



GUIDELINE

for an interdisciplinary

VOCATIONAL RIENTATION

DISTRICT ANHALT-BITTERFELD



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Erasmus+ Programme
of the European Union



Arbeitskreis
SCHULEWIRTSCHAFT
Anhalt-Bitterfeld



Landkreis
Anhalt-Bitterfeld

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Introduction

On the one hand this guideline focusses on teachers, who are responsible for a schools vocational orientation program (OT - Orientation Teacher). On the other hand this guideline questions, which vocational orientation instruments have an interdisciplinary effect and how can orientation teacher generate and amplify this effect.

Based on these focusses, this guideline deals with the main partners of orientation teachers: class teachers, special subject teachers and parents. Further this guideline asks how orientation teacher can generate effects of an interdisciplinary vocational orientation by the help of specific documents and information, which they exchange with their main partners.

The practice - orientated documents (vocational orientation - activity folder, see appendix) are the centrepiece of this guideline. These documents support the collaboration between orientation teachers and their main partners at the vocational orientation program.

The factors listed below affect the vocational orientation in an objective interdisciplinary way. Orientation teacher can refer to these factors, working together with their main partners.

1. Anchor structures and the resulted transparency of vocational orientation for all actor groups of the vocational orientation program
2. Quality and volume of information and material of vocational orientation
3. Quality and intensity of communication, which are needed between orientation teachers and other actors of vocational orientation

How can orientation teacher use these three factors effectively, collaborating with their main partners?

Factor 1: Anchor structures / Anchor documents

Anchor structures are a logical framework written down in documents. Anchor structures ensure a clear structure of vocational orientation and a sorted overview for all partners.

A suitable way to create an agile collaboration between orientation teachers and their main partners is to choose and define one or few anchor structures and documents, which build a stable basis of cooperation.

Anchor structures clear things up. They are stable points of contact and can motivate all partners to collaborate on an interdisciplinary level.

The following versions of anchor structure are useful for a successful vocational orientation program:

Vocational Orientation Concept

- *Logic* of vocational orientation
- *Stages* of vocational orientation
- *Focus* of vocational orientation
- *Roles* in the system of vocational orientation

Vocational Orientation Year

- Annual plan of vocational orientation
- Activity plan of vocational orientation

Vocational Orientation Documents

- Careers Advice Pass
- Annual updated structured documents (Employment Agency, chambers, commercial providers)

The anchor structures listed above are a good foundation and reference point for collaborations between all interdisciplinary partners involved in the vocational orientation program. These anchor structures give a clear prospect on: where we are? (Stage), what do we do at the moment (Logic), who does what and why (Role); for every activity of the annual vocational orientation program.

Recommendations for using anchor structures in collaborations between orientation teachers and their main partners

Class Teacher

Class teacher have to fulfil a lot of different tasks while realising a vocational orientation program. Hence, it is important that orientation teacher create thematic anchor structures, which support the class teacher and give them a continuous orientation guideline. Class teacher should know the theoretical concept, as well as, the structure of the vocational orientation program (logic, stages, and system) and receive the necessary material to realise this program.

The *Careers Advice Pass*, as the main anchor document, should be used by class teachers for their own work and while working together with parents and other partners. The *Careers Advice Pass* supports an individual vocational orientation, if it's used continuously.

Orientation teacher should provide all documents, which are necessary for the realisation of the vocational orientation year, in a structured way to the class teacher. The activity timeline should base on the *Careers Advice Pass* and the theoretical concept of vocational orientation. The activity plan should be feasible and comprehensible.

Special subject teacher

In many cases special subject teacher teach their subject on several class levels. It should be obvious for special subject teacher on which class level which main vocational orientation activity is planned (system of vocational orientation) and how these activities become implemented in the logic of the schools vocational orientation program. An adequate instrument to inform special subject teacher is an annual chart, made by the orientation teacher.

