

## 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: PAINTER/PLASTER'S ASSISTANT**

**Graduate profile:** The student is prepared to perform basic painting and plastering tasks under supervision. Has knowledge of occupational safety, technical equipment and painting and plastering techniques. Able to prepare surfaces, use various techniques, mix paints and plasters, and take care of tools and equipment. Is responsible, organized and ready to work in construction under supervision.

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):
Occupational Health and Safety	k n o w l e d g e	<ul style="list-style-type: none"> <li>● Learning the basic rules of occupational health and safety on construction sites.</li> <li>● Understand the importance of using protective equipment (e.g. gloves, safety glasses, masks).</li> <li>● Familiarization with regulations regarding the safe operation of painting and plastering tools and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>● List the basic principles of occupational health and safety.</li> <li>● Explain why it is important to wear protective equipment.</li> <li>● Describe the basic principles of operating tools and equipment safely.</li> </ul>
	s k i l l s	<ul style="list-style-type: none"> <li>● Developing the ability to apply occupational health and safety rules in practice.</li> <li>● Developing the ability to put on and use protective equipment.</li> <li>● Developing skills in safe operation of painting and plastering tools and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>● Follow occupational health and safety rules in practice.</li> <li>● Put on and use protective equipment correctly.</li> <li>● Safely operate painting and plastering tools and equipment.</li> </ul>

<b>Technical equipment for a painter/plasterer</b>	<b>k n o w l e d g e</b>	<ul style="list-style-type: none"> <li>● Learning about the basic technical equipment used by painters and plasterers.</li> <li>● Understanding what basic tools and equipment are used for.</li> <li>● Familiarization with the principles of operation and maintenance of equipment.</li> </ul>	<ul style="list-style-type: none"> <li>● List the basic tools and devices used by painters and plasterers.</li> <li>● Describe what basic tools and devices are used for.</li> <li>● Explain the basic principles of tool operation and maintenance.</li> </ul>
	<b>s k i l l s</b>	<ul style="list-style-type: none"> <li>● Developing the ability to recognize and name tools.</li> <li>● Developing the ability to operate basic tools under supervision.</li> <li>● Developing the ability to take care of tools and devices.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize and name basic tools.</li> <li>● Operate basic tools under supervision.</li> <li>● Take care of tools and equipment by storing them in an appropriate place.</li> </ul>
<b>Preparation of surfaces for painting and plastering</b>	<b>k n o w l e d g e</b>	<ul style="list-style-type: none"> <li>● Learning the rules of preparing surfaces for painting and plastering.</li> <li>● Understanding the importance of proper surface preparation for the durability of painting and plastering works.</li> <li>● Familiarization with various surface preparation methods.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the rules for preparing surfaces for painting and plastering.</li> <li>● Explain why proper surface preparation is important.</li> <li>● List different methods of surface preparation.</li> </ul>

	s k i l l s	<ul style="list-style-type: none"> <li>● Developing skills in preparing surfaces for painting and plastering.</li> <li>● Developing the ability to use surface preparation tools.</li> <li>● Developing the ability to assess the readiness of surfaces for further work.</li> </ul>	<ul style="list-style-type: none"> <li>● Prepare the surface for painting and plastering.</li> <li>● Use surface preparation tools.</li> <li>● Assess the readiness of the surface for further work.</li> </ul>
Painting techniques	k n o w l e d g e	<ul style="list-style-type: none"> <li>● Learning basic painting techniques (e.g. painting with a brush, roller, spray).</li> <li>● Understanding the practical applications of various painting techniques.</li> <li>● Getting to know the types of paints and their properties.</li> </ul>	<ul style="list-style-type: none"> <li>● List the basic painting techniques.</li> <li>● Describe the uses of various painting techniques.</li> <li>● List the types of paints and describe their properties.</li> </ul>
	s k i l l s	<ul style="list-style-type: none"> <li>● Developing skills in using basic painting techniques.</li> <li>● Developing the ability to select appropriate paints for various surfaces.</li> <li>● Developing the ability to apply paint evenly.</li> </ul>	<ul style="list-style-type: none"> <li>● Use basic painting techniques.</li> <li>● Choose appropriate paints for different surfaces.</li> <li>● Apply the paint evenly to the surface.</li> </ul>
Plastering techniques	k n o w l	<ul style="list-style-type: none"> <li>● Learning basic plastering techniques (e.g. manual and machine plastering).</li> </ul>	<ul style="list-style-type: none"> <li>● List the basic plastering techniques.</li> <li>● Describe the applications of various plastering techniques.</li> </ul>

	e d g e	<ul style="list-style-type: none"> <li>● Understand the applications of various plastering techniques.</li> <li>● Getting to know the types of plasters and their properties.</li> </ul>	<ul style="list-style-type: none"> <li>● List the types of plasters and describe their properties.</li> </ul>
	s k i l l s	<ul style="list-style-type: none"> <li>● Developing skills in using basic plastering techniques.</li> <li>● Developing the ability to select appropriate plasters for various surfaces.</li> <li>● Developing the ability to apply plaster evenly.</li> </ul>	<ul style="list-style-type: none"> <li>● Use basic plastering techniques.</li> <li>● Select appropriate plasters for various surfaces.</li> <li>● Apply the plaster evenly onto the surface.</li> </ul>
<b>Preparing and mixing paints and plasters</b>	k n o w l e d g e	<ul style="list-style-type: none"> <li>● Learning the principles of preparing and mixing paints and plasters.</li> <li>● Understand the importance of proper proportions and mixing techniques.</li> <li>● Familiarization with tools and devices for mixing paints and plasters.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the principles of preparing and mixing paints and plasters.</li> <li>● Explain why proper proportions and mixing techniques are important.</li> <li>● Replace tools and equipment for mixing paints and plasters.</li> </ul>
	s k i l l s	<ul style="list-style-type: none"> <li>● Developing skills in preparing and mixing paints and plasters.</li> <li>● Developing skills in using mixing tools.</li> </ul>	<ul style="list-style-type: none"> <li>● Prepare and mix paints and plasters according to the recommendations.</li> <li>● Use tools for mixing paints and plasters.</li> </ul>

		<ul style="list-style-type: none"> <li>● Developing the ability to assess the readiness of a mixture for use.</li> </ul>	<ul style="list-style-type: none"> <li>● Assess the readiness of the mixture for use.</li> </ul>
<b>Cleaning and maintenance of tools</b>	<b>k n o w l e d g e</b>	<ul style="list-style-type: none"> <li>● Learning the rules of cleaning and maintaining painting and plastering tools.</li> <li>● Understand the importance of regular tool maintenance for their durability.</li> <li>● Familiarization with materials and means for cleaning tools.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe the rules for cleaning and maintaining tools.</li> <li>● Explain why regular tool maintenance is important.</li> <li>● Replace tools and cleaning materials.</li> </ul>
	<b>s k i l l s</b>	<ul style="list-style-type: none"> <li>● Developing the ability to clean tools after work.</li> <li>● Developing tool maintenance skills.</li> <li>● Developing the ability to store tools in appropriate conditions.</li> </ul>	<ul style="list-style-type: none"> <li>● Clean tools after work.</li> <li>● Maintain your tools to extend their life.</li> <li>● Store tools in appropriate conditions.</li> </ul>

**Iceland**   
**Liechtenstein**  
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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.