



MEMORANDUM OF UNDERSTANDING

Essendon Keilor College & STEM Centre of Excellence



Education
and Training

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MEMORANDUM OF UNDERSTANDING

Essendon Keilor College and Science Gallery Melbourne's STEM Centre of Excellence

1. CONTEXT

SCIENCE GALLERY MELBOURNE, STEM CENTER OF EXCELLENCE

Delivered in partnership with the University of Melbourne and the Victorian Government, the STEM Centre of Excellence (SCoE) at Science Gallery Melbourne investigates the collision of art and science. Embracing scientific and artistic inquiry alike, learning programs are designed in collaboration with 25 local partner schools and foster the development of transferable 21st century skills.

As a STEM education provider and a member of the Victorian Government's Tech School initiative, the STEM Centre of Excellence delivers programs strategically aligned to five performance goals:

1. SCoE designs innovative STEM learning opportunities for secondary students & teachers.
2. SCoE facilitates high quality, multi-modal learning programs to meet student and partner school needs.
3. SCoE builds the capacity and confidence of teachers to integrate STEM programs and teaching strategies into partner schools.
4. SCoE actively engages with industry to enrich the SCoE experience.
5. SCoE engages with the local community to increase the visibility of SCoE and showcase the application of innovative technologies

The aim is for SCoE and Essendon Keilor College to have demonstrated a shared interest in readying students for the future by supporting a growth mindset and encouraging innovation and exploration in science, technology, engineering, art and mathematics (STEAM). Improving transdisciplinary STEAM education and building career pathway awareness and aspiration are primary functions in this shared mission.

Essendon Keilor College is a multi-campus secondary school based in the inner north west with an ICSEA value of 999 and whose students predominantly come from middle income families. Our student pathway data is strong, but we have a strategic focus on improving our VCE results and improving the aspirations of our students. Our school data suggests that our students are capable of high achievement but need to improve their growth mindset and drive for academic success.

Essendon Keilor College Strategic Priorities

The MOU recognises that Essendon Keilor College identifies that the following strategic priorities are important within this partnership. The negotiated program will aim to address strategic priorities. They are:

- To increase student aspirations for higher levels of achievement and tertiary pathways
- To increase student engagement in a range of curriculum areas
- To give students and staff access and exposure to state-of-the-art materials/equipment/facilities/information to inspire a school wide culture of learning

2. PURPOSE OF MEMORANDUM

The purpose of this Memorandum of Understanding (MOU) is to confirm the partnership agreement between Essendon Keilor College (EKC) and the STEM Centre of Excellence, with a view to clarifying the roles of both parties in this partnership, the beneficial opportunities, deliverables, and impacts.

More specifically, clarity about the expectations of each party will lead to greater engagement and long-term success in the delivery of the STEM Centre of Excellence program for EKC students, staff, and community.

3. PRINCIPLES OF ENGAGEMENT

3.1 Real-World Connections

SCoE experiences inspire young people with learning programs driven by real-world contexts. Students are connected to future pathways through local university, creative industries, community, and STEM industry engagement.

3.2 Building Capacity and Connection

Through innovative, student and teacher focused learning programs, SCoE strives to maximise the expertise of Museums & Collections Department staff and tap into the world-class exhibitions, technologies, university research and industry innovations of Melbourne Connect, University of Melbourne, Science Gallery Melbourne and Science Gallery International.

3.3 Active Participation

Active participation by EKC teachers and relevant staff in the preparation for and delivery of STEM Centre of Excellence programs will ensure quality student learning and development of curriculum and pedagogy strategies for the benefit of the school community.

3.4 Shared Excellence

Collaboration is viewed to be mutually beneficial. Commitment to sharing expertise, providing feedback and facilitating the transfer of knowledge across organisations.

3.5 Continuous Improvement

Regular review and honest assessment of programs, curriculum and pedagogy to aid continuous improvement.

3.6 Openness and Transparency

Communication is open, honest, respectful and reciprocal. Issues, disagreements or differences of views are identified early, and actions to resolve in good faith are taken.

