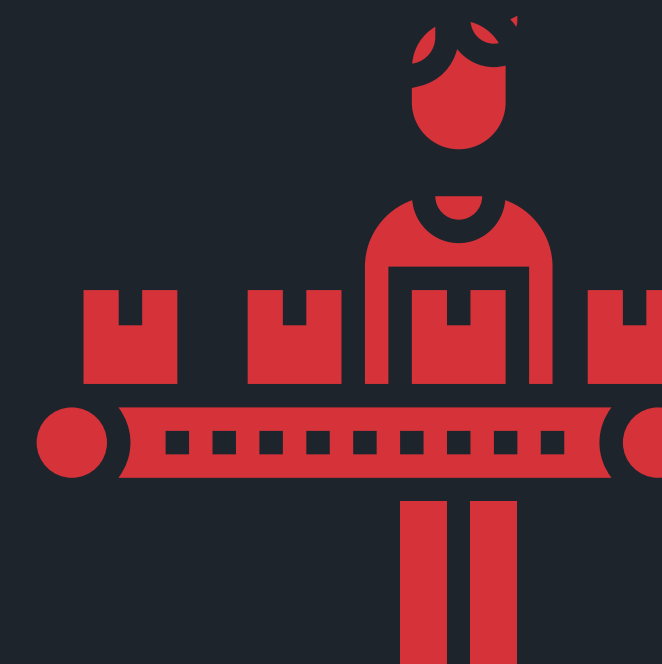
- Every year in fase 2
 - 2.5 - (1st year) - 2 weeks
 - 2.6 - (2nd year) - 3weeks
 - 2.7 - (3th year) - 6 weeks
- Individually
- Preperation starts in school
- Teacher will go for a evaluation during the internship
- End evaluation with teacher and person from the workplace
- They work during the workhours from the workplace and not from school

VOLA

Last year in level 2.


- 2 days in school
- 3 days of internship

When they can start to work at the internship, they can graduate during the schoolyear to start working.





Evaluation internship - filled in by the coach at the internship place

ALGEMENE COMPETENTIES 

Instructies opvolgen
De medewerker aanvaardt instructies die op maat worden gecommuniceerd en voert deze ook correct uit. De medewerker houdt zich aan deze instructies totdat de taak volledig tot een goed einde is gebracht.

| | niet goed | af en toe goed | goed | heel goed | supergoed |
|--|-----------|----------------|------|-----------|-----------|
| voert instructies correct uit | | | X | | |
| kan een taak tot een goed einde brengen | | | X | | |
| houdt zich aan afspraken | | X | | | |
| werkt een taak af zonder extra uitleg | | | X | | |
| onthoudt de instructies tot dat de taak is afgewerkt | | | X | | |

IN HET BEGIN NIET OP TIJD AANKOMEN

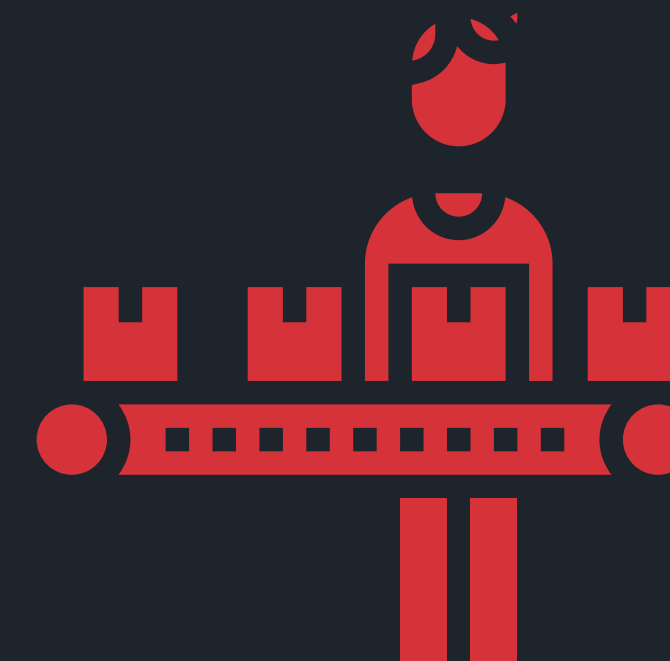
Veilig werken
De medewerker houdt zich strikt aan de geldende veiligheidsprocedures. Hij/zij let op de eigen veiligheid en die van anderen. De medewerker maakt hiertoe een zo goed mogelijke inschatting van de gevolgen van zijn/haar acties.

| | niet goed | af en toe goed | goed | heel goed | supergoed |
|---|-----------|----------------|------|-----------|-----------|
| draagt de voorgeschreven persoonlijke beschermingsmiddelen tijdens het werk | | | X | | |
| volgt de veiligheidsvoorschriften | | | X | | |
| zorgt ervoor dat situaties ongevaarlijk zijn voor zichzelf | | | X | | |
| zorgt ervoor dat situaties ongevaarlijk zijn voor anderen | | | X | | |
| meldt wanneer een situatie onveilig is | | | X | | |

Zich gedisciplineerd opstellen
De medewerker getuigt van de nodige zelfdiscipline in een professionele omgeving. Zo maakt hij/zij goed gebruik van de werktijd en respecteert hij de grenzen van zichzelf, anderen en de organisatie als geheel.

| | niet goed | af en toe goed | goed | heel goed | supergoed |
|------------------------------|-----------|----------------|------|-----------|-----------|
| komt op tijd aan op het werk | | X | | | |

10 NA GESPREK MET JUF WEL.



- Filled in by the mentor at the workplace, not the teacher.
- There is an evaluation moment at the end of the internship with the teacher, student and mentor.
- In school we use the evaluation to point out personal workpoints.

