

BUILDING SCHOOL-COMPANY PARTNERSHIPS

DEVELOPING AN ACTION PLAN

OVERVIEW OF THE PARTNERSHIP

The Partnership

Partner #1

Elektrotehnička škola
Split

Partner #2

1.Apricum d.o.o

The reason for the partnership

The main goal of the partnership of the Electrical Engineering School Split with the company Apricum d.o.o., which deals with the design of Smart technology solutions for industrial, business and private facilities, is to introduce students of the Electronics Technician profession, whose curriculum does not include professional practice, into the real world of work, developing business communication skills, contributing to students' independence and responsibility through taking the initiative in creating technical solutions. The partnership is an opportunity for students to get to know the profession of a KNX control system designer (KNX is the world standard for smart objects) and determine if this is the job they want to do in life. The partnership will enable students to connect theoretical content with solving real management problems. Through the partnership, students' awareness will be developed that modern technological solutions for intelligent management and monitoring of all elements networked with the KNX system increase the efficiency of energy use, which contributes to environmental protection. by working in the company, students will develop 21st century skills: critical thinking, communication, collaboration and creativity.

The partnership enables the company Apricum d.o.o. to recognize high-quality students, monitor their education on the equipment they use in their work, so that, after completing their education, they could continue their business relationship, whereby such staff would be involved in the work process with minimal preparation and in the shortest possible time and contribute to the company's well-being.

The company Apricum d.o.o. will connect with the community through a partnership with the school and contribute to its development.



Brief explanation of the partnership

At school, students will study basic vocational content about KNX installations, elements of the KNX installation network, and the possibilities and methods of using the KNX system.

By carrying out an internship in the company, the student will participate in all steps of designing the KNX control system (smart home), installing and programming the KNX system, and checking the functionality on the real object. Students will cooperate with company employees who perform the above jobs with the aim of practical application of the theoretical content learned at school and broadening the understanding of the world of work.

As a final step, the students will independently design the KNX control system, present the project solution and analyze it and, if necessary, correct it based on the suggestions of experts from the company.



ANALYSIS

Reflect on the following questions and explain.

Question	Answer & Explanation
<p>How do we currently train our students and how do we engage as a school with local businesses (e.g. volunteering scheme, internships programs etc.)</p>	<p>We train students in such a way that they analyze the theoretical contents of the profession with the teachers while they do practical exercises in school laboratories. We partner with a company for students who are being educated for professions (Electronics Technician and Computer Technician) that do not include professional practice in such a way that we periodically organize a visit by an expert from the company of the appropriate profile with the intention of bringing students closer to the practical application of the theoretical content of the taught subject.</p> <p>For students who are being educated for a profession (Electrician) that has a planned professional practice in the program (80 working hours at the end of the 2nd and 3rd grade of high school), we organize it in agreement with the company, where the students participate in the company's work for the prescribed number of hours during the summer breaks.</p>
<p>How are partnership activities currently linked to the curriculum? Are they 'add ons' or are they an intrinsic part of students' learning? Are they part of certain subjects or available to all students?</p>	<p>For professions that do not have a prescribed professional practice (Electronics Technician and Computer Technician), but the partnership takes place at the initiative of the teacher, the activity of cooperation with the company (lecture by the company's employees on a certain topic that the students cover in regular classes) is available to all students and is part of the implementation curriculum of the subject in which the teacher wants to implement it.</p> <p>For professions for which professional practice is prescribed (Electrician), it takes place as a separate subject called "Professional practice" with its own work plan and program and is a condition for continuing education.</p>
<p>What strengths do we have? What are we known for as a school? (ex: logistics, market knowledge)</p>	<p>The strength of our school is that it educates students for attractive professions (Electronics Technician, Computer Technician and Electrical Technician), so we have a great interest in enrollment, and we enroll quality students. The strength lies in the fact that we organize the activities of the Center of Excellence for IT and new technologies through which we educate gifted students. Our students successfully continue their education at higher education institutions and are enabled to acquire the highest scientific knowledge.</p>