3.7 Flexible and Adaptive

As with the curriculum, the partnership should be agile and responsive to the changing environment. Adapting quickly to take advantage of new opportunities and directions will enhance outcomes and foster sustainability.

3.8 Sustainable

Efficiency of operations and strategy within the partnership are critical to sustainability. Shared contributions of effort and services will take place.

3.9 Attendance and Cancellation

Program bookings and attendance must follow all booking protocols, cancellation procedures, and agreed timelines.

4. GOVERNANCE

The above principles will underpin the STEM Centre of Excellence and EKC partnership. The following governance arrangements will be critical to the success of the collaboration during the term of this Memorandum of Understanding:

4.1 Planning EKC Learning Program

Attendance at two key meetings to determine the following;

Meeting 1: Late Term 3 (onsite at EKC)

- Review previous 12 months of learning programs, outcomes, and challenges.
- Negotiate the annual learning program for the following year, including preferred workshops, target year levels, and tentative dates.

Meeting 2: Early Term 4 (onsite at SCoE)

- EKC Annual SCoE Impact: Review previous year's learning outcomes, attendance, and impact.
- **Confirm** following year's annual learning program, including dates, workshop selection, student numbers and year levels, and transport requirements.

4.2 Attendance requirements;

EKC College Principal is Adam Potter

EKC Middle Years Campus Principal is Lauren Gaylard

Curriculum Leader(s): Liss Belmont and/or Laura Slater

Lead Teachers: Sarah Stephen

Head of Learning Experiences: Bridgette Van Leuven

Deputy Head Learning Programs: Jesse Chambers

Learning Delivery Manager: **vacant**

4.2.1 Additional meetings between the parties are available upon request to review the effectiveness of the partnership, progress on any priority actions and explore any new opportunities for collaboration.

4.3 Promotion and implementation of the MOU and collaborative activities by leadership groups and employees is negotiated and communicated between each organisation.

4.4 Environmental Stewardship

STEM Centre of Excellence and EKC are committed to being environmentally responsible. STEM Centre of Excellence will raise awareness of environmental issues, adopt best practice solutions, model sustainability and provide leadership in environmental stewardship.

6. EXPECTATIONS

6.1 STEM Centre of Excellence Staff

6.1a Safety

Science Gallery Melbourne's STEM Centre of Excellence will ensure that the Centre is safe for the attendance of students in accordance with the UoM OH&S obligations, including the [Child Safety Policy](#), the *Working with Children Act 2005*, the *Child Wellbeing and Safety Act 2005*, and the Child Safe Standards published by the Minister pursuant to that Act. In keeping with its commitment Child Safety, and in addition to the previous policies and regulations, SCoE staff will operate according to its [Child Safe Risk Assessment](#).

6.1b Staff

Science Gallery Melbourne's STEM Centre of Excellence staff will be accessible and available to Partner School Teachers for consultation as required. SCoE staff endeavor to be flexible, responsive, well-informed and collegiate in their service of Partner School Teachers and Students.

6.1c Professional Learning

Science Gallery Melbourne's STEM Centre of Excellence will provide professional learning programs and induction training for teachers from Partner Schools. This will include training in Science Gallery Melbourne's STEM Centre of Excellence pedagogy, curriculum, and safe use of the facility and equipment.

6.1d Curriculum

To facilitate professional learning and the development of high impact teaching strategies, Science Gallery Melbourne's STEM Centre of Excellence curriculum and pedagogy will be shared with Partner School Teachers. Teachers are encouraged to deliver elements of SCoE curriculum within their school environment as student learning and preparation for participation in future SCoE programs.

6.1e Programs

Science Gallery Melbourne's STEM Centre of Excellence core business is to deliver STEM Learning Modules to Secondary School students. These learning experiences can be delivered either online, onsite or as incursions and can vary in duration from 75-minute classes, half- to full-day learning experiences that can happen as once-off experiences, delivered weekly or term-by-term. **Program capacities per partner school will be negotiated individually and based on an equitable approach.** At all times, both parties will preplan and negotiate an accessible program that suits the school timetable.