LEVEL 2

Moderate mental disability



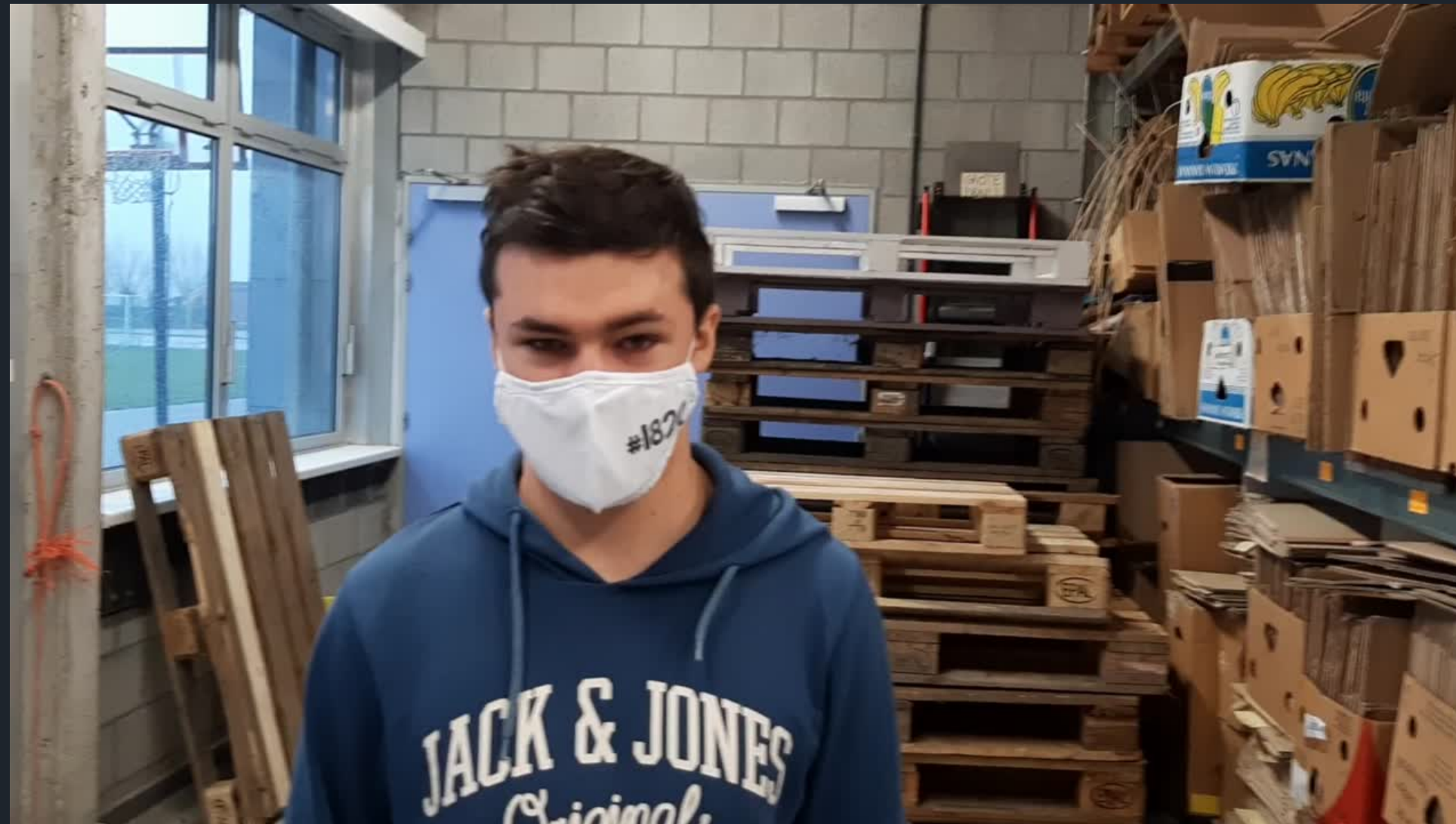


VOLA

Last year in level 2.

- 2 days in school
- 3 days of internship

When they can start to work at the internship, they can graduate in the year to start to work.



LEVEL 2

Moderate mental disability





LEVEL 3

Mild mental disability

Preparation for a **paid job in regular employment**

General and social education in a combination with job training

If possible, making the switch to regular education





Work goal for level 3

Preperation for a paid job in regular employment
students can choose between 4 professions



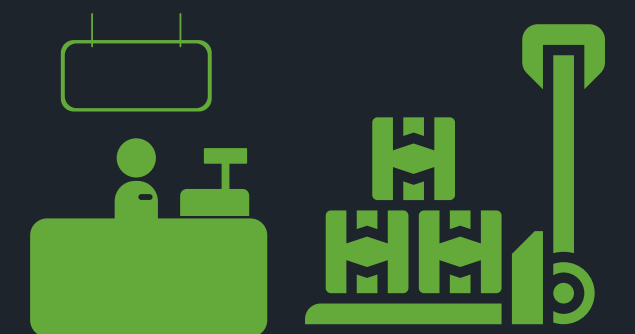
logistics assistant



welder



woodworker



shop assistant





PHASE 1

Age 12-13

observation year



sampling of the 4 professions -
make a choice at the end of the school year

PHASE 2

Age 14-16

training phase



practicing the basic techniques -
first experience of the workplace

PHASE 3

Age 17-18

qualification phase



learn to apply techniques independently

PHASE 4

Age 18 -19

integration phase



refining the techniques in the workplace

LEVEL 3

Mild mental disability

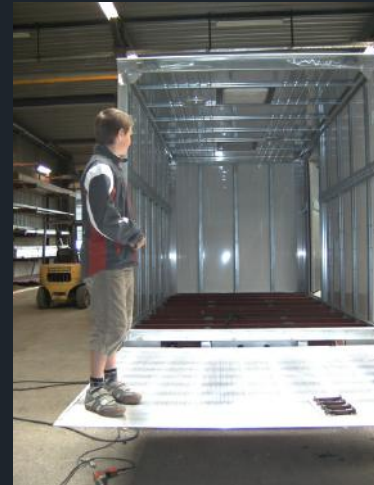




PHASE 1

Age 12-13

observation year



During the school year each student follows the lessons of the 4 professions. they make assignments that give them an idea of what the profession entails.