<p>What kinds of skill sets do our local employers have, and how could those be applied? (ex: technical skills, management skills, marketing)</p>	<p>Our city's IT sector companies are very successful on the market (the most successful in the region), some electronics, electrical engineering and automation companies cooperate with or are subsidiaries of successful global companies and export their products to the world market.</p>
<p>What can we provide that will directly benefit our partners? (ex: recognition, networking opportunities)</p>	<p>The company's interest in cooperation with the school can be in the recognition and, upon completion of education, the employment of quality workers (former students) who have become familiar with the working environment and scope of work through internships in the company and would be able to get involved in work activities without any problems. Since we are talking about high-quality students, it is to be expected that in this way the company would ensure a high-quality workforce that would contribute to the progress of the company.</p> <p>Through the partnership with the school, the company will expand its network of contacts, which can enable future business cooperation.</p> <p>By partnering with the school, the company would make a contribution to the local community, and in that way it would have a quality connection with the community in which company operates.</p>
<p>How are roles and responsibilities for initiating and managing links to companies currently managed? Are they ad hoc or clear and structured? Are partnerships intrinsic to anyone's job description?</p>	<p>For occupations that do not include professional practice in their plan (Electronics Technician and Computer Technician), the connection between the school and the company takes place through direct contact between the interested teachers and the employees of the company with which they wish to cooperate. Of course, the teacher introduces the cooperation plan to the school principal, and after approval by the principal, the plan is included in the implementation plan of the individual subject, and after that the cooperation is realized. Such a partnership is not part of the job description but takes place at the initiative of the subject teacher.</p> <p>For professions where the professional practice is prescribed by the plan and program (Electrical technician), the professional practice is structured with a prescribed number of hours. It is organized as a special subject "Professional practice" and officially agreed with companies with signed contracts on mutual obligations, whereby a teacher is appointed in the school in charge of contact with the company and monitoring the results of the student's professional practice, and in the company an employee - mentors the student and monitors his activities.</p>

<p>Can educators be involved in partnerships during school hours? Can we enable them to be involved outside school hours? Can involvement in partnerships count as part of continuing professional development?</p>	<p>The teacher educates the students, monitors the mentor's notes, students' diaries, and evaluates them during class, while the partnership documentation and obtaining approval are done as part of class preparation hours. Although the rulebook on teacher promotion does not value the partnership activity, the school principal can value this activity as part of the promotion as evidence of the excellence of the teacher's work.</p>
<p>Can we manage required paperwork, such as handling background checks, getting district approval for projects as needed, and getting permission slips signed?</p>	<p>After the outcomes of the partnership have been determined, a permission form for the implementation of the school-company partnership will be drawn up with the school's legal department. To implement the school-company partnership, signed permissions will be obtained from the school's Expert Council, the Teachers' Council, the Parents' Council and the School Board. After obtaining approval, the implementation plan will be developed in cooperation between the school and the company and will be included in the Annual Plan and Program of the school's work (until the legal deadline), which, in accordance with the law, will be re-approved by the Teaching Council, the Parents' Council and the School Board.</p> <p>The school and the company will sign a partnership agreement (which will be coordinated by the legal services of the school and the company) with defined rights and obligations of both parties.</p> <p>The company will appoint an employee - a mentor with the necessary professional knowledge, whose task will be mentoring of students on internship in the company. It is the employee's obligation to, before the realization of the partnership, the school submit a certificate of impunity.</p>
<p>What resources are we likely to need? Do we need support from the school leadership team? Is any support available from the district/municipality or the local business community, e.g. Chamber of Commerce?</p>	<p>In the event of a partnership with the company, students will have to pass an occupational safety exam. The class schedule should ensure that students spend one working day a month in a partner company. The developed partnership plan, agreed with the cooperation of the school management, the partner company, the subject teacher, and the employee of the company - mentor, will be included in the implementation plan of the subject and the annual plan and program of the school by the scheduled deadline (until September 15).</p> <p>The school and the partner company will sign a cooperation agreement with defined obligations and responsibilities of the partners.</p> <p>All students are paid an insurance premium that is active 24 hours a day for the duration of the school year, so it will also be valid during the student's stay at the partner company.</p> <p>The implementation of the partnership requires the approval of the school's Professional Council, the</p>

