

Palssen news update



Welcome to the second electronic newsletter of the Erasmus+ Project Palssen



Ljubljana, June, 2022

On June 13, 14 and 15, 2022, the second Transnational Meeting of the Erasmus+ project Palssen took place in Slovenia. Host of the meeting was BIC Ljubljana, a Slovenian organisation providing Vocational Education and Training. The Palssen-project is funded by the Erasmus+. The project aims to move away from the "One-size-fits-all" approach for Students with Special Educational Needs (SEN). The project will introduce and explore opportunities for a more Personalised Approach of Learning for students with SEN in VET.



Slovenian project Individualisation

Project partners learned from the experiences of BIC-Ljubljana in a National Project on Individualisation in Vocational Education and Training. The project was coordinated and presented by the Institute of the Republic of Slovenia for Vocational Education and Training (CPI). In this project, a model and instruments of individualization have been developed, tested and described. Key principles were:

- each student has an Individual Learning Plan based on individual needs and competences;
- the plan is monitored frequently;
- teachers gain knowledge and competences to facilitate, to include and to support students in designing and executing the plan;
- empowerment of students plays an important role in practicing Individualization.

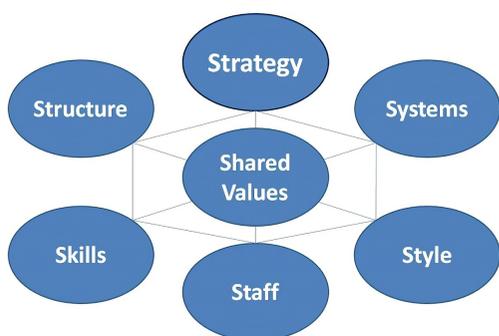


Self-assessment of readiness for Implementing Personalised Approach of Learning

The Palsen project aims to develop a Self-Assessment Instrument that supports VET schools to assess their current performance of applying a Learner Centred Approach. Through this self-assessment process these schools have the opportunity to identify priorities for improving their performance. The Self-Assessment Instrument provides feedback on current performance, recommendation for improvement and support in the process of setting priorities.

All partners contributed to a list of elements to assess the readiness of a school in applying methods of Personalised Approach of Learning (PAL). The elements of the Self-Assessment Instrument are structured according the dimensions of the 7S-model of McKinsey. The McKinsey's 7S model combines rational and hard dimensions (Strategy, Structure and Systems), with emotional and soft dimensions (Style, Staff, Skills and Shared Values).

During the meeting in Ljubljana the elements were clarified and discussed. Project partners prioritised the elements and ranked them for each the 7 dimensions. Project partners agree on the steps to follow in accomplishing the Self-Assessment Instrument and by applying the lessons learned from the Universal Design of Learning. (UDL)



7-S model of McKinsey

Interviews with students and teachers

On Tuesday 14 June 2022, meetings the project partners had meetings with staff and students of BIC-Ljubljana. In these meetings, the project partners wanted to explore and to learn how the interest of the individual student[1] with SEN is addressed and how Self-Governance[2] is incorporated in the education and training and the support for students with SEN.

Communalities and differences between project partners from Slovenia, Portugal and The Netherlands were explored and identified. Both staff and students of BIC-Ljubljana and the project partners were very enthusiastic about these meetings.

Interesting learning points from the interviews with students and teachers of BIC-Ljubljana were:

- Students with SEN feel listened to, and that their needs are taken into account in the teaching, training and support.
- A Personalised Approach of teaching is in the mindset of many the teachers.
- There are various ways of differentiation while offering education and training to students with SEN: on content, level, methods and support. The various methods of differentiation contribute to the interest of the individual student and to Self-Governance.
- An important basic principle for including students with SEN in mainstream Vocational Education and Training is that teachers, trainers and counsellors are visible, available and accessible for students with SEN.

Some differences between project partners and BIC-Ljubljana which have been identified are:

- Methods of assessing needs, expectation and opportunities are different for the project partners.
- Project partners have differences in the ultimate purpose of their Vocational Education and Training programs. This is shown in emphasising different goals
 - a) a formal approval of Vocational Educational and Training Skills (certification)
 - b) contributing to citizenship / Quality of Life of the students (Holistic approach) and
 - c) preparing and achieving employment in open labour market or a combination of the three perspectives.

[1] Interest of the individual student is described as: "Highly personalised learning pathways that matches individual goals and individual learning needs"

[2] Self-Governance is described as: "Students with SEN are in full control of his/her own learning process."



Groningen November 2022



The next Transnational meeting will take place in Groningen (The Netherlands).

At this meeting, project partners will explore and exchange: methods of assessing needs, interests and opportunities of individual students with SEN, designing Individual Learning Plans and methods which encourage Self-Governance in a more Personal Approach of Learning.