Profession 14-days

- general lessons: they see and discuss videos about the profession.
- practical lessons: drop by senior years during their practice class, and work with the older students
- we visit the workplace: a nursing home and nursery - metal workshop - wood workshop - shop.
There they are given a tour - they make a search - they work briefly at the workplace

LEVEL 3

Mild mental disability

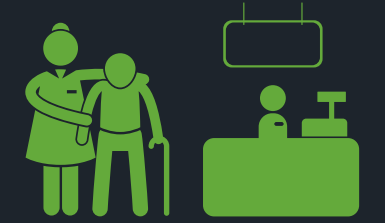




PHASE 2

Age 14-16

training phase



**logistics assistant
shop assistant**

BUSO - SINT-JANSHOF

Start of job training

When the students are 15 years old, we no longer only practice the techniques in the classroom but also on the work floor.

Why are we doing this?

- the classroom is not the same as the workplace
- the student is introduced to reality
- to make the transition to group internship easier





PHASE 2

Age 14-16

training phase



logistics assistant

The logistics assistants work in themes.
First they cover the topic in the lesson + exercises.
Then they finish the topic with a practical exercise in the workplace.

Some examples:

- Coffee tour / drink tour: Borgerstein, day-care center for adults
- Preparing meals / learning to make sandwiches: breakfast in the school for parents.
- Making beds: nursing homes Den Olm, Releghem
- Sanitary maintenance: showers / WC / bathrooms: Borgerstein, day-care center for adults
- Help with transport: driving with wheelchair + cleaning wheelchairs in the workplace:
Borgerstein, day-care center





PHASE 2

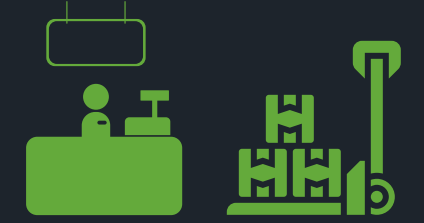
Age 14-16

training phase



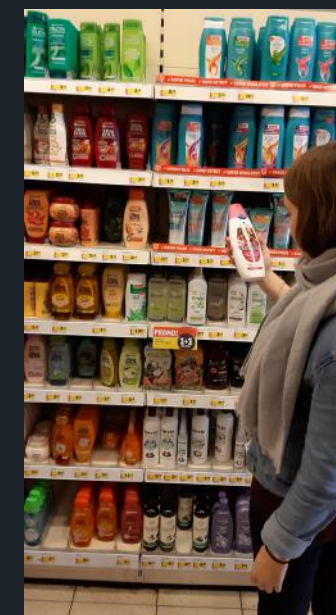
learning moment

the first steps in the shop



shop assistant

- 2 different types of shops
- every shop 1 time / month
- the teacher and the students together at the workplace
- we go together to the shop and back to school
- the students complete a self evaluation after each extra-school activity



LEVEL 3

Mild mental disability

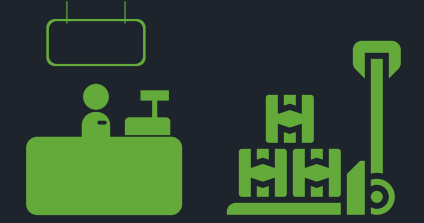




PHASE 2

Age 14-16

training phase



shop assistant

Self evaluation



Dagboek voor Leermoment : **KRUIDVAT**

Naam:..... Datum:.....

De leerling vult in met blauw Leerkracht vult in met groen

• In welke afdeling heb ik moeten werken?

- Lichaamsproducten; bad- en douchegel
- intieme hygiëne; maandverband
- tandverzorging
- Gezichtsproducten
- Haarverzorging; kleuringen en shampoo en conditioner
- Parfumerie
- Make-up
- Onderhoudsproducten
- Baby artikelen
- Eten & drinken
- Bulkverkoop
- Groene hoek
- Speelgoed
- Honden en kattenvoer
- Kaarsen
- Promo
- Electro
- Woon en decoratie

• Welke taken heb je vandaag moeten uitvoeren?

- Spiegelen van artikelen
- FIFO
- Aanvullen van artikelen
- Klanten helpen

✓ Begreep ik de opdracht?

| | Slecht | voldoende | goed |
|---|-----------------------|-----------------------|-----------------------|
| Heb ik de opdracht begrepen? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kan ik de opdracht onthouden? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kan ik alleen beginnen aan mijn opdracht? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

✓ Hoe was mijn werkhouding?

| | Slecht | voldoende | goed |
|---|-----------------------|-----------------------|-----------------------|
| Was ik netjes en verzorgd? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Werkte ik in de juiste volgorde? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gebruikte ik hulpmiddelen? <u>Olifantenpoot...</u> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Heb ik goed doorgewerkt? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Heb ik mij voldoende gecontroleerd? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Heb ik zorg gedragen voor het materiaal? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Heb ik mij kunnen concentreren tijdens mijn werk? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Heb ik veilig gewerkt? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Heb ik rug sparend gewerkt? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Wat ging er moeilijk vandaag:
.....
.....
.....

Wat ging er goed vandaag:
.....
.....
.....

Aanwijzingen en tips van de leerkracht
.....

LEVEL 3
Mild mental disability





PHASE 3

Age 17-18

qualification phase



Qualification phase
Job training

group internship
preparation for individual internship



individual internship





PHASE 3

Age 17-18

qualification phase



logistics assistant

group internship preparation for individual internship

1. nursing home
2. day-care / hospital

- there is a gradual structure
- the teacher and the students together at the workplace
- come and go independently





