

Case Study – Sligo Sudbury School and Verus Metrology Partners

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This case study explores the work experience of Sligo Sudbury School Student, Jack Feakins. Jack participated in work experience at Verus Metrology Partners in Sligo, a recognized firm specializing in metrology. This study aims to showcase Jack's experience, tasks, and the learning he acquired during his stint at Verus and draw parallels between the school and workplace cultures.

Sudbury School:

Sligo Sudbury School is a democratic school for students aged 5 to 18 years of age. Students at Sudbury learn through play and experience at their own pace, own time, and own way. The school in principle is founded on freedom, trust, respect, and responsibility. They entrust their students with their innate capacity to learn through their own voyage of discovery with respect for their choices and rights as whole individuals. Students travel globally to come and enrol at Sligo Sudbury School and as of writing the school has an extensive waiting list for new students.

The school recruits staff members with the objective of sustaining a democratic and respectful community environment. Staff members at Sligo Sudbury School are more than just educators; they are role models who instruct children on how to live within a democratic society, pursue continuous learning, and engage in meaningful activities.

It is clear that the staff members wear many hats: consultants, instructors, researchers, facilitators, and more. Their role involves crafting a conducive environment for the students that upholds the principles of democracy, respect, and freedom. Moreover, Sligo Sudbury School encourages the exchange of knowledge between staff and students, which manifests as classes, workshops, or one-on-one tuition.

The staff at Sligo Sudbury School participate in various school activities including school meetings, judicial committees, and fundraisers. Furthermore, the school also places a strong emphasis on personal development, problem-solving, collaboration, project, and resource management.

This education model presents a unique self-development opportunity for staff members. Not only do they get to teach, but they also get to learn from children and their colleagues. The school firmly believes in the ideal of lifelong learning, evident from their wide range of potential interest areas from foraging, sports, history, wood working, metal fabrication, IT, Music, creative writing, gaming, to languages, theatre, and cooking...

Verus Metrology at a glance:

Verus Metrology Partners is a company dedicated to providing tailored metrology services and solutions to meet individual project measurement needs. They design, manufacture, and qualify custom metrology fixtures and offer additional subcontract measurement services from advanced metrology labs in Ireland and the UK to clients worldwide. Verus Metrology Partners helps clients increase metrology capacity and throughput, enhance the quality and accuracy of measurements,

and reduce the risk of waste and product recalls. Their services are designed to be a one-stop, complete turnkey experience that can supplement existing metrology fixtures or act as an external subcontract service to existing in-house measurement processes.

Verus Metrology's success is evident from the numerous collaborations and partnerships it has developed over the years. They have mastered the art of aligning their technical robustness with the evolving needs of the industrial landscape.

Work Experience at Verus Metrology Partners:

During his engaging period at Verus, Jack was exposed to various tasks. His daily responsibilities involved practical, hands-on activities such as the polishing of aluminium parts, vapour blasting, packing and unpacking of parts for anodising, deburring of fixture clips, preparing job bags (the packs for each fixture containing all screws and various components for assembly), and partaking in general clean-up duties.

His training was not limited to just basic tasks. Jack also had the opportunity to delve into design training videos and 3D modelling in SolidWorks, contribute to some CNC machining, and observe some programming in MasterCam. He also got a chance to spend a day in Metrology, learning first-hand about its complexities and intricacies, while assisting with some simple tasks.

Shared Values:

An important aspect of Jack's experience was noticing the shared values between Verus Metrology Partners and Sligo Sudbury School. Both places operate on a decentralized system where individuals are given the freedom to manage and control their schedules.

At the school, there is a daily meeting that involves all students regardless of their age where they discuss their plans and learning goals for the day. This is quite similar to the scrum meetings held at Verus where employees discuss their work plans. These meetings provide students and employees a platform to manage their learning and work goals, respectively. At both institutions, individuals also have the autonomy to suggest and implement changes, further emphasizing the culture of self-regulated responsibility and continuous improvement.

The peer-led system at Verus adds value by facilitating more growth and adaptability within an organisation and the team members. It opens a world of possibilities for people to realise their full potential fully. Verus promotes decision making to be taken on a worker level by leading their own day within Verus, while communicating effectively with peers and clients. This peer led structure is similar to Sudbury's principles of freedom, trust, respect, and responsibility. Verus workers like Sudbury School students get to "learn through actions and experience at their own pace, own time, and own way."

Conclusion:

Jack's experience at Verus Metrology Partners has been enriched with practical knowledge, professional exposure, skills-training and learning about organizational culture values. The experience links his learning environment at Sligo Sudbury School and the professional workplace, making his transition smooth. It ensures that his academic progression remains in sync with his professional development, preparing him for future opportunities.

A critical takeaway from this case study about Jack serves as a reminder that fostering an engaging learning environment, be it in a school or a workplace, plays a fundamental role in shaping a student's or a professional's path forward.

Verus has gained valuable knowledge on self-directed learning and working from their interactions with Sudbury school. This knowledge has been applied to all areas of the working environment at Verus.

The tech industry is currently witnessing a growing trend for self-directed working and learning. This shift is influenced by the fast-paced nature of technological advancements, which necessitate constant upskilling and adaptability. Companies are recognising the value of this approach, as it promotes efficiency, adaptability, and innovation among teams.

Educational institutions have a vital role to play in promoting this trend. Progressive schools, such as Sudbury school, can provide a significant contribution to students with the skills necessary to navigate the tech industry with a self-directed approach to learning.

Through a learner centered experience and direct exposure to tech trends, schools like Sudbury can have a significant impact on the tech industry. They can help shape creative, resilient, and self-directed professionals capable of navigating and leading the tech industry through its dynamic nature.

Sudbury through its learning approach has several key benefits. It gives learners ownership of the learning process, encouraging engagement and motivation, it promotes lifelong learning, equipping individuals with the skills to adapt to an ever-evolving tech landscape, and it fosters critical thinking and problem-solving skills, both critical competencies of the tech industry.

To learn more about Sligo Sudbury School visit: www.sligosudburyschool.com

To learn more about Verus Metrology Partners visit: www.verusmetrology.com