



Working with Schools

Developing Learning Based Resources and Visits:
A Guide for members of the Leicestershire and Rutland
Museums Forum

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Produced and funded by Leicestershire County Council and Leicestershire and Rutland Museums
Forum

Printing sponsored by MLA East Midlands

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Introduction

This guide has been created to help small independent museums within the Leicestershire and Rutland Museums Forum to improve relationships between schools and learning groups or to start to create simple learning resources for schools.

The guide has been designed in a user friendly 'step by step' format that will allow museums* to begin to develop a learning resource appropriate for their site. A series of

themes have been developed outlining the main areas that require planning when considering the development of learning within the museum. Useful information to help museums develop learning resources is outlined in relevant themes, sources of further information (e.g. web sites) are highlighted and relevant case studies used.

Throughout 2005-2006 a number of learning focused projects at small museums were developed in the East Midlands. These have included projects initially coordinated by Leicestershire Heritage Services (Community Museums section) and primarily funded by Local Heritage Initiative (LHI), LCC Shire Grants for Independent Museums and the Strategic Commissioning Programme coordinated by East Midlands Museums Libraries and Archives Council (EMMLAC)*. Strategic Commissioning was a nationwide programme funded by the Department for Education and Skills (DfES) and the Department for Culture, Media and Sport (DCMS).

A priority of these projects was to increase the number of small museums working with schools, to provide relevant learning resources that would be widely used.

Museums* - throughout this document organisations will be referred to as museums, however it should be noted that this refers to all heritage associated organisations within the region.

EMMLAC* - from 2nd May 2006 EMMLAC changed name to Museums, Libraries and Archives East Midlands (MLA East Midlands)

1) How do you find out what schools/learning groups want?



It is very difficult to start developing learning resources for schools and other groups without knowing what schools want from a museum visit or museum resource. The needs of different schools will always vary making it more difficult to develop a comprehensive resource for all schools. However there are a number of ways to move forward. These will be outlined in this section. Once it has been possible

to consider what a school or learning group wants it is then possible to look at your organisation and consider how the museum can meet those needs.

a) The barrier of educational language

The language used by schools and educational organisations can be very confusing and appear technical. This section is designed to explain the jargon and provide sources of further information.

The National Curriculum

The National Curriculum is a legal requirement for every state school in the country to use in the teaching of its pupils. The National Curriculum is a relatively basic framework that outlines particular aspects of each subject area that should be taught at certain stages of a pupil's time at school. The National Curriculum framework sets out:

- the subjects taught
- the knowledge, skills and understanding required in each subject
- standards or attainment targets in each subject that teachers can use to measure your child's progress and plan their future learning
- how your child's progress is assessed and reported

Within the framework of the National Curriculum, schools are free to plan and organise teaching and learning in the way that best meets the needs of their pupils.

An on-line version of the National Curriculum is available at www.nc.uk.net The web site allows you to look at the specific areas of each subject that are taught to pupils over certain Key Stages.

Using this framework will allow museums to highlight particular areas of the curriculum that will be applicable to the museum site or subject area. It is worth noting that the museum should not just focus on History as a possible subject area to advertise to schools. For example many elements of Industrial Heritage sites may be as applicable to the science curriculum. Literacy at Primary school level is another subject that can be developed in a particularly creative way and become incorporated into museum visits or the use of museum resources (such as objects, photographs or documents).

Key Stages

Key Stages are levels of learning in which particular school years are grouped in (see table below). Key Stage 1 and 2 refer to year groups at Primary School. Key Staged 3 and 4 refer to Secondary School pupils. The teaching requirements for the National Curriculum are outlined in terms of requirements for Key Stages.

Table of School Years and Age Groups

Year	Age	Year	Age	Year	Age
Reception	4-5	5	9-10	10	14-15
1	5-6	6	10-11	11	15-16
2	6-7	7	11-12	12	16-17
3	7-8	8	12-13	13	17-18
4	8-9	9	13-14		

Table of Key Stages, Age, School Years and Subjects Studied

Key Stage	Age	School Years	Main Subjects Studied
	5	Reception	Early Learning Goals
1	6-7	1-2 (Primary)	Literacy, Numeracy, Science, Music, History, Art and Design, Geography, Design and Technology, Information and Communication Technology (ICT), Physical Education, Citizenship
2	7-11	3-6 (Primary)	Literacy, Numeracy, Science, Music, History, Art and Design, Geography, Design and Technology, Information and Communication Technology (ICT), Physical Education, Citizenship
3	11-14	7-9 (Secondary)	English, Mathematics, Science, Design and Technology, ICT, History, Geography, Modern Foreign Languages, Art and Design, Music, Physical Education, Citizenship
4	14-16	10-11 (Secondary-GCSE)	English, Mathematics, Science, Design and Technology, ICT, Modern Foreign Languages, Physical Education, Citizenship
Post 16	17-18	12-13 (Secondary/College)	

National Primary Strategy

This builds upon the previous National Numeracy and Literacy Strategies, which are more specific frameworks for the teaching of these two subjects to Primary aged children. The frameworks are outlined to a detailed level of what should be taught in particular terms of particular year groups. These are relatively complicated documents in which it possible to become ‘bogged down’. On-line versions can be found at:

- Literacy Strategy - <http://www.standards.dfes.gov.uk/primary/literacy/>
- Numeracy Strategy - <http://www.standards.dfes.gov.uk/primary/mathematics/>

There are a number of areas in the Literacy Strategy that may be of significance to museums. These include the use of creative writing and non-fiction-based work. Examples of these can include anything from story writing to a diary entry from the point of view of a World War 2 Evacuee.