PHASE 3

Age 17-18

qualification phase



Self evaluation

Naam: Instelling:

| AANGELEERDE EN UITGEVOERDE TECHNIEKEN | |
|---|--|
| Datum | |
| Rust en slaap | |
| Afhalen en opmaken van bedden | |
| Verschonon van bedlinnen | |
| Verversen van steeklaken | |
| Ontsmetten van bedden | |
| | |
| Reinigen en ontsmetten van materiaal | |
| Persoonlijk materiaal van de ZV | |
| Sanitair materiaal | |
| Bed | |
| Hulpmiddelen | |
| Verpleegkundig materiaal | |
| Verbandwagen/verbandkar | |
| Dienstkeuken | |
| Koelkast | |
| Badkamer | |
| Magazijn | |
| Speelgoed | |
| Babybed | |
| Interieuronderhoud | |
| | |
| Voeding | |
| Noteren van voedselkeuze | |
| Verdelen van het voedsel | |
| Opdienen van het voedsel | |
| Toedienen van de maaltijd | |
| Hulp bij het toedienen van de maaltijd | |
| Afruimen | |
| Wegbrengen van voedingskarren | |

| | |
|-------------------------------|--|
| Linnen | |
| Sorteren van vuil linnen | |
| Wegbrengen van vuil linnen | |
| Klasseren van proper linnen | |
| Hertellen van linnen | |
| | |
| Bestellen en aanvullen | |
| Incontinentiemateriaal | |
| Medicatie | |
| Medisch materiaal | |
| | |
| Begeleiden van de ZV | |
| Naar kamer | |
| Naar de refter | |
| Naar de kapper | |
| Naar therapie | |
| | |
| Hulp bij animatie | |
| Activiteit | |

Groepsstage



Naam:

Klas: Kwalificatiefase Logistiek Assistent in Ziekenhuizen en Zorginstellingen

Leerkracht:

Schooljaar:



logistics assistant

Naam: Instelling:

| Wekelijkse evaluatie van technieken en opdrachten | | |
|---|-------------------------|-------------|
| Datum | Technieken - opdrachten | Opmerkingen |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |





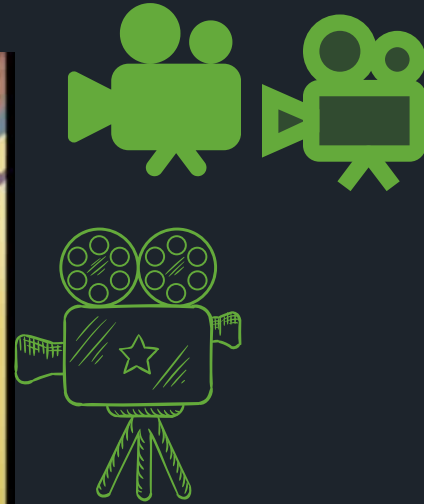
PHASE 3

Age 17-18

qualification phase



logistics assistant



LEVEL 3
Mild mental disability

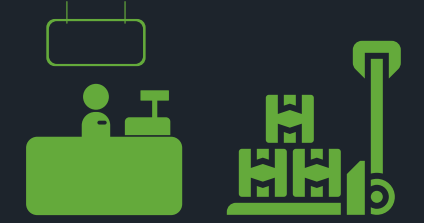




PHASE 3

Age 17-18

qualification phase



shop assistant

group internship

preparation for individual internship

- 8 different types of shops
- 4 shops per year-min. 2 stores every week
- to get to know different kind of stores
- the teacher and the students together at the workplace
- come and go independently



LEVEL 3
Mild mental disability





PHASE 3

Age 17-18

qualification phase



Dag+ datum:.....

Winkel:.....Afdeling:.....

Wat waren mijn opdrachten? Welke technieken heb ik toegepast?

→

.....

.....

.....

.....

Zijn er nieuwe dingen die ik geleerd heb?

.....

.....

.....

.....

Wat ging er goed / minder goed?

GOED:

.....

.....

MINDER GOED:

.....

GROEPSSTAGE
GS

**WINKEL
HULP**




Naam:

Klas: Winkelhulp

Leerkracht:

Schooljaar:.....

Self evaluation



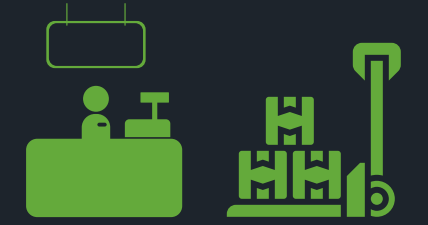
Aangepast Beroepsonderwijs
naam

Datum: Winkel:

