

Work training program

for students of a special school preparing for work with moderate or severe intellectual disabilities and for students with multiple disabilities

The program was developed on the basis of the regulation:

Regulation of the Minister of National Education of February 14, 2017 on the core curriculum for pre-school education and the core curriculum for general education for primary schools, including for students with moderate or severe intellectual disabilities, general education for first-cycle vocational schools, general education for a special school preparing for work and general education for post-secondary schools.

[Dz.U. z 2017, item 356](#)

General goals:

1. shaping a positive attitude towards work in terms of motivation, competence and performance;
2. acquiring basic knowledge about work and getting to know typical work situations;
3. teaching how to perform various tasks in accordance with the student's preferences and predispositions;
4. mastering basic skills and work activities;
5. preparing students to run a household;
6. understanding occupational health and safety issues;
7. developing job search skills and using various sources of knowledge;
8. preparation to undertake independent or supported work in an individually tailored position on the open or protected labor market;
9. satisfying the cognitive and social needs of students by providing them with conditions for purposeful and socially useful activity.

Specialty: CLEANING WORK

Graduate profile: The student has skills enabling him to work in the field of maintaining cleanliness and order. He has acquired the necessary knowledge and skills related to washing floors, dishes, windows and cleaning sanitary rooms. Is able to independently and effectively perform cleaning work in various environments.

Educational material		Specific objectives	Detailed learning outcomes. After completing the classes, the student is able to (depending on the student's individual psychophysical capabilities resulting from the certificate and IEPT):
Floor cleaning	k n o w l e d g e	<ul style="list-style-type: none"> ● Getting to know different types of floors and their specific cleaning requirements. ● Learning about various cleaning products used to clean floors, their properties and purposes. ● Understanding the principles of safe and effective floor cleaning. 	<ul style="list-style-type: none"> ● The student knows what types of floors there are and what the specifics of cleaning each of them are. ● The student knows which cleaning products are suitable for specific types of floors. ● The student knows the safety rules when washing floors, e.g. using appropriate footwear, placing a sign saying "be careful, it's slippery".
	s k i l l s	<ul style="list-style-type: none"> ● Developing the ability to properly use floor cleaning tools, such as mops or brushes. ● Developing the ability to correctly select and use the appropriate cleaning agent for a specific type of floor. ● Developing the ability to perform movements consistent with the direction of washing the floor in order to remove dirt as much as possible. 	<ul style="list-style-type: none"> ● The student is able to use various floor cleaning techniques, such as wet mopping, vacuuming or scrubbing. ● The student is able to properly select tools for cleaning floors, such as mops, brushes and vacuum cleaners. ● The student is able to wash the floor independently, removing visible dirt and ensuring cleanliness and hygiene.

Washing dishes	k n o w l e d g e	<ul style="list-style-type: none"> ● Getting to know different types of cookware, their materials and cleaning properties. ● Learning about various cleaning products used to wash dishes and how they work. ● Understanding hygiene rules when washing dishes and avoiding contamination. 	<ul style="list-style-type: none"> ● The student knows what types of dishes exist and what are the recommended washing methods for each of them. ● The student knows the differences between hand-washing detergents and dishwasher detergents and how to use them. ● The student knows the hygiene rules when washing dishes, e.g. changing water frequently.
	s k i l l s	<ul style="list-style-type: none"> ● Developing the ability to properly use a dishwasher or wash dishes by hand. ● Developing the ability to eliminate difficult-to-remove stains and dirt from dishes. ● Rdeveloping the skills to effectively dry and arrange dishes after washing. 	<ul style="list-style-type: none"> ● The student is able to wash dishes by hand, removing difficult-to-remove dirt and ensuring hygiene. ● The student is able to operate the dishwasher, placing dishes in the appropriate places and selecting the appropriate program. ● The student is able to properly dry and arrange dishes after washing, preventing stains from settling and leaving moisture.
Window washing	k n o w l e d g e	<ul style="list-style-type: none"> ● Getting to know different types of windows and their materials. ● Learning about various cleaning products used to clean windows and their properties. ● Understand how to clean windows safely and effectively, including using a ladder or other tools. 	<ul style="list-style-type: none"> ● The student knows what types of windows there are and what are the recommended cleaning methods for each of them. ● The student knows what cleaning products are suitable for cleaning windows and what tools are needed to perform this activity. ● The student knows the safety rules when washing windows, especially in the case of high windows.

	<p>s k i l l s</p>	<ul style="list-style-type: none"> • Developing the ability to properly choose window cleaning tools, such as cloths or winches. • Developing the ability to clean windows in a way that ensures even removal of dirt and marks. • Strengthening the ability to safely access windows and use a ladder or other tools. 	<ul style="list-style-type: none"> • The student can effectively clean windows, removing dirt and leaving them streak-free. • The student is able to properly use various window cleaning tools, such as cloths, winches and cleaning fluids. • The student is able to access windows safely, using appropriate techniques and tools to avoid accidents.
<p>Cleaning of sanitary rooms</p>	<p>k n o w l e d g e</p>	<ul style="list-style-type: none"> • Getting to know different types of dirt in sanitary rooms and how to remove them. • Learning about various cleaning products used to clean bathrooms and toilets and how they work. • Understanding hygiene rules when cleaning sanitary rooms. 	<ul style="list-style-type: none"> • The student knows what are the most common types of dirt in sanitary rooms and what cleaning products are best for removing them. • The student knows what tools are needed to clean the bathroom and toilet and how to use them. • The student knows the hygiene rules when cleaning sanitary rooms, e.g. avoiding mixing cleaning products.
	<p>s k i l l s</p>	<ul style="list-style-type: none"> • Developing the ability to properly use cleaning products to remove various types of dirt in the bathroom and toilet. • Developing the ability to thoroughly clean hard-to-reach places, such as the edges of the bathtub or toilet. • Developing the ability to properly disinfect surfaces to prevent the spread of germs. 	<ul style="list-style-type: none"> • The student can effectively remove various types of dirt from the bathroom and toilet, such as scale deposits, mold or soap deposits. • The student is able to use appropriate cleaning products for various surfaces, ensuring hygiene and cleanliness. • The student can thoroughly clean hard-to-reach places, such as the edges of the bathtub or toilet, paying attention to every detail.

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The aim of the project is to develop a comprehensive, systemic model of preparation for professional activity of people with deeper intellectual disabilities. Preparation of professional laboratories with training programs and methodology. Development of a coherent and systemic strategy for supporting the employment of people with intellectual disabilities on the labor market in cooperation with the District Labor Office in Sosnowiec. Working out a path of professional development and a strategy of inclusion in the open and / or protected labor market, taking into account the educational, legal, organizational housing for schools, people with disabilities, public institutions and entrepreneurs that can potentially employ people with disabilities.