

SSEP Employer Partners can be a valuable addition to Project Based Learning by:

- Helping teachers identify potential projects using real world examples or problems
- Helping teachers codesign learning modules to include industry/Vocational Pathway contexts
- Supporting student learning through industry engagement

Example 1: Helping teachers identify potential projects using real world examples or problems

Kerr & Ladbrook Catering has an SSEP partnership with **Waikato Diocesan School for Girls**. The school is taking a 'design thinking' approach to PBL where students are presented with a 'real world' problem to ideate and develop possible solutions. Along with private, corporate and event catering, Kerr & Ladbrook cater daily rest home meals for several rest home chains around the North Island.

The problem: Rest home residents have special and wide-ranging nutritional needs. Being underweight is a particular health risk to the elderly. The challenge for Kerr & Ladbrook is to make sure rest home food not only meets dietary requirements but also tastes good and looks appetising so residents want to eat it. Students are tasked with creating and designing a potential solution to this problem to present to Kerr & Ladbrook.

Three points of contact:

1. **(Classroom session)** Kerr & Ladbrook come into class to talk about the catering industry, the business, career opportunities and present the problem to students.
2. **(Site visit)** Students escorted by Kerr & Ladbrook to a rest home to get a better understanding of its needs, look at current food options and interview residents.
3. **(Classroom session)** students present ideas/prototypes to Kerr & Ladbrook.

Potential curriculum links: science, food technology, English, maths, business studies



Kerr & Ladbrook
CATERING BY DESIGN



Example 2: Helping teachers codesign learning modules to include industry/Vocational Pathway contexts

Huntly College has an SSEP partnership with electricity supply company **Mercury**. Each term Huntly College students choose from a range of learning modules based on a career pathway. Two teachers paired with Mercury to codesign an “I am a Social Media Marketer” module.

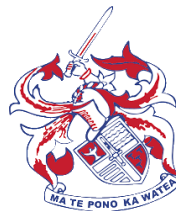
Module concept: Initially the concept was to create a social media marketing campaign for a dance company. Following a meeting between the teachers and key Mercury staff brainstorming ideas and opportunities the module plan evolved to the students researching *Hauora* (wellbeing) that is meaningful to them, creating some artistic branding concepts and refining these to present a final brand to Mercury at the end of the term.

Four points of contact:

- 1. (Classroom session)** Mercury comes into the class at the start of the term, shares what *Hauora* looks like at Mercury on a day to day basis and what it means to staff.
- 2. (Workplace visit)** students tour Mercury’s head office to see how Mercury incorporates *Hauora* into its business environment, learn about the wider business and career paths it offers.
- 3. (Classroom session)** Mercury’s social media expert shares his background and career path and what a social media marketer does every day. He also teaches the students some basic concepts that he applies in his work that the students can use for their module over the term.
- 4. (Classroom session)** students present their final brands and share their experiences with the class and Mercury.

Potential curriculum links: English, social sciences, business studies, digital technology

Vocational Pathway links: Services, Manufacturing & Technology, Engineering, Creative, Trades



Example 3: Supporting student learning through industry engagement

Hillcrest High School science teachers invite their SSEP employer partners in to see where they might be able to add value to student-led enquiry ideas.

Example student question: "How could we create a habitable environment for cows on Mars?"

Three points of contact:

- 1. (Classroom session)** Dairy Farmer Justin Downing comes into the class to discuss the question with students and help refine and develop student thinking.
- 2. (Workplace visit)** students go out to the farm as part of their primary research to see the environment cows require to survive and thrive to understand what would need to be replicated on another planet.
- 3. (Classroom session)** Once the project is complete students present their research and conclusions to Justin.

Potential curriculum links: Science, English, maths, social sciences