attitude

techniek

motivatie



shop assistant

LEVEL 3
Mild mental disability



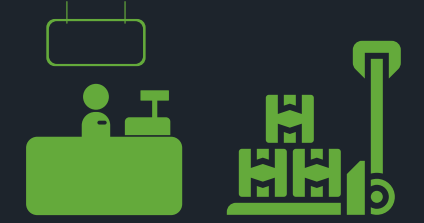
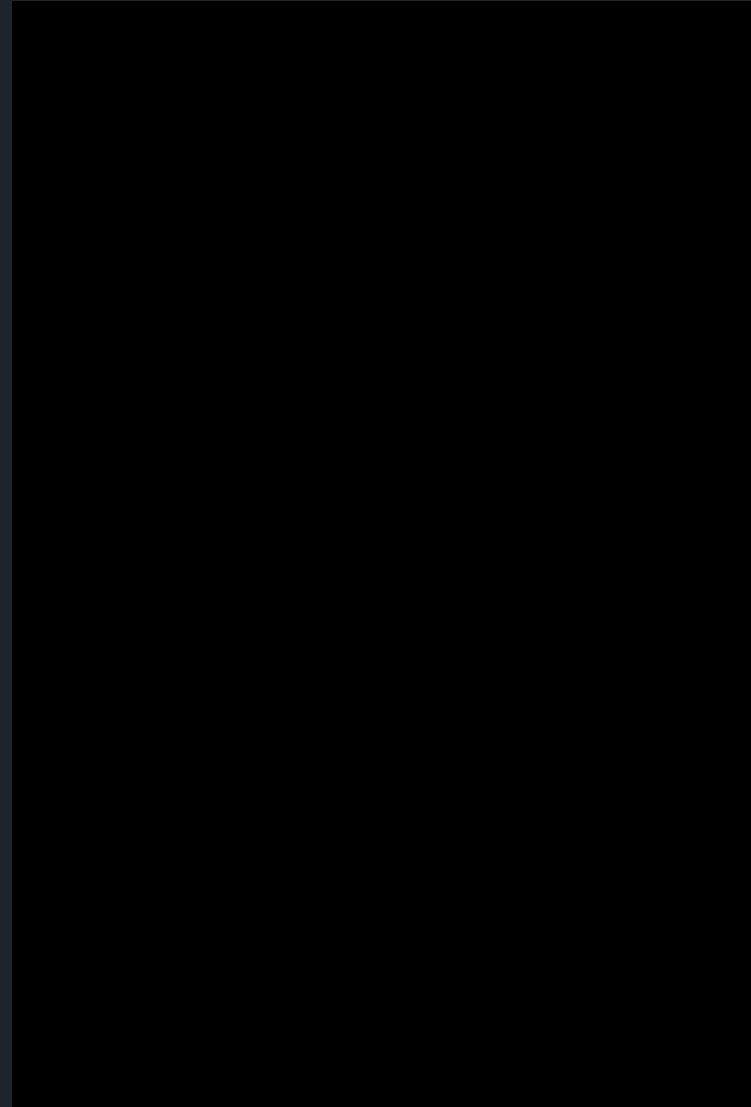
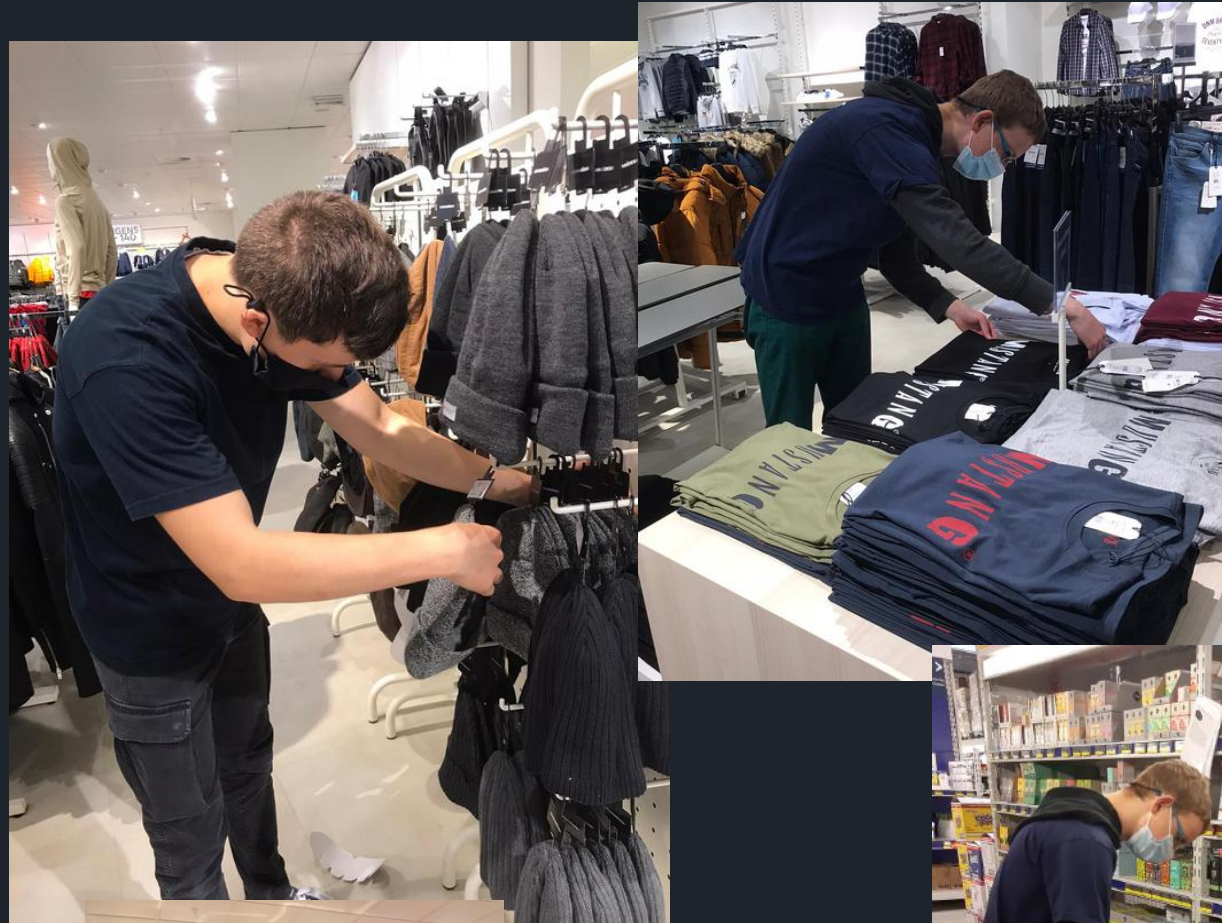