Parents

The information exchange with parents, as an important element of the vocational orientation, should start at the beginning of grade 5th. They should be informed about the concept, logic and stages of the schools vocational orientation program in a simple, clear and memorable way until their children finish school. On every class level, the information should be presented in the same structure and design.

Pupils of grade 7th on the lower secondary level receive the *Careers Advice Pass*. The *Careers Advice Pass* is the main anchor instrument for their further vocational orientation. Therefore class teacher and orientation teacher have to inform the parents about this important instrument and continuously relate on this pass.

Factor 2: Information and Material

Tasks of orientation teachers are complex. Give written information to the main partners is an important element of their daily work.

There are a lot of material, documents and publications from several authors about vocational orientation. In relation to the activities and the target groups, orientation teacher have to create and to use specific information and documents to realise an individual and specific vocational orientation program.

Vocational orientation activity folders are helpful for orientation teacher to collect and organise all documents needed in a proper way, related to the activities, class levels, target groups, etc. This folder should be updated every year.

For the success of an interdisciplinary vocational orientation program it is essential that the used information and material have an excellent quality. The quality determines the benefit of the material for the different target groups and the interdisciplinary effect of it.

Recommendations for establishing information and material of the vocational orientation program in collaborations between orientation teachers and their main partners

Class teacher

To realise a successful vocational orientation program orientation teacher should support class teacher as much as possible.

A good collaboration based on personal relationships, appropriate support, good knowledge and information management and the preparation of practical and convenient material.

Orientation teacher should sort the sources of information and material of vocational orientation and pick the useful and important pieces for the class teacher.

Individual documents, which repeat and get adapted annual, (see examples in the appendix) build the centre of the collaboration between orientation teacher and class teacher. These documents involve clear information and specific references. They should be used by class teachers and their main partners of vocational orientation.

Special subject teacher

Special subject teacher should know what kinds of vocational orientation activities are planned and at what date they will be realised for the different class levels. Therefore the special subject teacher should receive concrete and short information.

Orientation teacher must relate on these information, working together with special subject teacher. Selected special subject teacher should receive information for one vocational orientation activity per each class level, including some hard facts. Orientation teacher should motivate the special subject teacher to play an active part or to give some advice at the schools vocational orientation program.

Parents

A main element of a successful vocational orientation is the intensive and continuous contact between orientation teachers, class teachers and parents. Parents should receive continuously clear information and get motivated to participate and support their children.

Involving selected parents to prepare material und information about the vocational orientation of their children is a suitable way to inform, motivate and include parents into the schools vocational orientation program.

Factor 3: Communication

Successful vocational orientation based on a strong network of interdisciplinary partners. Orientation teacher are responsible for the quality of this network. They establish, care and manage the collaboration between the different partners. Communication plays a key role to generate and motivate active network members.

Recommendations for communicating between orientation teachers and their main partners

Class Teacher

Communication between orientation teachers and class teachers is very extensive at the realisation of a vocational orientation program. Therefore, the way of communication should shape as effective as possible. A communication routine is helpful to minimize the expenditures for both sides.

To support a viable, motivating communication to the class teacher, especially to new ones, it is important to create a personal relationship, with respect to the experiences and competences of the specific class teacher.

Class teacher and orientation teacher should reconcile about the communication towards the parents. Both, class teacher and orientation teacher, should define an intern communication regulation and discuss this towards the parents.

Special subject teacher

To strengthen an interdisciplinary vocational orientation program, orientation teacher and special subject teacher should communicate in a structured way with an annual routine, related to the different class levels.

To support a thematic exchange between special subject teachers and orientation teachers, other partners like companies, institutions and parents should become involved in the discussion. The leader of the subject council can operate as a multiplier for their subject.

Parents

It is important to know how a school understands and lives the collaboration with parents. In case of a vocational orientation program, a communication strategy between orientation teacher and parents should be developed and realised. In most cases schools do have an existing communication strategy for the collaboration with parents. Orientation teacher and class teacher have to integrate themselves and their program into these existing structures.

