

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: OFFICE WORKER'S HELP

Graduate profile: A student who has mastered the skills of an office assistant is able to organize a workstation, operate basic office equipment and communicate effectively with clients and colleagues. Knows occupational health and safety rules, professional ethics and appropriate attire for office work. Is well prepared to perform office tasks, ensuring the aesthetics and order of the workplace.

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):
Office equipment	k n o w l e d g e	<ul style="list-style-type: none"> ● Getting to know the basic office equipment: <ul style="list-style-type: none"> ○ office furniture ○ devices in the office ○ office accessories ○ equipment of the social room ● Familiarization with occupational health and safety regulations 	<ul style="list-style-type: none"> ● I call office furniture ● I know basic office equipment ● I recognize office accessories ● I know the equipment of the social room ● I know the health and safety rules applicable when working in the office ● I know where office supplies, accessories and office equipment are located
	s k i l l s	<ul style="list-style-type: none"> ● Preparation of the workstation ● Developing the ability to select appropriate materials and devices for the tasks performed ● Developing the ability to close the workplace after completing tasks 	<ul style="list-style-type: none"> ● I can organize an office work station in accordance with occupational health and safety rules ● I select appropriate office accessories for the work I do and use them according to their purpose ● I select appropriate office equipment for the assigned work ● Closes the workstation (turns off devices, puts accessories and materials in designated places)

The image of an office worker	k n o w l e d g e	<ul style="list-style-type: none"> ● Learning about the professional competences of an office employee ● Understanding the personality predispositions of an office employee ● Familiarizing yourself with the appropriate attire of an office employee ● Getting to know the standards of appearance of an office employee ● Learning the rules of professional ethics ● Familiarization with the basic principles of communication 	<ul style="list-style-type: none"> ● I know the professional competences of an office worker ● I know what character and temperament traits an office employee should have ● I know what clothes are appropriate for working in the office ● I understand the importance of the aesthetic appearance of an office worker ● I know the honorifics ● I know what assertiveness means ● I know the tasks to be performed in the office ● I understand the need to complete the actions taken ● I know the rules of cooperation in a group ● I know how to talk to my superiors ● I know how to behave in contacts with applicants
	s k i l l s	<ul style="list-style-type: none"> ● Developing the ability to choose appropriate clothes for everyday work in the office and for official meetings ● Developing the ability to take care of one's appearance and body hygiene ● Developing the ability to use polite phrases appropriately to the situation and place ● Developing the ability to communicate properly with clients ● Developing the ability to properly cooperate with the team and the superior 	<ul style="list-style-type: none"> ● I can appropriately dress for work in the office ● I keep my hair neat ● I take care of my body hygiene ● I use body wash and care products and cosmetics ● I use honorifics ● I can follow my superior's orders ● Applies the learned principles of conversation in contacts with applicants ● I accept responsibility for the actions I take ● I complete the undertaken tasks ● I can apply the known ways of dealing with stress

			<ul style="list-style-type: none"> ● Cooperates harmoniously with other employees within the scope of assigned duties ● I don't cause conflicts
Operation of office devices	k n o w l e d g e	<ul style="list-style-type: none"> ● Familiarization with office equipment ● Getting to know office accessories 	<ul style="list-style-type: none"> ● I know what a laminator is and what materials are needed to laminate documents ● I know what a paper shredder is and what its uses are ● I know what a photocopier is and I know its uses ● I know what a binding machine is and what materials are needed for binding ● I know what a computer is and what it is used for ● I know office accessories (hole punch, stapler, stamp, binder, document folder, office T-shirts, paperclip, calculator, etc.) and their uses
	s k i l l s	<ul style="list-style-type: none"> ● Developing skills in using a laminator ● Developing skills in using a paper shredder ● Developing skills in operating a photocopier ● Developing skills in operating a binding machine ● Developing computer skills ● Developing skills in using office accessories such as: hole punch, stapler, stamp, binder, document folder, office T-shirts, paperclip, calculator 	<ul style="list-style-type: none"> ● Operates the laminator in accordance with the known work stages and in compliance with occupational health and safety rules ● I can operate a paper shredder in accordance with the known stages of working with the device and observing occupational health and safety rules ● I can photocopy a document using a photocopier in accordance with the known work stages and in compliance with occupational health and safety rules. ● I can operate the binding machine in accordance with the known principles of working with the device and in compliance with health and safety regulations

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			<ul style="list-style-type: none">● I can transcribe text using a computer and keyboard● I can receive and send messages using e-mail● Uses office accessories to organize and complete documents
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The AION project benefits from a grant of € 195828 received from Iceland, Liechtenstein and Norway under the EEA Grants.

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.