

RAISING AQUACULTURE COMPETENCIES

D10.1 Industry Forum

– Annual meeting to explore Aquaculture VET demand and supply and industry contact activity with Guri Kunna

TEACHING LICENSE ON WORKING FISH FARM

This is an essential part of the Guri Kunna Frøya model: the opportunity to have students work on- and teachers teach on- licensed fish farms alongside workers, right outside the school premises for the most up-to-date blended learning. This is also an opportunity for fish-farm workers to exercise their onboarding and mentoring skills. The agreement on the school's teaching license requires that the contract parties meet once every six months to discuss the cooperation between the school and business.

More general topics related to the school's teaching license are discussed there as well as more in-depth topics: budget, accounts and dispositions of the financial conditions linked to the agreement, need for apprentices, the offer-structure at the school.

ORGANISING VOCATIONAL AND EDUCATION FAIRS

A vocational and educational fair is organized every year (held alternatively at Hitra and Frøya) with help from a youth entrepreneurship organisation and a local innovation company where companies and educational institutions present themselves to students from both secondary school and upper secondary school through stands and various mini-seminars and activities.

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SCHOOL REPRESENTATION AT INDUSTRY MEETINGS

Aquaculture teachers have invited themselves to several fish-farming operations manager meetings organised by the businesses the school uses for practical teaching. In advance, the annual plan and description of learning outcomes for the various teaching periods are sent out. These learning outcomes are the result of local curriculum work, where the learning objectives from the aquaculture curriculum have been broken down into very specific objectives. The aim of these meetings is, in short, to get feedback on what we teach and whether it is in accordance with what the industry expects students to have knowledge on before they begin their apprenticeships. These meetings are also used to discuss how the school and companies can interact and facilitate the best possible quality of practical teaching throughout the year. This is about agreeing on which industry locations will make for the best fit for students and teachers to participate in work that is as relevant as possible to the teaching that is conducted at any time throughout the year.

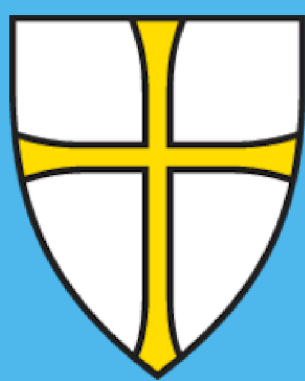
SCHOOL REPRESENTATION AT AQUACULTURE CONFERENCES

The school participates in various conferences both with and without pupils throughout the year. The productivity conference in Kristiansund (arranged by Kontali analysis), the Bridgehead Conference and the Agricultural Day at NTNU are examples where we participate with students. TEKMAR, TEKSET and FOSFOR are examples of conferences where teachers participate in order to keep up to date on developments in education and industry.

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