A coordinated communication strategy of all school actors includes standardised documents, clear responsibilities and a concrete aim. These elements support a good information management and keep the parents motivated.

Using modern media can be suitable way to establish fast and simple communication structures between school actors and parents, e.g. via E-mail. In this case it might be helpful to prepare text templates for an easy and fast communication.

Preface to the appendix

This appendix is an example for an initial collection of helpful documents used for schools vocational orientation program. The German version of this guideline includes a collection of 45 pages. This collection is the result of many years of experiences at vocational orientation programs, gathered by three teachers from the county Anhalt - Bitterfeld in Saxony - Anhalt. Every document attached is developed and proven by the three teachers for their daily work at lower secondary schools. The German versions of the documents are used to adapt and develop the own vocational orientation program further.

The collection is the fundament of the “VO - activity folder”, which is used by the orientation teachers. The “VO - activity folder” supports orientation teacher to document all vocational orientation activities of a school year in a proper way. Key elements of the “VO - activity folder” are the basic documents and the activity related documents of vocational orientation. This guideline covers only documents for vocational orientation activities, which been realised throughout Saxony-Anhalt.

Individual, school specific activities should be also documented and archived in a similar way in the “VO - activity folder”. They can be generated by the pattern of this guideline. There are five “VO - basic components”, which build the integral aspects of the “VO - activity folder”. These five components provide supporting documents for the main partners of the orientation teacher: class teachers, special subject teachers and parents. The German version subdivides just the first and the second basic components. Orientation teacher should subdivide the basic components of vocational orientation three till five separately.

1. VO - Basic element covers measures and activities for pupils to gain practical experiences and awareness about professions in the framework of teaching and study situations at educational institutions and at school, e.g.: working in laboratories or workshops. (In Saxony - Anhalt the similar module of the program called BRAFO - module 1)

2. VO - Basic element covers measures and activities for pupils the gain practical experiences and awareness about professions in real companies with real and practical tasks. (Practical training for pupils)

3. VO - Basic element covers measures and activities for pupils to receive information and to get an overview about their professional opportunities. (e.g.: vocational guidance at the employment agency)

4. VO - Basic component covers measures and activities for pupils to develop the ability for self-assessment and for setting professional aims. (e.g.: competence assessment, potential analysis)

5. VO - Basic element covers measures and activities for pupils to recognise and develop abilities to achieve their professional aims. (e.g.: application procedure)

The documents can be found at:

<http://www.anhalt-bitterfeld.de/de/arbeitskreis-schulewirtschaft.html>

Vocational orientation - an overview

Layout of the vocational orientation preparation from grade 7th till grade 10th

Grade	Vocational orientation in class (internal network)	Topics of the preparation to the career choice				Practical vocational orientation (external network)
First semester of grade 10 th	<ul style="list-style-type: none"> • Exploration and practicing of entrepreneurial activities • Rights, obligations and participation of apprentices 	Process of self-discovery	Working world and vocational orientation	Process of choosing a profession	Application process	<ul style="list-style-type: none"> • Conversation with job counsellor • Online research at school or the employment agency • Holiday internship • Voluntary practical training for pupils
Second semester of grade 10 th	<ul style="list-style-type: none"> • Requirements on modern application processes • Skill assessment 					<ul style="list-style-type: none"> • Conversation with job counsellor • Online research at school or the employment agency • Holiday internship
First semester of grade 9 th	<ul style="list-style-type: none"> • Exploration and planning of professional perspectives • Opportunities for apprenticeships, apprenticeship contract • Online research 					<ul style="list-style-type: none"> • Job counsellor of the employment agency at school • Visit of the employment agency • Application training, assessment, • Practical training • Holiday internship • Elective subjects at school
Second semester of grade 9 th	<ul style="list-style-type: none"> • Application for an internship • Skill assessment 					<ul style="list-style-type: none"> • Practical training at a company • Holiday internship • Introduction of the job counsellor
First semester of grade 8 th	<ul style="list-style-type: none"> • Exploration of companies and workplaces, vocational orientation, vocational guidance, choosing a profession • New professions • Local and regional opportunities 					<ul style="list-style-type: none"> • Practical days in companies • Exploration of professions • Productive learning • Elective subjects at school
Second semester of grade 8 th	<ul style="list-style-type: none"> • Exploration of companies, workplaces in local companies • Professions and profession • Skill assessment 					<ul style="list-style-type: none"> • Practical days • Projects: e.g.: BRAFO in Saxony - Anhalt
First semester of grade 7 th	<ul style="list-style-type: none"> • Start of the preparation for the vocational orientation program (needs, expectations, life planning) • Skill assessment (interests, strength, weakness) • Profession and working world • Requirements of professions 					<ul style="list-style-type: none"> • Exploration and practicing of professions

