

SSEP aspirational vision is that

By 2030 there will be:

- ✓ No youth unemployment in our region
- ✓ No skills shortages in our region
- ✓ Educators and employers moving freely in each other's worlds

Secondary School Employer Partnership Memorandum of Understanding

Organisation name _____

1. Objective

Secondary School-Employer Partnerships (SSEP) are formal relationships between secondary schools and local employers that enhance knowledge sharing and understanding between industry and educators, support and inform curriculum and enable teachers to contextualise student learning in a manner that is relevant to local employment needs. For more information see www.smartnz.nz.

The purpose of this Agreement is to support and encourage strong, mutually beneficial relationships between secondary schools and employers by establishing a common reference to shared SSEP expectations and responsibilities.

This Agreement is not intended to be, and is not, legally binding on the parties but is signed as a document of intent, in good faith.

2. Parties

- I. **'School'** - includes the school Principal and any nominated school staff participating in SSEP activities
- II. **'SSEP School Coordinator'** - a nominated member of school staff to be the central point of contact for all parties
- III. **'Employer'** - includes the person authorising the organisation's participation in SSEP and any nominated business representatives participating in SSEP activities
- IV. **'SSEP Facilitator'** - Smart NZ* or its nominee

3. Criteria of SSEP

- i. The school/employer is a formally registered member of SSEP via signed MoU with the SSEP Facilitator.
- ii. Each participating Year 9 or 10 class sees a minimum of three different employers across the year to enable exposure to multiple industries important to the local economy.
- iii. SSEP is for ALL students and should include the full cohort where possible, or a minimum of 120 students with a view to full-cohort expansion.
- iv. Each employer has a minimum annual contact of one in-class and one workplace visit per class (preference is for three points of contact).
- v. SSEP activities are curriculum focused with links to industry/workplace application.
- vi. Parties adhere to the SSEP Memorandum of Understanding and participate in SSEP evaluation for quality control.
- vii. Schools nominate an SSEP coordinator with overall responsibility for SSEP, employer relationships, evaluation and reporting.
- viii. School and employer partners agree to providing information for quality control and reporting as required.

3.2 SSEP is not:

- i. Ad hoc, stand-alone classroom visits or fieldtrips
- ii. Work experience or employment
- iii. Entirely careers focused with no links to curriculum

SCHOOL COMMITMENT & RESPONSIBILITIES: PAGE 3

EMPLOYER COMMITMENT & RESPONSIBILITIES: PAGE 4

SSEP FACILITATOR COMMITMENT & RESPONSIBILITIES: PAGE 5

JOINT RESPONSIBILITIES: PAGE 5

GOOD SAFE CHILD PRACTICES: (APPENDIX) PAGE 7

4. School commitment and responsibilities

4.1 The **School Principal** agrees to support SSEP teaching staff to ensure they have, within reason, the **necessary resources and time** to develop genuine partnerships with Employers and deliver contextualised learning in a manner that is relevant to local industry needs.

4.2 The **School** agrees to **ensure a school representative (teacher or parent) is present at all times** when business representatives are interacting with students for the **safety and wellbeing** of both students and business representatives. Under the **Vulnerable Children's Act 2014**, volunteers (as unpaid workers) are not required to be safety checked however the Education Act specifies that a Police vet is required if the person is likely to spend unsupervised (as defined in the Act) time with children during normal school hours.

4.3 **Teachers** agree to take an active role in **co-designing, mentoring and supporting business representatives** when planning and delivering SSEP activities and when interacting with students. *This should include: providing tips on how to engage students, sharing examples of curriculum/assessment material, guiding, reviewing and providing feedback on activities developed by employers.*

4.4 **Student management and discipline** during SSEP activities, both in-class and during workplace visits is the **responsibility of teaching staff** and the School. **Health and Safety** of students, teachers, school and business representatives during SSEP activities **is the responsibility of ALL parties present**.

4.5 **Transport** of students to and from the Employer's workplace or external SSEP activities will be the responsibility of the School.

4.6 Unless otherwise agreed prior to SSEP activities commencing, any **costs** related to students and teachers involved with SSEP activities (e.g. transport, relief staff) are the responsibility of the **School and must be approved according to standard operating procedures of the School**. Employer responsibilities are outlined in 5.6.

4.7 **Teachers** are committed to organising **2-3 points of contact** with each of their employer partners including a workplace visit during the school year. **Three points of contact are preferable to consolidate learning but must be targeted to teaching outcomes to be of value**. *This requires quality guidance and good communication with employers.*

4.8 The **SSEP School Coordinator** is the central point of contact for all parties. In the event of communication break-down or partnership issues between parties the SSEP School Coordinator should be the first point of contact.

