

Secondary School Employer Partnerships (SSEP) 2016 PILOT SUMMARY REPORT



05

**WAIKATO
 SECONDARY SCHOOLS**



26
TEACHERS



48

**EMPLOYER
 PARTNERS**



731
**YEAR 9 & 10
 STUDENTS**



61
**WORKPLACE
 VISITS**



Smart Waikato is a charitable trust formed in 2009 aiming to empower Waikato youth through education to employment pathways. Smart Waikato has extensive networks across both education and industry groups and has led the SSEP project since its inception.

PILOT SUMMARY REPORT



Smart Waikato's Secondary School-Employer Partnerships (SSEP) are formal relationships where employer groups from priority sectors link into school faculties at Year 9/10, supporting contextualised learning at subject level and introduce students to a wide range of careers.

SSEP PILOT

In 2016 Smart Waikato Trust piloted SSEP in five Waikato secondary schools representing a range of size, deciles and locations. Each school piloted SSEP in a single faculty area. Across the five schools 102 employer companies were approached by Smart Waikato Trust to be involved. Of the employers involved in the pilot, 66 percent were from Smart Waikato's networks, 19 percent were school contacts and 15 percent were common to both Smart Waikato and the schools.

48 different employers across key Waikato industries partnered with 26 teachers to create contextualised learning opportunities for students. Each employer partner committed to connecting face-to-face with the same group of students on three separate occasions during the year - either in the classroom, in the workplace or in the field.

SSEP, supported by Waikato Means Business, Ministry of Education and WEL Energy Trust, improves student retention, achievement and education-to-employment transitions, beginning with younger secondary school students and progressing to senior students. This contributes to addressing future workforce gaps and skills issues in Waikato.

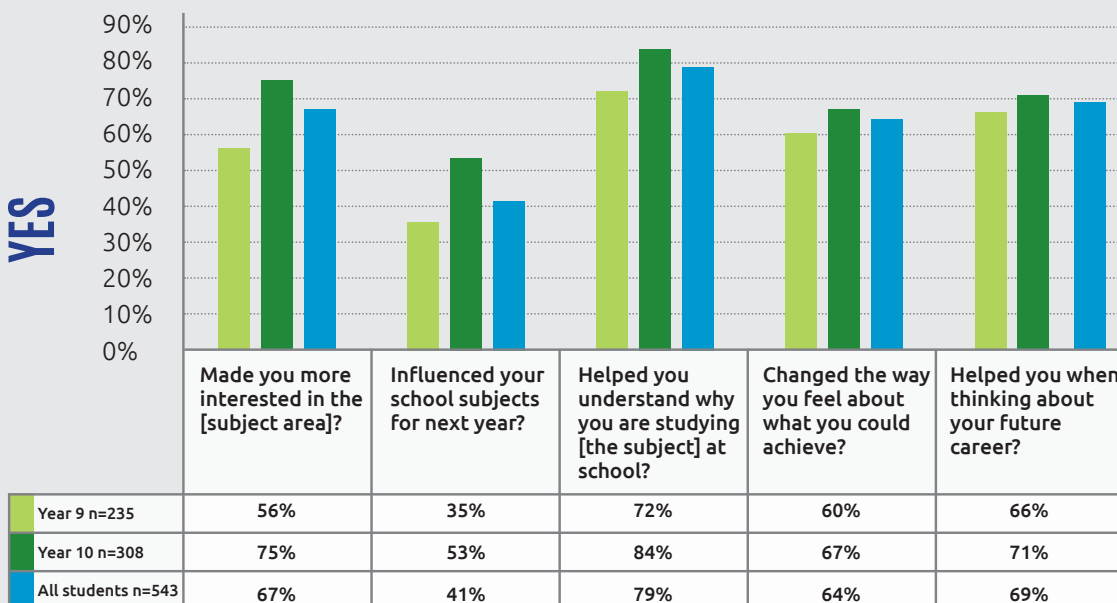
Key industries identified as being important to the local economy are: business, ICT, trades, infrastructure, engineering, health and primary industries.

SSEP Pilot School	Year 9 students (n)	Y 10 students (n)
Fairfield College (Maths)	138	
HBHS (Information Technology)		117
HBHS (Metal Technology)		65
Hauraki Plains College (English)	123	
Morrinsville College (Science)	77	77
Thames High School (Business)		134
Total	338	393
Total number of students	731	

Quantitative and qualitative data were collected throughout the year from students, teachers and employer partners to measure the impact of SSEP on the three key stakeholders.

Percentage of pilot students that answered 'yes' to the post-pilot survey question:

Has the experience of having business people in the classroom and going out to workplaces:



NOTES

- The graph illustrates the significant impact of SSEP on students. On average 79% of students indicated positive impact on at least one factor.
- The impact is lower across the board for Year 9s. This can be partially explained by the fact that students at this level are further from making subject choice/career decisions than Year 10s.
- The lower impact with respect to school subject choice is probably due to the fact that many did SSEP in compulsory core subjects (e.g. English, Science, Maths) and so may not have any influence over school subjects in the next year – particularly Year 9s.