Figure 1: Layout of the vocational orientation preparation from grade 7th till grade 10th

(Landesbeirat für Berufswahlvorbereitung Sachsen - Anhalt: Berufswahlvorbereitung an den allgemeinbildenden Schulen in Sachsen - Anhalt, Magdeburg 2011, S.14)

List of vocational orientation activities from grade 5th till grade 10th

Vocational orientation priorities are mentioned at the first and second position (green) for every grade.	
Pupils go through vocational orientation activities listed below:	
(without addition – optional, with addition “compulsory” pupils have to do it)	
Grade 5 th	Explore regional industries and agricultural industries, especially parents workplaces
	Create a file for vocational orientation (Life - Planning - Folder)
	Participate in different organisations / working groups (economic, social, ecological, etc. projects)
	Participate in the “Future Day for Girls and Boys” program
Grade 6 th	Explore regional industries and agricultural industries
	Take an active part in different organisations / working groups (economic, social, ecological, etc. projects)
	Continue the vocational orientation folder (Life - Planning - Folder)
	Participate in the “Future Day for Girls and Boys” program
Grade 7 th	Participate in BRAFO - Project Part 1 (skill and interest assessment)
	Start working with the career advice pass (compulsory)
	Participate in the “Future Day for Girls and Boys” program
	Start visiting education fairs and vocational orientation fairs
	Participate in the “Day of Professions” program for the first time
	Participate in school projects for vocational orientation, e.g.: practical learning, practical days in workshops, etc. (Projects are compulsory, which were realised by the help of external partners)
Grade 8 th	Participate in different organisations / working groups (economic, social, ecological, etc. projects)
	Attend at the “Holidays in Companies” program
	Participate in a practical training for pupils
	Continue and complement the “Career Advice Pass” (compulsory)
	Participate in the “Future Day for Girls and Boys” program
	Realise a potential analysis with a career start accompanier (compulsory)
	Use consulting days for vocational orientation at school for the first time
	Participate in BRAFO - Project Part 2 (company exploration)
	Visit education trade fairs and vocational orientation fairs
	Take a part in student companies
	Participate in different organisations / working groups (economic, social, ecological, etc. projects)
	Attend lessons for vocational orientation hold by orientation teachers or the employment agency for the first time (compulsory for pupils of the lower secondary school)
	Talk with alumni, graduates and apprentices
	Participate in school projects for vocational orientation, e.g.: practical learning, practical days in workshops, etc. (Projects are compulsory, which were realised by the help of external partners)
	Visit the service vehicle of the employment agency
	Attend at the “Holidays in Companies” program