PHASE 3

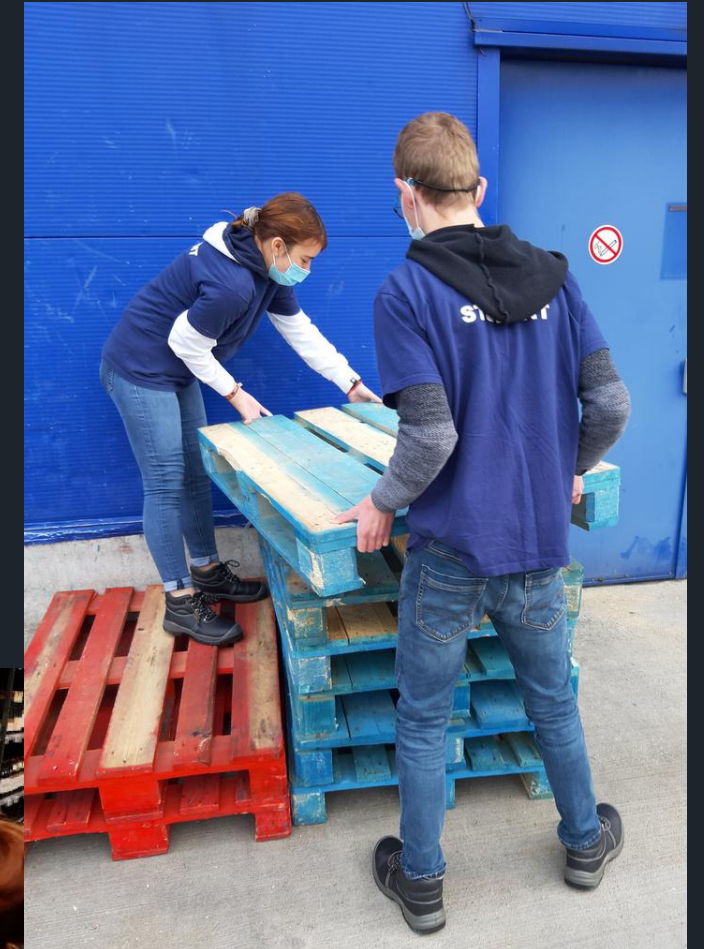
Age 17-18



qualification phase



shop assistant



LEVEL 3
Mild mental disability





PHASE 3

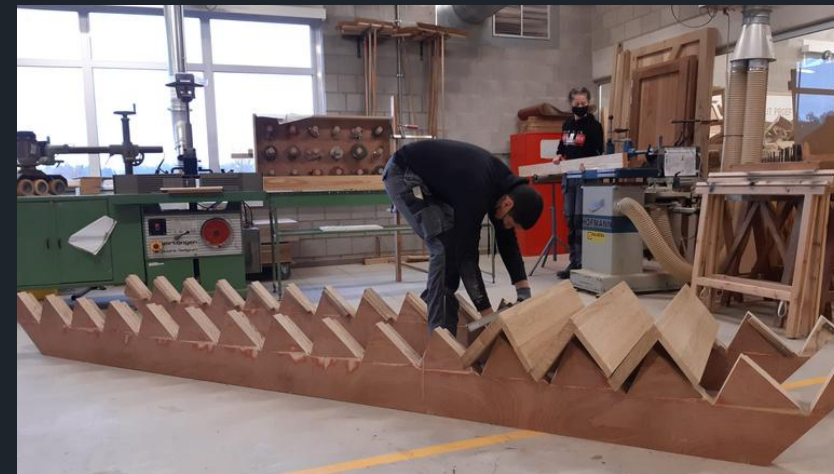
Age 17-18



qualification phase

Job training @ school

Since it is not possible to do job training as welder and woodworker in a workplace, the students make products at school for clients under surveillance of the teacher.



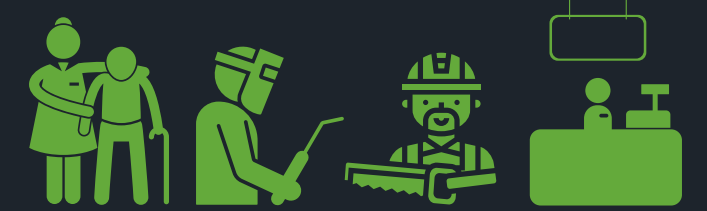
welder
woodworker





Age 17 -18

qualification phase



logistics assistant
welder
woodworker
shop assistant

individual internship



- first year - 3 weeks
- second year - 2 times - 3 weeks
- the intern is alone at the workplace
- the same hours as the staff
- the student fills in an internship diary during the internship week
- the teacher visits to get information about the intern
- all parties are present when completing the internship evaluation

LEVEL 3

Mild mental disability





Age 17 -18

qualification phase



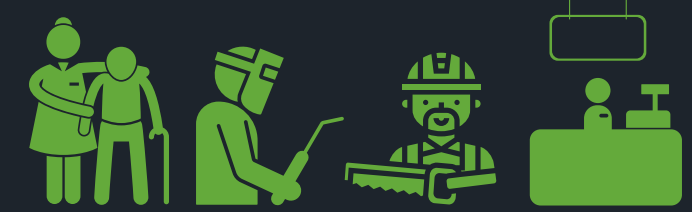
internship diary

STAGEBOEKJE

Winkelhulp

Stageperiode :
 van
 tot en met

Naam van de stagiair :



logistics assistant
welder
woodworker
shop assistant

Tips voor een goede stage!

- Ik ben op tijd op mijn stageplaats of opstapplaats (beter 10 minuten te vroeg dan 1 minuut te laat).
- Ik volg de afspraken van de stageplaats, deze kunnen anders zijn dan de afspraken op school.
- Ik ben altijd beleefd, ook bij een opmerking.
- Ik ben vriendelijk. (Zeg goede morgen / goede avond /tot morgen, ...)
- Ik hou mijn werkplek ordelijk.
- Ik laat het materiaal proper achter.
- Ik voer elke opdracht uit, ook al gaat het moeilijk.
- Ik vraag meer uitleg als ik het niet begrijp.
- Ik werk goed door.
- Ik voer een opdracht volledig en nauwkeurig uit.
- Ik blijf met mijn gedachten bij mijn werk.
- Wanneer een opdracht of taak af is, begin ik aan een nieuwe opdracht of ik vraag zelf om een nieuwe taak.
- Ik werk veilig.
- Ik werk ergonomisch. (.....)
- Ik meld het als ik een fout niet zelf kan herstellen of wanneer iets heb stuk gemaakt.

Bij afwezigheid:

- verwittig ik altijd mijn stagegever **voor** de start van de werkdag!
- bel ik de school: 015 20 27 61. ('s morgens tussen 8u. en 8.30 u.)
- ga ik naar dokter en vraag een ziektebriefje (bewijs is noodzakelijk!).

NUTTIGE INFORMATIE

Stageplaats:

Adres stageplaats:

Telefoonnummer stageplaats:

Naam baas/afdelingshoofd

Naam begeleider stageplaats, stagementor:

Naam van mijn stagebegeleider van de school:

Werkuren:

| | maandag | dinsdag | woensdag | donderdag | vrijdag |
|-------|---------|---------|----------|-----------|---------|
| begin | | | | | |
| einde | | | | | |

Vertrek naar het werk met de fiets / bus / trein /

Vertrekkur bus: Busnummer:

Halte stageplaats:

Als ik weet dat ik te laat ga komen

- telefoneer ik naar mijn stageplaats.
- zeg ik wie ik ben.
- zeg ik dat ik wat later zal zijn en waarom.