6.1f Facility & Equipment

Science Gallery Melbourne's STEM Centre of Excellence facilities and equipment are available for use by Partner Schools through bookings into the normal delivery of program offerings and by individual requests during approved school hours. Access

to programs, facilities and equipment after hours will be subject to the approval by the Head of Learning Experiences. Equipment associated with running a teacher-led program is available subject to availability and only after a loan agreement has been signed and returned by a EKC staff member who is authorised to do so.

6.1g Transportation

Science Gallery Melbourne's STEM Centre of Excellence will provide partner schools with access to free transportation as budget allocations allow. Information supplied by the Partner Schools during the bookings process will inform transportation arrangements, with confirmation of schedules being provided to schools by SCoE administration.

Given the ideal location of nearby public transport services (bus, tram, train), SCoE encourages teachers to consider public transport options or to utilise their own school transport options, if available.

6.1h Events and Venue

Events are negotiated on a school-by-school basis. In-kind support may be provided dependent on the school's ICSEA value and individual circumstances.

6.2 EKC Principal(s), Teachers, Administration and Classroom Support Staff

6.2a Supervision, Attendance and Duty of Care

Pursuant to the policy requirements of the DE (both for Government schools, Independent and for the operation of the STEM Centre of Excellence), at all times, the duty of care and responsibility for supervision of students travelling to, attending and travelling from the STEM Centre of Excellence rests with the accompanying Partner School staff members. This responsibility cannot be transferred under any circumstances.

EKC will ensure there is a one to 20 staff-student ratio with a minimum of two staff members as per the Department of Education policy regarding the minimum supervision requirements for [day excursions](#). Partner School Teachers will be responsible for student supervision, behavior management, first aid, and the tracking of student attendance through morning and afternoon roll marking. SCoE staff will provide support to Partner School Teachers in completing these important duties.

Teachers are expected to comply with the [Victorian Teaching Profession's Code of Conduct](#) as well as adhere to the expectations and regulations regarding the use of SCoE equipment, ICT services and facilities.

Schools will be provided with relevant risk assessments for every workshop their students participate in, including those for the venue where the workshop will take place, the Child Safety Risk Assessment, and an exhibition risk assessment, if

applicable. It is expected that school staff have read these documents and abide by them when onsite.

6.2b Parent/Carer Consent & Medical Information

It is expected that schools have communicated workshop or gallery activities that students will undertake, including exhibition content, to Parents and Carers and that EKC has received consent for all students in attendance to take part. When planning for and undertaking activities with their students at SCoE, the responsibility for obtaining Parent or Carer consent for participation in SCoE programs resides with the EKC.

All Partner Schools must provide SCoE with relevant and up-to-date student medical information to enable management of student medical conditions and the safe operations of equipment while on site at least two weeks in advance. This includes students who have allergies and/or who may be anaphylactic in accordance with our *Food Handling & Consumption Risk Assessment*. The responsibility for informing SCoE of students with medical conditions and that these students have any required medication on the day of their workshop (e.g., EpiPen auto-injector) resides with the EKC.

Partner Schools must also inform SCoE staff in advance of students with known severe behavioral issues. Severe behavioral issues may be linked to a student's mental or psychological health, in which case Partner Schools and SCoE must comply with Health Records Act 2001 (Vic) if collecting, using, storing or disclosing health information in accordance with that Act.

6.2c) Participant Imagery for Promotion and Media Release

Prior to participating in the SCoE program, at the request of SCoE, EKC will ensure University of Melbourne Audio/Visual//Photograph Consent Deed and IP Licence forms are sent to and completed by parents/carers who grant media release permission. EKC will also ensure that these completed media release forms are scanned and emailed to SCoE a week before the program so that students with and without permission can be easily identified for purposes of filming or photography. SCoE will ensure the appropriate storage and use of participant imagery through promotional and media releases serves to protect the personal information of individuals, respects the individual's right to control how and for what purpose their personal information is used, and complies with the relevant legislation and Department policy.