Grade 9th	Participate in practical trainings for pupils Continue and complement the “Career Advice Pass”
	Attend at the “Day of Professions” program Start the individual and profession - specific vocational orientation
Grade 9th	Visit educational trade fairs and vocational orientation fairs
	Continue using consulting days for vocational orientation at school
	Explore the county, get to know regional companies in a profession specific view Explore opportunities for apprenticeship in the county
	Participate in the “Future Day for Girls and Boys” program
	Take a part in student companies
	Participate in different organisations / working groups (economic, social, ecological, etc. projects)
	Attend lessons for vocational orientation hold by orientation teachers or the employment agency (compulsory)
	Talk with alumni, graduates and apprentices
	Participate in school projects for vocational orientation, e.g.: practical learning, practical days in workshops, etc. (Projects are compulsory, which were realised by the help of external partners)
	Visit the service vehicle of the employment agency, execute the “Career Choice Test” of the employment agency
	Start visiting the “Open House Days” at vocational schools and companies
	Start application preparations, e.g.: take an “application” photo (compulsory for the vocational orientation lessons)
	Use the services of the career start accompanier at school
	Organise meetings of the vocational orientation program for parents
	Visit local vocational orientation fairs (in Germany a popular fair is called “Vocatum”)
	Attend at the “Holidays in Companies” program
Grade 10th	Realise application activities with companies Get support for: writing a letter of application, how to pass a assessment centre or another tests, job interview Realise a profession specific practical training (not every school can offer this activity)
	Visit educational trade fairs and vocational orientation fairs
	Attend at “Open House Days” at vocational schools and companies
	Visit information meetings with companies at school
	Continue using consulting days for vocational orientation at school
	Participate in the „“Future Day for Girls and Boys” program
	Attend at the “Day of Professions” program Continue the individual and profession - specific vocational orientation
	Take an active part in student companies
	Participate in different organisations/working groups (economic, social, ecological, etc. projects)
	Attend lessons for vocational orientation hold by orientation teachers or the employment agency (compulsory)
	Talk with alumni, graduates and apprentices
	Participate in school projects for vocational orientation, e.g.: practical learning, practical days in workshops, etc. (Projects are compulsory, which were realised by the help of external partners)
	Visit the service vehicle of the employment agency

	Execute the "Career Choice Test" of the employment agency
	Use the services of the career start accompanier at school
	Organise meetings of the vocational orientation program for parents
	Attend at the "Holidays in Companies" program

Documents for a pupil internship

Pupil letter

Place, Date

Pupil internship

Dear Pupil,

decisions about your career choice and apprenticeship become concrete to you this school year. To find an individual and informed answer towards these questions a first impression of the working world might be helpful. Therefore you will pass an internship of two weeks in grade 9th.

In preparation of this practical training you should think about your interests, your strengths and your inclinations. The internship should show you, which interests, strengths and inclinations are important for you as a member of the working world. This is the fundament to become aware about how you imagine your future professional life.

At the same time you will get some impressions of a working environment: requirements, framework, processes and rules.

Before you can start the internship you have to carry out some things.

1. For your orientation: there are good chances to get an apprenticeship and become employed in the following fields of in the industry and craft sector of Saxony - Anhalt:

- healthcare and social services
- metal industry and electrical industry
- technical development, construction and production monitoring
- construction industry
- chemical industry and plastics industry
- transport industry and logistic industry
- nutrition business
- hotel industry and gastronomy
- financial services and insurance industry
- call - centre - industry
- educator

2. The industry is searching for young, well - trained and skilled workers. Despite the shortage of skilled workers, companies don't employee everybody. The competences listed below are valuable qualities for every job applicant. You can test them at your internship.

Basic requirements of the industry on employees:

- initial qualifications: reading, writing, calculating
- good level of general knowledge
- ability to work in a team
- civility / affability
- reliability / responsibility
- ability to work independently / commitment / endurance / ability to work under pressure

(Source: IHK Halle-Dessau / Magdeburg: „Was erwartet die Wirtschaft von den Schulabgängern? 2013)

3. Before you choose and start your internship you should think about your strengths and weaknesses. That's might be helpful to find an adequate internship, that matches with your individual competences. You can proof your thoughts and choice during the internship.

a) Please fill out the enclosed form to identify your strengths. This questionnaire helps you to generate a self-perception. Afterwards, let a family answer the questions about your personality. The result is a perception of another person. You can compare both perceptions and draw conclusions. Therefore the form can help you as well.

b) At the internet you can find special tests for individual vocational orientation, which are free of charge. You have to answer a questionnaire. As a result the test submits some proposal for apprenticeship opportunities to you.