Results from the SSEP pilot show significant positive impact on students, teachers and employer partners.

STUDENTS

“I think this will encourage me to do better in school.”

– Fairfield College student

“I was surprised how much I learnt through this experience, how much it has shown me that English has a large effect on how things run in the world.” – Hauraki Plains student

“It prepared us for what real business would be like.” – Thames High student

“They [the business representatives] were very knowledgeable and helped me understand more about some techniques and processes.” – HBHS Metal Tech student

“The science experiences were all an amazing opportunity for us students to learn how science is applied in companies on a daily basis. I really enjoyed it.” – Morrinsville College student

“I very much enjoyed visiting the business. Physically seeing many of the activities that they did rather than them coming into our school was a greater experience and I was able to learn heaps from looking.” – HBHS IT student

TEACHERS

Prior to SSEP teachers had only limited engagement with industry.

96% of teachers said the real-life context offered by the employers supported their professional development.

77% of teacher respondents said SSEP had changed the way they plan their curriculum.

“It helps me keep up to date with what is going on in industry.”

– HBHS Metal Tech teacher

“[SSEP] helped to create a more complete picture of our subject.”

– HBHS IT teacher

“Even as an English teacher I didn’t fully appreciate the importance of communication in business and all the different sorts of communication platforms businesses use.” – Hauraki Plains College teacher

“SSEP helped me to learn how to integrate employers’ knowledge into my own planning and to learn from and relate to the employers.” – Thames High School teacher

EMPLOYERS

65% of employer partners had had no previous contact with the school they had partnered with. Benefits to employers included:

“Greater connection to what is being taught in schools and how this could impact students coming through into our industry. Building a stronger partnership with the school and its staff leading to other activities to help support the students.”

“Personal & Professional development for staff involved.”

“Knowledge of curriculum and also ability to talk about what we need with teachers. Great to be able to support local communities by being involved with our young adults. Interesting

to be able to discuss how students think about our organisation and what we do.”

“Personal development, exposure to a different level of student than we are used to dealing with, which was good and made us strip back what we do to its basics. This was a useful exercise for us.”

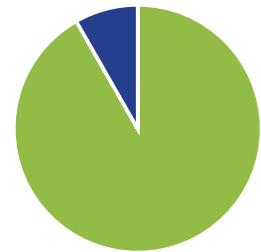
“Having an opportunity to show what really goes on in the industry and in this field.”

80% of employers said they would consider doing SSEP in an additional school.

Despite the overall success of the pilot there were challenges throughout the year – primarily due to communication issues. The intermediary organisation is vital to engage and introduce employers to the school, facilitate introductions, provide framework and resources for SSEP, support developing relationships, resolve issues and objectively research and evaluate the programmes from all participants’ points of view.

Has SSEP had an impact on your professional development (teachers)?

YES 92%
NO 8%



SSEP YEAR TWO

As the five pilot schools enter their second year of SSEP with increased confidence the involvement of Smart Waikato is considerably less. Several pilot schools are looking at ways to include other faculties in SSEP activities to maximise the benefits of employer input. Smart Waikato has needed to onboard a handful of new employer partners to compensate for minor attrition due to unforeseen circumstances. Smart Waikato is working to develop a suite of resources and templates for teacher and employer partners to access and facilitate successful SSEPs in the future. An additional seven Waikato secondary schools are introducing the programme in 2017.

RECOMMENDATIONS

SSEP Pilot results provide substantive evidence to support the introduction of the programme to all Waikato and New Zealand secondary schools.

Key recommendations include:

- Generate further funding so that all Waikato Secondary Schools can participate in the Smart Waikato SSEP programme.
- Participating schools and employers follow best practice guidelines as developed by Smart Waikato through this pilot study.
- Develop central resource of activity guidelines and examples.
- Access funding for longitudinal measurement of pilot cohort via pilot student NSN numbers in 3 to 4 years time to realise full benefit of SSEP.
- For ongoing measurement and evaluation of SSEP introduce a control group where practicable and implement a single end-of-year survey for each school.

ACKNOWLEDGEMENTS



Fairfield College: Principal Richard Crawford, Head of Faculty Malgosia Cholewa, teachers – Madhima Anderson, Maxine Te Rongomau, Daya Nand, Andrea McKenzie, Susana McKernan, Ed Krysmann and Jenny Rae-Middleton. **Anglesea Hospital:** Nicky van Praagh, Kaye Lamb, Maree Smith and staff. **CTC Aviation:** Peter Stockwell, Jonathan Stanwix, Rex Stentiford, Cade Tariau, Hannah Cameron and staff. **Deloitte:** Hilton Joll, Ariana Mariu and staff. **Ecolab:** Stuart Baker, Andrew Langman, Keegan Lewis, Ian Morgan and staff. **Foster Construction:** Graeme Boswell and staff. **Gallagher Group:** Keith Gallagher, Brian Rose and staff. **Hamilton City Council:** Nick Chester and Hamilton Zoo staff. **Montana Catering:** Peter Stark, Fraser Kerr and staff. **Timpack:** Alan Walters, Lyndon Carpenter, Jason Togia and staff. **Westpac:** Lynn Walker, Karen Nickson, Matthew Hansen and staff. **2016 Year 9 Fairfield College students.**