4.9 In the event of the **SSEP School Coordinator** leaving the school or having a change of role, a new SSEP Coordinator must be appointed prior to their departure and all parties informed.

4.10 Unless otherwise stated it is the **School's** responsibility to collect data on behalf of the SSEP Facilitator for measurement and evaluation purposes, and provide periodic short board reports.

5. Employer commitment and responsibilities

5.1 The Employer agrees to a **minimum of one classroom and one workplace visit per year** (preferably at least three points of contact) **with up to 3 allocated classes** (as agreed between the employer and teachers).

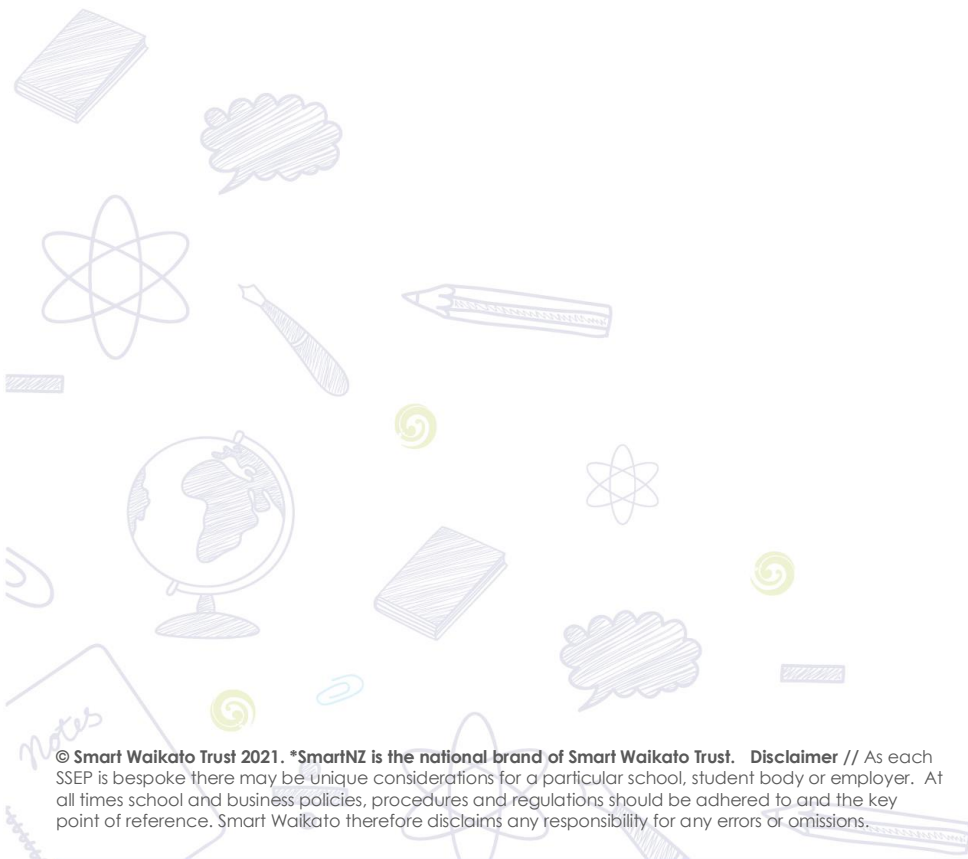
5.2 The Employer agrees to make **'appropriate' business representatives** available to develop SSEP activities with teachers and interact with students (*see 5.3*).

5.3 An 'appropriate business representative' is defined as a person who will act as a **positive ambassador for their employer and industry and does not pose a potential risk** to students, teachers or the School. **All business representatives interacting with students must be made aware of their personal obligation to the safety of young people and agree to adhere to safe child practices as outlined in Appendix A.**

5.4 Prior to hosting School staff and students in the workplace the Employer agrees to **provide clear instructions to students and teachers** on any behavioural expectations, appropriate dress and workplace policies or procedures (including **Health and Safety**) that must be adhered to while onsite.

5.5 The Employer agrees that its **nominated business representatives are the responsibility of the Employer** when engaging in all SSEP activities both at school and on-site.

5.6 Any **employer/workplace costs** associated with SSEP activities are the responsibility of the employer. School responsibilities are outlined in 4.5 and 4.6.



6. SSEP Facilitator Commitment and Responsibilities

6.1 The SSEP Facilitator facilitates introductions and relationships between school and employer partners and ensures SSEP activities are kept on track.

6.2 Smart NZ provides the framework and support (resources and assistance) for facilitators, schools and employers as they develop SSEP relationships and activities.

6.3 The SSEP Facilitator provides quality control through evaluation, measurement and reporting of SSEP to participants, school Boards of Trustees and funders.