Dag 4: datum:

Dit zijn de namen van de collega's waar ik dagelijks mee werk:

Ik praat met mijn collega's over

De leukste collega isomdat

Heb ik al opmerkingen/feedback gekregen van mijn stagementor?

positieve :

negatieve :

Heb ik al feedback gekregen van mijn collega's?

positieve :

negatieve :

Met welke gereedschappen, machines heb ik tijdens deze stage al gewerkt?

- de kassa
- de weegschaal
- de handheftruck/transpallet
- de kartonpers
- de winkelkar
- de trolley
- de rolcontainer
- de dolly
- de display
- de alarmsticker
- de ontlabelaar
- het kledingrek
- de lintsplitter
- de leveringsbon/vrachtbrief
- de telescopische afneemhaak
- de geldlade
- het schappenplan
- het veiligheidsmes
- de olifantenpoot
- de ladder
- de tag
- de beveiligingsbox
- de ridderspoortang
- de prijzentang
- de handscanner
- de computer
- de pallet
- de wikkelfolie
- de plasticpers
- de afvalcontainer
- het leeggoed
- ...
- ...
- ...

Hoe kijk ik terug op deze eerste stageweek?

- heel tevreden
- tevreden
- niet zo tevreden
- helemaal niet tevreden

Probeer je antwoord uit te leggen.

Ik geef mezelf voor deze stage:

/10

LEVEL 3

Mild mental disability

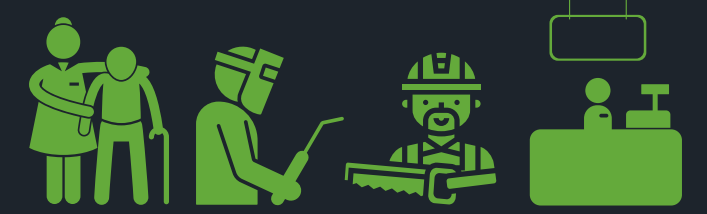
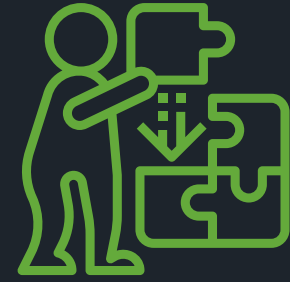




PHASE 4

Age 18 -19

integration phase



logistics assistant
welder
woodworker
shop assistant

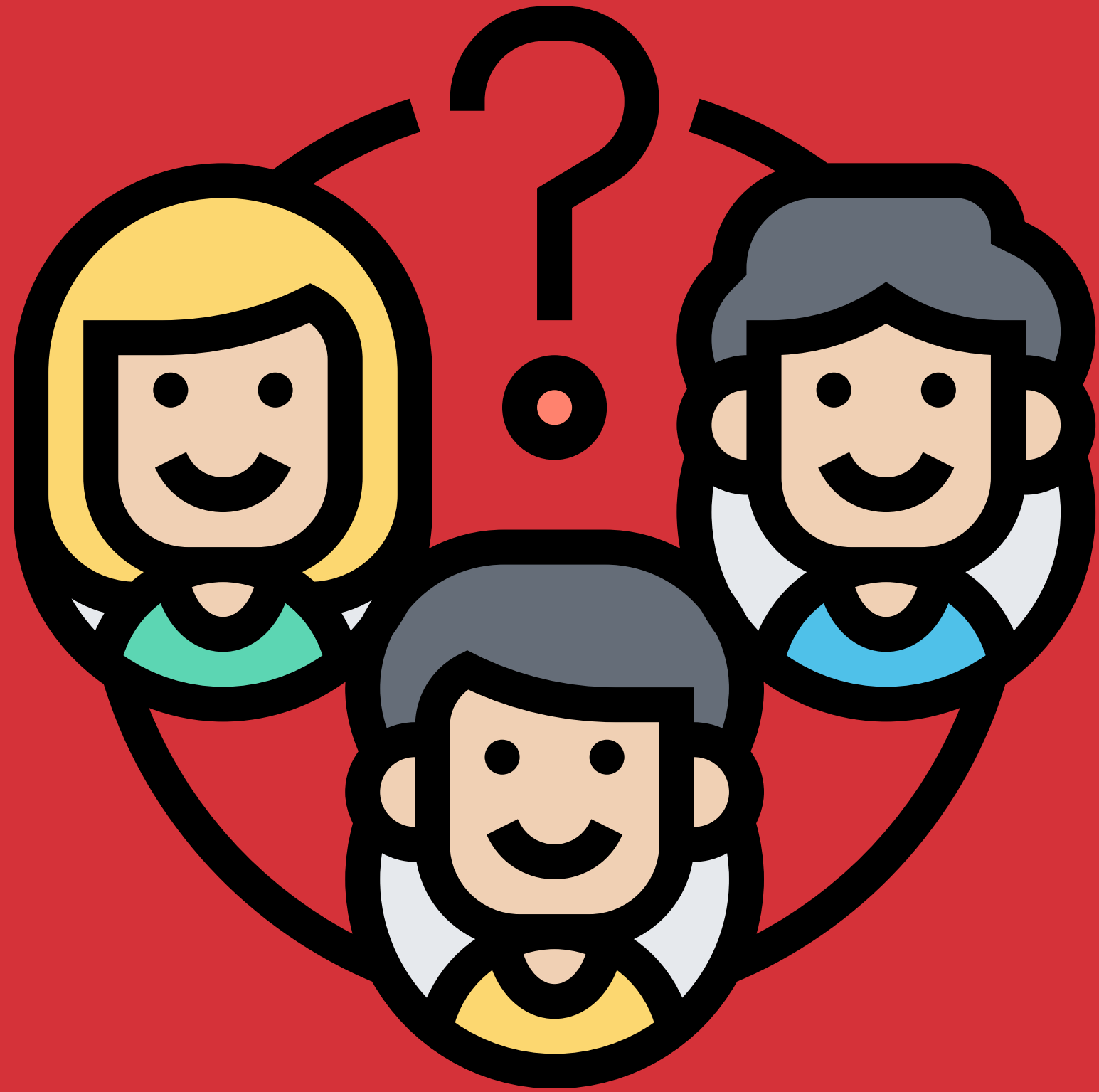
apprenticeship contract

- this is not a compulsory school year
- not fulltime at school
 - 3 days in the workplace
 - 2 days at school
- perfecting techniques
- social skills
- mature professionally
- work with the chance of a job at the internship place
- when they can start to work at the internship, they can graduate during the schoolyear to start working