6.2d Teacher Ambassadors

EKC will nominate 1-2 Teacher Ambassadors who will lead the partnership between SCoE and EKC. Teacher Ambassadors will be a source of information for their school

community regarding the SCoE and will be encouraged to contribute to SCoE curriculum development and delivery of programs. Teacher Ambassadors are expected to encourage strong participation from students and other staff members in SCoE programs.

6.2e Professional Learning

Partner School Teachers are expected to be proactive learners in their engagement with SCoE. They should demonstrate the interest, capacity and intent to further develop and share their curriculum and practice with their colleagues internally, and also with their professional networks in order to impact positively upon the learning and futures of all students in the metropolitan region.

6.2f Teacher Induction and Planning

Prior to participating in SCoE programs all EKC teaching staff attending must read, understand and provide written acknowledgement of their adherence to all policies and procedures outlined in the information and Planning Resources provided on the [Science Gallery Melbourne School Visit Information webpage](#).

6.2g Facilitation of Student Learning (teaching)

The pedagogical model of learning program delivery at SCoE provides that all teachers, irrespective of their expertise in curriculum disciplines, have an active role to play in co-delivering each program.

6.2h Program Bookings and Cancellations

EKC will work with their School Administration to book students into SCoE programs at the two meeting checkpoints in Terms 3 and 4 for the following year. Each school will be allocated a number of visits per year to be determined based on resourcing capacity the year prior, and communicated to the school in the first checkpoint meeting. A 'visit' includes an excursion, incursion, or online program provided by SCoE on a given day.

For Excursions:

Prior to arriving at SCoE, EKC teachers are expected to adhere to all policies and procedures outlined in the information and Planning Resources provided on the [Science Gallery Melbourne School Visit Information webpage](#).

EKC will adhere to the SCoE Excursion cancellation policy where bookings can be amended or cancelled up until 14 days (2 weeks) before the program date. After this date, the school will forfeit the visit as one of their allocated visits. Replacement visits

will be at the discretion of the SCoE and can be negotiated by EKC where exceptional circumstances exist.

For Incursions:

Prior to the SCoE staff arriving at EKC, teachers are expected to communicate all incursion visitor policies and procedures outlined by the SCHOOL to SCoE staff at least one week before the incursion date.

EKC will adhere to the SCoE Incursion cancellation policy where bookings can be amended or cancelled up until 14 days (2 weeks) before the program date. After this date, the school will forfeit the visit as one of their allocated visits. Replacement visits will be at the discretion of the SCoE and can be negotiated by EKC where exceptional circumstances exist.

For Online Delivery:

Prior to the SCoE online workshop, EKC teachers are expected to provide a virtual classroom meeting link to SCoE at least one week prior to the workshops and confirm which digital platform they prefer so that SCoE staff can plan accordingly.

EKC will adhere to the SCoE Online Module cancellation policy where bookings can be amended or cancelled up until 14 days (2 weeks) before the program date. After this date, the school will forfeit the visit as one of their allocated visits. Replacement visits will be at the discretion of the SCoE and can be negotiated by EKC where exceptional circumstances exist.

6.2i Transport

An important feature of the partnership between SCoE and EKC is to encourage mature and approved students to demonstrate personal responsibility and organisation in determining their own means of transportation to and from their participation in programs at SCoE. However, this initiative under the Tech School Branch aims to provide bus transportation, free of charge where budget allocations allow, between EKC and the SCoE (return travel), on the day(s) of their school-booked program.

EKC Administration is expected to liaise with SCoE to confirm the transportation schedule, including the school's bus meeting point, number of students requiring bus transport, and the staff members providing supervision on each bus. The cancellation policy for transport is two weeks. If cancelled within two weeks, the school will forfeit the visit as one of their allocated visits. Replacement visits will be at the discretion of the SCoE and can be negotiated by SCHOOL where exceptional circumstances exist.

6.2j Feedback Surveys

A key feature of SCoE's commitment to educational excellence and continuous improvement is the collection of timely feedback survey data from participating students and teachers. Thus, Partner School Teachers are expected to complete online feedback surveys by providing honest and constructive information in a timely manner – preferably on the day of the workshop.