You can use the following websites. May they can support you making a decision.

Career Choice Test: www.azubiyo.de

Self-perception-/ Perception by others: <http://studiengaenge.zeit.de/sit>
www.planet-beruf.de

Kind regards

Company letter

Place, Date

For the internship guarantors of the company

Dear Ladies and Gentlemen,

we, the Integrated Comprehensive School ..., would like to ask your company, if you can offer internships to our pupils of grade 9th.

Pupil internships are an essential element of the individual vocational orientation and the career choice process. By means of internship pupils get a brief insight into the working world and professional life, as well as, they become confronted with requirements and processes of a company or institution. Internships increase pupils' awareness about their interests, competences, abilities and strengths.

Because of their lack of specific professional knowledge, pupils can support you only by performing ancillary activities. You can teach them some simple professional skills like organisations of a workplace, right handling of materials and setting up a work plan.

By offering internships your company supports the pupils increasing vocational maturity as well as the development of realistic expectations on trainees and training places.

To provide a comprehensive vocational orientation experience pupils should perform some practical activities: receiving information about the company, internships and get the chance to observe working processes.

Pupils, who get to know which requirements and expectations companies put on trainees, prepare them for the working world and can motivate them to improve their missing competences during their school life.

When the internship is finished the training company prepares a certificate (confirmation of the internship) and reference for the pupil.

If the internship was successful for both parties may there is chance for a long-term connection and a future employment.

Thank you very much for your willingness to provide internships for our pupils, to give them the chance to explore regional companies and the working world.

Sincerely,

Parent letter

Place, Date

Internship

Dear Parents,

currently your child attends grade 9th at our school. During this school year important decisions for your child's future need to be made. We intend to support your child and your family during this decision-making-process actively.

At grade 9th your child will concretise a career choice, related to this decision a practical training for pupils of two weeks is planned. Considering the importance of this practical training for the career choice of your child, we would like to prepare and attend this internship in collaboration with you.

We will help your child in finding an adequate internship pursuant to the skills and interests of your child. We will also offer support during the internship.

Nearly every fourth apprenticeship is going to be cancelled. Our aim is to prevent your child from this experience.

You, as an expert for your child's interests and wishes, please talk about your working experiences at home and help to connect your child to the working world. Prepare your child choosing the internship advisedly and using this experience as an important chance related to their career choice. We will do as well.

a) Preparation of the internship

The School offers an official covering letter to potential companies and institutions which may offer an internship and supports the pupils in choosing the right place for their practical training. Pupils learn some important skills and references about the application process at **school**.

Parents talk about their application experiences at home and accompany the application for an internship of their child.

The school informs pupils about the general requirements of the industry on their employees. Additional, the school talks about the requirements of the companies on an internship.

Parents, as the main counsellors of their child, talk to their child's about adequate behaviour (responsibility, reliability) and some professional conventions of the working world.

Pupils receive an internship folder, which involves all the important documents from the **school**. The school proofs, if this folder is used.

Parents use the internship folder as well. They support their child using the folder, especially working with the assessments sheets for the child's self - assessment (interest and strengths). Parents estimate the strengths of their child by the help of the form of the internship folder (perception by other) and match this view with the estimation of the self - assessment of their child (self - perception).

b) Realisation of the internship

The internship manager of the **school** is keeping a continuous contact to the person who is responsible for the internship at the company or institution. In special situations the parents will be contacted as well.