	<p>Teachers' Council, the Parents' Council, and the School Board.</p> <p>Criteria for evaluating student achievement will be devised in cooperation with the school's Expert Council, subject teacher, and company employee – mentor.</p>
<p>What data do we need so that partnership efforts and achievements are tracked and assessed? What type of record of achievement can employers provide for students? How can we celebrate student achievements?</p>	<p>The students, the teacher, and the employee of the partner company - the mentor, the management of the school and the company will be initially surveyed about the expectations of the partnership between the school and the company.</p> <p>The employee of the company-mentor will fill out a report (on-line form) about the progress (arrival, motivation, work activities, self-initiative, communication with the team) after each working day of the student in the company and will contact the teacher if any problem arises. The teacher will monitor the notes and enter them processed into the e-diary so that they are available to students and parents and, if necessary, contact the mentor from the partner company.</p> <p>Students will keep an activity diary, which will be co-signed by an employee of the partner company - the mentor and analyzed by the teacher to monitor the adoption of the planned outcomes.</p> <p>In the middle of the school year, an evaluation of the partnership will be carried out by students, teachers, and mentors to eliminate possible shortcomings.</p> <p>At the end of the partnership cycle, the teacher, and the mentor from the partner company, based on notes on progress, will evaluate the student, the teacher will explain the evaluation to the student and enter it in the e-diary (evaluation element - participation in teaching activities).</p> <p>The final activity of the partnership cycle will be the students' presentation of their team's KNX management system project solution to the students of the other teams, the teacher, and the mentor from the partner company, after which peer evaluation will be conducted and the best project solution will be announced. The school and the company will jointly reward the students of the winning team and present the winning program solution in the school newspaper and on the school's website.</p> <p>Based on the practice diary, mentor's notes on student activity, the student's presentation of the project solution and the conversation with the student, the teacher will evaluate the student (element - application of knowledge) and explain the evaluation and enter it in the e-diary.</p> <p>At the end of the partnership cycle, an evaluation of the partnership will be conducted by students, teachers, mentors, school, and company management to make the necessary corrections for the next school year.</p>

RETURN OF INVESTMENT

Challenges

Identify two big challenges that you believe the partnership may be able to address.

Business/community challenges	Education challenges
<ul style="list-style-type: none">• The challenge of adapting a student with communication problems (mild form of autism) to workplace conditions could be solved by working in pairs with a student from the class until he gets used to the work environment.• We will solve the challenge of motivating the management for a partnership with the school and the commitment of the company's employees - mentors to educating students, by explaining the benefits of the partnership both for the school and for the company, and by public recognition for the merits for contributing to the progress of the educational system for the company and the employees - mentors, which will be felt in part school team and community.	<ul style="list-style-type: none">• The challenge of ensuring that students spend one day a month in the company can be solved in such a way that by scheduling the hours throughout the school year in advance, it is ensured that regardless of their stay in the company, the expected number of hours of all subjects will be realized.• Timing of the processing of theoretical content at school with practical work in the company will be ensured by high-quality planning of activities through the cooperation of teachers and mentors from the partner company.

Benefits

- Students gain a better insight into the profession of a KNX control system designer and can decide whether they want to work in it professionally, and they get the opportunity to present themselves to an employer who can hire them in their company after graduation.
- Students gain experience solving problem tasks, responsibilities in the workplace and develop communication skills in the workplace.
- Students connect theoretical content with the implementation of concrete management systems, develop professional skills on real company equipment and get the opportunity to design a Smart management system and analyse it with experts with extensive practice in this profession.
- Students gain insight that modern technological solutions contribute to the efficient use of energy, which contributes to environmental protection.



PLANNING & TIMELINE

Develop a plan for implementing the partnership.