LEVEL 3
Mild mental disability

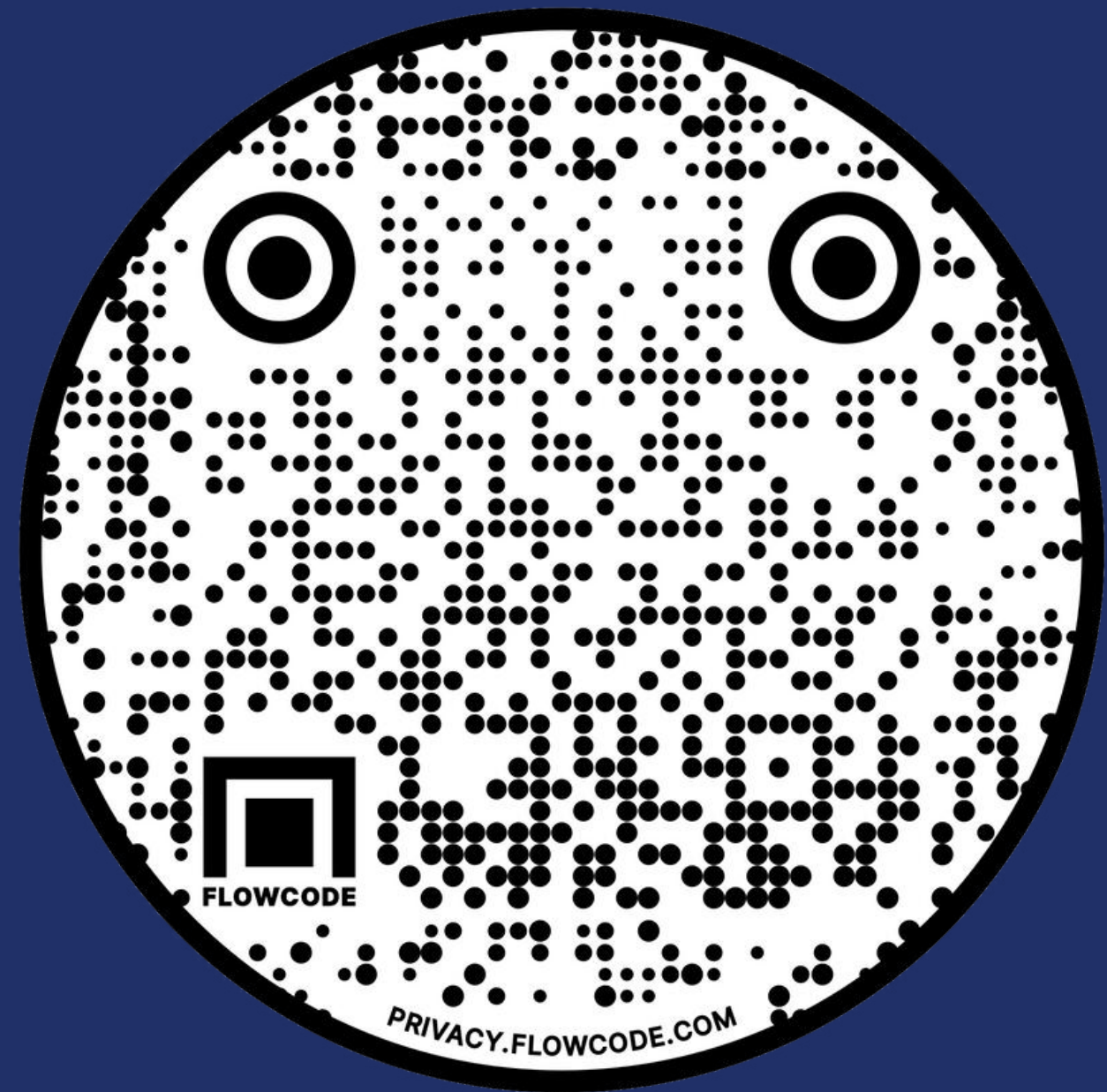




TIME FOR QUESTIONS



TIME FOR EVALUATION





CERTIFICATE OF ATTENDANCE

for



Travelling to new teaching adventures

for attending the webinar
Job training activities
February 10th, 2021

presented by



Travelling to new teaching adventures

ILSE DELO
Coordinator Belgium

VEERLE VERHEYDEN
Principal Belgium

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CERTIFICATE OF ATTENDANCE





THANK YOU!



THANK YOU



SCHOOLINFORMATION

DO YOU WANT TO SEE MORE?
TAKE A LOOK AT THE SOCIAL MEDIA OF OUR SCHOOL



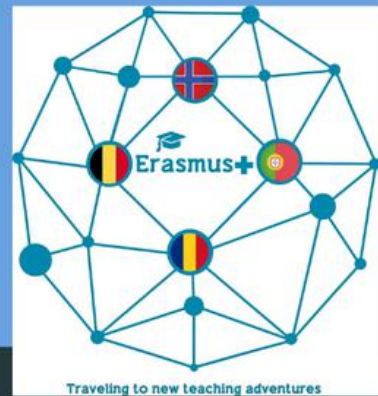
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TRAVELING TO NEW TEACHING ADVENTURES



WEBINAR PROGRAM

09/12/2020

Wednesday at 3 pm CEST

STUDENT ENTREPRENEURSHIP

Presentation of the Norwegian project about strengthening students' entrepreneurship



Flora vgs.
Vestland fylkeskommune

EMOTIONAL INTELLIGENCE

20/01/2021



Wednesday at 3 pm CEST

Presentation of Portuguese activities about emotional intelligence to use in your group

10/02/2021

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Presentation of a Belgian teaching method to prepare students for a later job.



OUTDOOR ACTIVITIES

10/03/2021

Wednesday at 3 pm CEST



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Presentation of Romanian outdoor activities to train students' skills



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