Parents have an important emotional fall - back position for their child, therefore they are interested in:

- tasks and development during the internship
- daily task of the internship
- work environment of the company
- their child's punctual appearance at the company
- appreciation of the activities and performance of their child during the internship

(Source: Bundesarbeitsgemeinschaft SchuleWirtschaft: „Checklisten Schülerbetriebspraktikum“ 2013)

In the case of special incidents of serious problems during the internship school and parents will exchange immediately.

c) Post processing of the internship

The school evaluates the use of the internship folder and the internship in class. The individual vocational orientation activities will be continued at school, related to the results of the internship.

Parents have a look on the internship folder. They talk with their child about the child's interesting and problematic statements about the internship, about the result of the survey from the end of the internship, the individual evaluation of the company and the internship in general. Parents know the result of the internship and the status of the vocational orientation of their child. They support their child during the further career choice process.

Sincerely,

Documents for practical days

Pupil letter

„Practical Day in workshops“ (Activity of the vocational orientation)

Dear Pupils,

to support you on your process of vocational orientation we offer activities to you, where you get in contact with professional requirements of the working world in a theoretical and practical way.

Therefore some parts of your lessons at the subjects (technology, economy and housekeeping) will take place at workshops of educational institutions (name of the educational institution).

You can test your professional skills at the educational institutions. You can test your skills in the following four fields: (as an example)

- Metal
- Electrical Engineering
- Painting / Colour
- Hotel Industry / Gastronomy

The tasks at the field's metal and electrical engineering are related to the subject technology. The tasks at the field's Painting / Colour and Hotel Industry / Gastronomy are related to the subject housekeeping.

The practical days will take place on 11 school days between 8:00 am and 1:15 pm.

8:00 – 9:30 am theoretical lessons

9:45 – 11:15 am / 11:45 am-1:15 pm practical training

You have to organise your transport to the educational institution by your own (please write down the address here). In some cases you can use a coach, ride the bike or walk.

At the workshops, teachers of the educational institution will take care of you. Teachers from your school will observe you and evaluate your experiences afterwards.

Date of the practical days:
(Please fill in the date)

Contact details of the responsible persons:

- a) at school
- b) at the educational institution

We wish you a lot of fun at the “Practical Days“!
Kind regards

You're Teachers

Parent letter

„Practical Day in workshops“ (Activity of the vocational orientation)

Dear Parents,

we offer your child continuous vocational orientation activities. At these activities your child gets in contact with professional requirements of the working world in a theoretical and practical way.

Therefore some parts of the subjects (technology, economy and housekeeping) will take place at workshops of educational institutions (name of the educational institution).

At the educational institutions your child can test their professional skills. They can test their skills in the following four fields: (as an example)

- Metal
- Electrical Engineering
- Painting / Colour
- Hotel Industry / Gastronomy

The tasks at the field's metal and electrical engineering are related to the subject technology. The tasks at the field's Painting / Colour and Hotel Industry / Gastronomy are related to the subject housekeeping.

The practical days will take place on 11 school days between 8:00 am and 1:15 pm.

8:00 – 9:30 am theoretical lessons

9:45 – 11:15 am / 11:45 am-1:15 pm practical training

The pupils have to organise their transport to the educational institution by their own (please write down the address here). In some cases they can use a coach, ride the bike or walk.

At the workshops, teachers of the educational institution will take care of your child. School teachers will observe the pupils all the time and evaluate their experiences afterwards.

Date of the practical days:

(Please fill in the date)

Contact details of the responsible persons:

- a) at school
- b) at the educational institution

Thank you very much for your support!

Kind regards

You're Teachers

List of Figures

FIGURE 1: LAYOUT OF THE VOCATIONAL ORIENTATION PREPARATION IN GRADE 7TH TILL 10TH 11

Legend

Teacher	T
Orientation Teacher	OT
Special Subject Teacher	SST
Parents	PA
Pupils	P
Vocational Orientation	VO
VocationalOrientationProfessionSpecific	VOPS
Exploration of Competences	EoC
Berufswahl Richtig Angehen Frühzeitig Orientieren	BRAFO
(Vocational orientation program which takes place in grade 7th and 8th at lower secondary schools in Saxony - Anhalt)	