Identification of coordinator	Timeline		
<i>Decide who the coordinator will be and describe his/her tasks</i>	<i>Define the timeline of the following activities and describe how they will be organized</i>		
<p>School management</p> <ul style="list-style-type: none"> - analysis of the idea of partnership, approval for the continuation of activities, signing of the partnership agreement, organization of meetings of the Teaching Council, School Board; Parents Council and School Board with the aim of approving the partnership plan, implementation of the plan in the Annual Work Plan and Program, rewarding the winning student team, issuing recognition for the partner company and the mentor, dissemination of the project <p>Company management</p> <ul style="list-style-type: none"> - analysis of the partnership idea, approval to continue activities, signing of the partnership agreement, appointment of a mentor for cooperation with the school and work with students <p>Legal service of the school</p> <ul style="list-style-type: none"> - preparation of the permission form for the implementation of the partnership between the school and the company. drawing up a partnership agreement 	<p><i>Before the implementation of the partnership</i></p>	<p><i>Implementation of the partnership</i></p>	<p><i>Follow up</i></p>
	<ul style="list-style-type: none"> - determining the outcome of the partnership - creation of a permission form for the implementation of a partnership between a school and a company. - signing of consent by the school's Expert Council, the Teachers' Council, the Parents' Council, and the School Board. - preparation of the implemented partnership plan and inclusion in the Annual Plan and Program of the school's work - drawing up and signing a partnership agreement with defined rights and obligations of both parties. - appointment of company employees - mentors with the necessary professional knowledge - delivery certificates of non-punishment of the mentor from the partner company 	<ul style="list-style-type: none"> -at school, students will study basic vocational content about KNX installations, elements of the KNX installation network, and the possibilities and methods of using the KNX system. - in the company, student participate in all steps of designing the KNX control system (smart home), installing and programming the KNX system, and checking the functionality on the real object. Activities in the company (7 terms - 1 time per month) follow the sequence of theoretical content at school - fill out a report (on-line form) on student progress (arrival, motivation, work activities, self-initiative, 	<ul style="list-style-type: none"> - assessment of students (element of assessment - participation in teaching activities). - assessment of students (element of assessment - application of knowledge) - evaluation of the partnership will be conducted by students, teachers, mentors, school, and company management to make the necessary corrections for the next school year. - rewarding the winning student team, issuing, and handing over recognition to the partner company and the mentor, dissemination of the project

<p>The company's legal service - drafting a partnership agreement</p> <p>teacher - presenting the idea of a partnership to the director and obtaining approval from the director to continue the implementation of the partnership, planning the outcome of the partnership, and harmonizing it with the professional assets of the school, creating and presenting the partnership plan to the competent authorities, inclusion of the partnership plan and program in the Subject Implementation Plan, education of students on the theoretical content of KNX system design, analysis of the mentor's notes and entry of notes and evaluations into the e-diary, cooperation with the mentor from the partner company, analysis of the student's work diary and verification of the adoption of partnership outcomes, analysis of evaluations during and after the partnership cycle, suggestions for improving the partnership plan.</p> <p>mentor from a partner company - submitting a certificate of non-punishment, creating a partnership plan, mentoring students while working in the company, keeping notes on the students' activities in the company, signing notes in the student's work diary,</p>	<ul style="list-style-type: none"> - passing the student occupational safety exam -payment of insurance policy for students 	<p>communication with the team).</p> <ul style="list-style-type: none"> - students will keep an activity diary <ul style="list-style-type: none"> - analyzed student diary to monitor the adoption of the planned outcomes. -In the middle of the school year, an evaluation of the partnership will be carried out by students, teachers, and mentors to eliminate possible shortcomings. -as a final step, the students in teamwork (1 team = 3 students) will design the KNX control system, present the project solution, analyze it and, if necessary, correct it based on the suggestions of experts from the company. 	
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filling out evaluations,
analyzing student
projects of the
management system

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EVALUATION & REPORTING OF OUTCOMES

How are you planning to evaluate the partnership effort and keep a record of the outcomes considering the following questions?

Design: *Does the initiative's design maximise success?*

Implementation: *How has the initiative been implemented in practice?*

Output: *What has the initiative produced or delivered?*

Outcomes: *What impacts, effects or consequences has the initiative had for students?*

- The students, the teacher, and the employee of the partner company - the mentor, the management of the school and the company will be initially surveyed about the expectations of the partnership between the school and the company.
- The company's employee-mentor will fill out a progress report (arrival, motivation, work activities, self-initiative, communication with the team) after each working day of the student in the company. The teacher will monitor the notes and enter them filtered into the e-diary so that they are available to students and parents.
- Students will keep an activity diary, which will be co-signed by an employee of the partner company - the mentor and analyzed by the teacher to monitor the adoption of the planned outcomes.
- In the middle of the school year, an evaluation of the partnership will be carried out by students, teachers, and mentors to eliminate possible shortcomings.
- At the end of the partnership cycle, the teacher, and the mentor from the partner company, based on notes on progress, will evaluate the student, the teacher will explain the evaluation to the student and enter it in the e-diary (evaluation element - participation in teaching activities).
- The final activity of the partnership cycle will be the students' presentation of their team's KNX management system project solution to the students of the other teams, the teacher, and the mentor from the partner company, after which peer evaluation will be conducted and the best project solution will be announced.
- At the end of the partnership cycle, an evaluation of the partnership will be conducted by students, teachers, and mentors to make the necessary corrections for the next school year.

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