Hamilton Boys' High School: Headmaster Susan Hassall, Head of Faculty Simon Devitt, teachers – Ryan Trass, Mike Erceg, James Hepburn, John Davidson, Don Roughton and Lynette Ross. **KPMG:** Erin Thomson, Dylan Shell, Hayden Megchelse and staff. **Rocketspark:** Jeremy Johnson, Jordan Foster, Matt Elen and staff. **Company-X:** David Hallett and staff. **E9:** Merv Behroozi and staff. **Enlighten Designs:** Kristy Toroa, Sam Leander and staff. **ANZ Mathew Haworth,** Steven Law and staff. **Printing.com:** Michael Emmett, Georgia Clarke and Rose Rogers. **Stafford Engineering:** Kaleb James. **JP Marshall:** Gary Brown and Duncan Bennett. **Thorburn Engineering:** Len Guilford, Alex Hardy and Henry Dekker. **Hendl & Murray:** Noel Hendl and Leighton Cosgrove. **Mainline Sheetmetals:** Trisha King, Patrick May and Cam Beasley. **STEP advisory board:** Allen Bryce, Competenz; Hin Lim, University of Waikato; Johnny Gordon, Matt Foulkes and Nathan Lewis, Wintec. **2016 Year 10 HBHS IT and Metal Tech students**



Hauraki Plains College: Principal Ngairé Harris, Head of Faculty Rob Hurley, teachers- Millie Matheson, Brian Woolcock, Tracey Dwyer and Peter Keith. **Hauraki District Council:** Charan Mischewski, Linda Norris and staff. **Hauraki Plains Motors:** Miles Shelley, Dianne Shelley and staff. **Hoogeveen & Associates:** Nick Hoogeveen, Tessa Fisher and staff; **Ravensdown:** Sam Aislabie and staff. **Quinn Engineering:** Alex Quinn, Tracey Spence and staff. **Waikato District Health Board:** Jacquie Mitchell, Maria Prendergast, Marrison Walton and staff. **Westpac:** Derek Aislabie. **2016 Year 9 Hauraki Plains College students.**



Morrinsville College: Principal John Inger, Head of Faculty Jason Morgan, teachers – Vance Symon, Alison Dawson, Kobie Joubert and Jane Thomas. **Dairy NZ:** Susan Stokes, Andrew Fraser, Kylie Power, Emma Bettle and staff, **Greenlea Meats:** Julie McDade, Aaron Craig, Ken Windelborn and staff. **Ballance Agri-Nutrients:** Paul Alsemgeest, Grant Gillard, Anna-Lena Wright and staff. **Wallace:** Richard Stapel, Lou Lamigo, Sarah Avery, Gordon Henderson, Steven Robb and staff. **Fonterra:** Peter Murphy, Tony Chalmers and staff. **Morrinsville Plumbers and Gasfitters:** Dave Strong. **Electricity Apprenticeship Supply Programme:** Lou Ewington, Nathan Tesselaaar and staff. **BLM Engineering:** Nigel Cuff, Kevin Ludwig and staff. **Matamata-Piako District Council:** Fiona Vessey and staff. **Tuit Farm:** Keith Holmes and staff. **2016 Year 9 and 10 Morrinsville College students**



Thames High School: Principal Dave Sim, Teacher in Charge Malcolm Belton, teachers - Jen Fletcher, Rawinia McLean, Kieran Taylor, Leanne Donovan, Paula Willacy and Debbie Driver. **A&G Price:** Chris Harison, Jacob-Tyrrell Baxter, Greg Long and staff. **BNZ:** John Lloyd and staff. **SRE Electrical:** Mike Veal and staff. **Pak'nSave Thames:** Matt Heap and staff. **Smart Environmental:** Sean Hayes, Gary Bartlett and staff. **Thames Community Centre:** Sheryll FitzPatrick. **Thames-Coromandel District Council:** Marlene Perry, Susan Cooksley and staff. **Toyota Thames Vehicle Operations:** Mark McDowell, Darren Donnelly and staff. **Unichem Heather Moore Pharmacy:** Heather Moore and staff.

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SSEP EMPLOYERS AT FAIRFIELD COLLEGE (MATHS)



SSEP EMPLOYERS AT HAMILTON BOYS HIGH SCHOOL (IT & METAL TECH)



SSEP EMPLOYERS AT HAURAKI PLAINS COLLEGE (ENGLISH)



SSEP EMPLOYERS AT MORRINSVILLE COLLEGE (SCIENCE)



SSEP EMPLOYERS AT THAMES HIGH SCHOOL (BUSINESS)

