



Curriculum garden design

Contents

Curriculum garden design	1
Introduction.....	2
1. General educational objective	2
2. Didactic principles	3
Teaching and learning objectives	3
Lesson planning	3
Teaching methods	3
3. Teaching principles.....	3
4. Timetable.....	4
5. School-autonomous curriculum regulations	4
6. Additions specific to the blind and visually impaired.....	4
7. Contents of the individual subject groups.....	4



Introduction

This curriculum is based on the experience of the school for the blind in Krakow with the "Technician for Landscape Design and Gardener" course and the experience in Austria with training to become a skilled worker in horticulture. This content is supplemented by teaching content specific to the blind and visually impaired. The duration of the training programme is based on the requirements in the EU countries.

If it is not possible to obtain qualifications or validate skills and abilities in a country, the establishment of a certification body for knowledge, skills, abilities and social competences should be aspired.

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Partners:

Bundes-Blindenerziehungsinstitut Wien: <http://bbi.at>

Centrum dla Niewidomych i Słabowidzących Kraków: www.blind.krakow.pl

Vienna Business School Schönborngasse Wien: <https://schoenborngasse.vbs.ac.at>

1. General educational objective

- The aim is to obtain a certificate that is valid throughout the EU.
- The curriculum is a cross-school form of assistance in preparation for work in the primary labour market and is aimed at pupils with blindness or visual impairment, taking into account an inclusive setting.
- The programme is aimed at students aged 15 and over. Internships and other subjects are organised according to national regulations.

The educational content is structured in a spiral. This means that it is possible to return to the educational content already realised, but the implementation should take place at a higher level. The teaching material is organised in successive cycles that extend the previously acquired knowledge.

The course combines theoretical knowledge and skills with practical skills.

After completing the training programme

(<https://www.ris.bka.gv.at/Dokumente/Bundesnormen/NOR40234935/NOR40234935.pdf>), students have the following skills:

- Taking an active and responsible role as an entrepreneur, employee or consumer
- Work in a team and take responsibility for orders and work equipment
- Lifelong learning through further education and training outside of school.
- Social learning, socially responsible behaviour
- Show empathy, appreciation and motivation

The following competences are particularly important in this course:

- Implementation of landscaping projects in green spaces
- Organising and carrying out work in connection with the selection, planting and maintenance of ornamental plants in green spaces
- Organisation and implementation of maintenance work in historic parks and gardens



- Organising and carrying out work to protect and design green spaces
- Preparation of designs and cost estimates for elements of small-scale landscape architecture
- Organisation and execution of work in connection with the construction and maintenance of small landscaping projects
- Knowledge in the operation of specialised equipment and software

2. Didactic principles

Teaching and learning objectives

The teaching and learning objectives depend on the duration of the training and the requirements in the respective EU country. Additional skills and abilities apply specifically to people with blindness or visual impairments, which must be taken into account in theoretical and practical training.

The following cross-module skills and abilities must be taught and practised:

- Preparation of documents
- OCR
- Correction and structuring of documents (headings, page transitions, insertion of tables and graphics, insertion of image descriptions if the required information is available, ...)
- Accessibility
- Conversion into various formats (e.g. text, pdf/a, html)
- Knowing the technique of image descriptions
- Typing on the keyboard
- For the visually impaired: Screen orientation techniques
- Be able to get an overview of a document and the associated workload

The following skills and abilities are required for practical work:

- Familiarisation with assistive software such as screen readers and screen magnification
- Knowing and using software to identify plants, insects, ...
- Knowledge of software and hardware for determining weather conditions, for example temperature, humidity, air pressure, wind speed, ...
- Knowing how to measure distances and determine ground conditions

Lesson planning

The planning of lessons depends on the training time requirements in the individual countries, the number of trainees, the availability and type of technical equipment and so on. Suitable times must be provided for the alternation of theoretical and practical work.

Teaching methods

The teaching methods are adapted to the customs of the individual countries.

3. Teaching principles

The training centre is assigned educational tasks ("teaching principles") that cannot be assigned to a single subject, but can only be dealt with on an interdisciplinary basis

(<https://www.ris.bka.gv.at/Dokumente/Bundesnormen/NOR40234935/NOR40234935.pdf>). The teaching principles include development education, education for gender equality, European education, education for entrepreneurial thinking and behaviour, health education, reading and speech education, media education, political education, sex education, environmental education,

transport education and economic and consumer education. Another teaching principle is the development of social skills (social responsibility, communication skills, teamwork skills, leadership skills and role security) and personal skills (independence, self-confidence and self-esteem, stress resistance and an attitude towards a healthy lifestyle and lifelong learning outside of school).

4. Timetable

The timetable is organised according to the circumstances of the individual countries.

5. School-autonomous curriculum regulations

The schools of the individual federal states can issue autonomous school regulations.

6. Additions specific to the blind and visually impaired

The following hardware and software priorities must be taken into account across all modules:

- Setting up a digital workplace that takes individual needs into account
- Operation of a screen reader
- Use of magnification software
- Learning how to use an OCR system
- Introduction to the use of a reading device
- Operation of the software on smartphones, especially for working outdoors
- It is particularly important to take into account what learners can achieve due to their blindness, visual impairment and intellectual abilities! This also has an impact on the operation of machines and vehicles.

7. Contents of the individual subject groups

There are two main categories: compulsory and optional subjects. These categories may vary from country to country, but certain subjects are essential for this branch of training. The number of hours also depends on the duration of the training and the customs in the individual countries.

There are the following subgroups of compulsory subjects:

- Specialised instruction: technical knowledge, botany, woody plants, fruit and vegetable cultivation, plants and ornamental plants in landscaping, health and safety at work, landscape design, plant and landscape protection, foreign language, operation of machines, equipment and vehicles,
- General education: political education, national language, applied economics
- Practice: Internship, project internship

The optional subjects (with grading) depend on the practices in the individual EU countries, for example irrigation and climate control, greenhouse construction, substrate cultivation, culinary processing of plants, greening of buildings, organic cultivation, second living foreign language, applied maths, health and safety at work.

The non-binding exercises (no grading) depend on the practices in the individual countries of the EU, for example movement and sport, applied computer science and remedial teaching.

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