EKC Teachers are also expected to ensure all students who have participated in programs complete SCoE school student surveys, including pre-and post-program surveys either during SCoE programs or in school time. SCoE will email the hyperlinks and instructions for these short, online surveys, or provide them to complete on the day.

6.2.k Accessing other Museums and Collections Venues

Programs provided free-of-charge under the funding agreement must start and end at Science Gallery Melbourne's STEM Centre of Excellence. Where bus transportation has been provided, access to other Museum and Collections or University venues on the day of the visit (including *Old Quad, Buxton Contemporary, The Ian Potter Museum of Art, Grainger Museum, UoM Main Campus and its faculties*) is at the discretion of SCoE staff where the main purpose of the visit is to participate in a SCoE program, and attending the additional venue has a clear STEM learning outcome linked to the chosen SCoE program. On a cost-recovery basis, schools can access programming at other Museum and Collections venues for a fee-per-student if they arrange their own transport to and from that venue, as visits to these venues alone are not covered under the funding agreement. In limited circumstances, Museums and Collections staff may be able to offer exhibition visits or interactive tours at other venues for free, however, this is subject to staffing capacity and if the EKC arranges its own transportation for students.

6.2.l Free and Accessible Access to Programs

Under the Tech School initiative, SCoE programs must be provided at no-cost to students. Transportation can also be arranged free of charge where eligibility criteria are met and when budget allocations allow (see Section 6.2j). All expenses incurred by a school as a result of their students' participation in a SCoE program are not to be passed onto students, including administration fees and Casual Relief Teacher (CRT) expenses, where applicable. Wherever possible, schools should plan for staff absences by using existing staff to cover classes. In limited circumstances, where the school can demonstrate an exceptional need for financial support to cover CRT fees and these are unavoidable, they should contact SCoE to discuss. CRT reimbursement may be partial and is at the discretion of SCoE staff based on budget allocations.

6.3 EKC Students

6.3a Code of Conduct

Students are expected to comply with SCoE's Student Code of Conduct while on site and visiting teachers are expected to enforce this code of conduct. This code of conduct will include expectations regarding collaborations with other students and staff on-site, and the safe and secure use of SCoE equipment, ICT services, and facilities.

6.3b Learning

EKC Students are expected to be proactive learners in their engagement with SCoE. They should demonstrate the interest capacity and intent to develop and share their learning with their peers on-site, and also post-program with their peers in their home school, in order to impact positively upon the learning and futures of all students in the metropolitan region.

6.3c Student Registration on site

Prior to arriving at SCoE students are expected to comply with the University of Melbourne's and DE policies as outlined on the [Science Gallery Melbourne School Visit Information webpage](#).

6.3d Surveys

Students are expected to complete SCoE surveys, including pre-and post-program surveys. SCoE will email teachers a link to pass onto students to complete the online surveys. These surveys will help to inform SCoE preparations for program delivery and also provide valuable feedback for continued improvement to the student learning experience. DE also review all partner school survey data.

9. TERM, LIMITATION AND TERMINATION

This MOU and its contents outline longer-term strategic directions for the parties and could guide the parties until 31 December 2024.

The parties acknowledge that this MOU is a non-binding expression of the current intentions of the parties, and does not create any joint venture, contract, partnership, employment or agency relationship between the parties.

Neither partner will incur nor be bound to any legal obligations or expenses hereunder to the other until and unless binding agreements have been executed and delivered by authorized representatives of the parties. It is agreed that neither party has any authority to act on behalf of the other.

Either party may terminate this MOU upon written notice to the other party.


This MOU refers to the 2024 learning activities program co-designed and negotiated between SCoE and EKC.

EXECUTED BY THE PARTIES

SIGNED for and on behalf of **THE STEM CENTRE OF EXCELLENCE:**

Jesse Chambers

Signature of authorised person




Office held

Deputy Head Learning Programs

Name of authorised person
(block letters)

SIGNED for and on behalf of **EKC:**



Signature of authorised person

MEMORANDUM OF UNDERSTANDING

Middle Years Campus Principal

Office held

LAUREN GAYLARD

Name of authorised person
(block letters)