6.4 SSEP Facilitators promote SSEP outcomes, schools and employer partners through media, publicity and events.

6.5 Should any dispute arise between the School and the Employer, the dispute will remain a private matter between those two parties. The SSEP Facilitator will not formally be involved in resolution and in no way can be held responsible for the outcome of any such dispute.

6.6 Each SSEP school and business has its own **Health and Safety** policies, procedures and requirements that must be discussed, planned for, and adhered to by all individuals participating in SSEP activities. As purely a facilitating organisation, **Smart NZ, SSEP License holders and nominated SSEP Facilitators accept no liability for any incidents, accidents or otherwise that may occur during SSEP activities.**

7. Joint responsibilities

7.1 **Good communication between teachers and employers is the key to success.** This includes ensuring that email communication and phone calls between SSEP partners are acknowledged and/or responded to in a timely fashion (i.e. within 2 working days of receipt).

7.2 All parties acknowledge their responsibilities under the **Health and Safety at Work Act 2015** to ensure all practicable steps are taken to protect anyone involved in SSEP activities from workplace health and safety risks both at the school and in the workplace.

7.3 Students, business representatives and teachers will be expected to **abide by the policies, procedures and regulations** (including Codes of Conduct and Health and Safety practices) **of the host organisation** during SSEP activities. Parties should be advised of pertinent policies, procedures and regulations with sufficient time to review, discuss and implement any necessary actions before engagement.

7.4 The School and the Employer will **review SSEP activities annually** and will adjust activities and time commitment to best meet the needs of each party.

7.5 All staff and students involved in SSEP will **participate in the measurement and evaluation of SSEP** as conducted by SmartNZ.

7.6 All parties agree to respect and maintain the image and reputation of each other in public and private communications.

8. Privacy, Confidentiality and Intellectual Property

8.1 Unless otherwise stated the **names and images of the organisation and those of their staff and students involved in SSEP may be used** for reporting, case study or publicity purposes.

8.2 The School and Employer recognise that **issues of confidentiality and intellectual property** of the students, school and employer may arise as a result of SSEP activities. As such the School and Employer agree to discuss and come to an agreement about these issues prior to commencement of the activity and formalise agreements between the School, the Employer and students where appropriate.

8.3 **SSEP is a registered trademark and framework developed by Smart Waikato Trust.** Use of the SSEP brand and resources is exclusive to registered SSEP facilitators, schools and employer partners. Schools and employers are encouraged to publicise their involvement with SSEP. Refer to the Secondary School Employer Partnerships (SSEP) Third Party Brand Usage Agreement for more information.

8.4 Any materials (e.g. presentations, images, videos, activity examples) supplied to Smart NZ by schools or employer partners to help develop further resources to share amongst the SSEP community will be attributed to and approved by the school/employer concerned prior to release by Smart NZ.

9. Term of Agreement

9.1 All parties agree to committing to the partnership for at least three years from commencement and by negotiation thereafter.

This agreement will come into effect upon signing by a designated representatives of the organisation below.

SIGNED BY [NAME] _____

ON BEHALF OF [ORGANISATION] _____

DATE: _____

Employers:

I have read and agree to comply with the Safe Child Practices outlined in *Appendix A* below.

Appendix A

Good Safe Child Practices

The Safe Child Practices outlined below are to ensure the safety and well-being of young people and the volunteers interacting with them. All business representatives engaging with young people are to be made aware of, and expected to abide by the following safe child practices:

Avoid being alone with young people

- To avoid being alone with young people, possible situations where you may be alone with young people should be identified.
- Wherever possible an open door policy for all spaces should be used (with the exception of toilets).
- Be aware of where young people are and request the presence of a second person if necessary.

Avoid physical contact with young people

- Physical contact with young people should be generally avoided.
- If a young person requires physical assistance, unless an emergency, the young person's primary carer (school or caregiver) must be sought to help.

Transporting young people in cars

- Avoid being alone when transporting a young person unless an emergency requires it.
- Except in emergency you should not transport young people in your car without written parental consent.
- If alone when transporting a young person, even with parental consent, it is recommended a third party be on speaker phone for the duration of the journey.

Communicating with young people including use of telecommunications technology

- All communication with young people, including written communication, oral communication, electronic communication, texts and body language should be professional and appropriate at all times.
- If you receive inappropriate messages or contact from a young person the SSEP Coordinator at the school and the SSEP Facilitator must be notified as soon as possible and communications documented.

Reporting suspected child abuse/neglect as a result of being involved in SSEP

- In the unlikely event that a young person discloses to you abuse or neglect, or you suspect a case of abuse or neglect, this **must** be reported immediately to the SSEP Facilitator and carer in charge of the young person (e.g. teacher, school principal).