Both strategies come under the umbrella of ‘Excellence and Enjoyment – A Strategy for Primary Schools’. Published in 2003 by the government it outlines the vision of the future for Primary Schools. A number of areas are outlined in the strategy:

- Empowering primary schools to take control of their curriculum, and to be more innovative and to develop their own character.
- Encouraging schools to network together and learning from others in sharing and developing good practice. Partnership with parents, which is vital in helping children to do as well as they can, and making wider links with the community.
- Government acting more and more as an enabler with schools increasingly in control of the support they get to:

Help schools design broad and rich curricula, which make the most of links between different areas and provide opportunities for children to have a wide range of learning experiences.

From reading these it is easy to see how connections can be made to museum learning and in particular how museum learning can enhance the curriculum.

Schemes of Work

Schemes of Work are more detailed outlines and proposed outcomes used by teachers when developing lessons for their teaching. The Schemes of Work are linked to the National Curriculum and provide examples of ways to teach the particular aspects of subjects.

For example the Scheme of Work History **Unit 9: 'What was it like for children in the Second World War?'** is a more detailed plan linked to the National Curriculum requirement at Key Stage 2 **History Breadth of Study 11b Britain since 1930.**

These Schemes of Work are not legally required to be used by schools, however they do provide a pre-prepared set format for teachers to use to teach a subject area. Schemes of Work were very popular amongst teachers in the last few years, however there is move beginning to turn away from the Schemes of Work to more creative forms of teaching outlined in the 2003 'Excellence and Enjoyment – A Strategy for Primary Schools' as highlighted above. However it should be noted that a number of teachers still continue to use the Schemes of Work as the basis for their teaching.

The Schemes of work can be located at: <http://www.standards.dfes.gov.uk/schemes3>

Cross Curricular/ Creative Learning

Cross Curricular teaching simply refers to the teaching of a number of subjects at one time. For example using census records in the teaching of history and literacy. This form of teaching is the most time effective form when possible. Cross-Curricular teaching is more applicable to Primary Schools as opposed to Secondary Schools. Secondary School teaching is more restricted by subject timetabling and teaching by subject specialist teachers. In Primary schools subjects are generally taught by the same teacher to their specific class. Primary schools are also less restricted by the timetabling of subjects.

Such teaching is highlighted in the Schemes of Work where units of work will highlight where they can be taught in connection with other units for cross-curricular teaching.

In terms of 'advertising' to schools regarding museum resources/visits a cross-curricular approach is often seen as more appealing to teachers who can fulfil a number of curriculum requirements within one visit.

b) What do other museums know about what schools want?

Studying what other museums across the region offer to schools is just one way of finding out what schools want from a museum visit or resource. All of the main museum services across the East Midlands region offer some sort of service to schools and other learning groups. These vary from loans box services to set sessions held at the museums.

The museum services send out leaflets/adverts to schools advertising their services. These will provide a good indication of the particular subject areas that are popular amongst schools and learning groups. However simply copying the museums services may be problematic. It will be necessary to adhere to your strengths when considering possible resource development (See Section 2).

It may be possible to talk with one of the museum service education officers to discuss potential ideas and resources. It may also be possible to arrange for a member of your museum team to sit in on a developed session at one of the museum sites run by the local museum service. Discuss this with the LCC Community Museums Officer (see contact details at end).

Childwise Report – 2003/04

The Childwise report was the result of a region wide survey of schools in preparation for the East Midlands Museums Hub. The East Midlands was one of the second phase 'Hub' museums, working in partnership to deliver services and expertise, including the development of a comprehensive schools service. The report resulting from the survey identified a number of priorities for the development of a comprehensive service for schools across the region. The report summarised and recommended a number of points. These included:

Visits

- The average primary school child can expect one visit out or in each term, organised on a class or whole school basis. The main barrier is cost of transport. Because children are taught on a whole class basis, complications are minimised.
- At secondary level, frequency is more variable. Cost is less of a barrier than time tabling and the need to justify the efforts and disruption involved.

Choice

- Teachers are looking for curriculum fit, with an experience that offers interaction and involvement.
- At primary level, children respond well to role play and workshop sessions, where they can touch and explore. Older children can also benefit from well presented commentaries, and the opportunity to experience a historical environment.
- Primary teachers prefer to call on the expertise of museum staff.

Communication

- Teachers are looking for clear, easily identifiable information on resources and opportunities. Secondary schools need this for planning in May, primaries slightly later.
- Communications should be addressed to subject co-ordinators (primary) or department heads (secondary).
- The leaflet needs to be clear about Key Stage, plus content, cost and contact details.
- Use of better quality printing and colour will improve the chance of being read. A4 sheets are assumed to be from the Union or LEA.

Recommendations:

Curriculum

- Foundation, Key Stage 1 and Key Stage 3 are currently less well served.
- Identify curriculum areas where there is no obvious resource – is this something that can be developed?

Staff

- Guides, Group leaders – ensure fully trained and competent in child-facing role.

Outreach

- Consider expanding outreach opportunities, especially for secondary and Key Stage 1.
- Loans Boxes – potential role for everyday objects – perhaps co-ordinated at a school level.

Communication

- Test potential formats with teachers (no shortage of volunteers)
- Timing – Early May, plus possible top-ups regarding leaflets etc.
- Clear indication of content to avoid the junk mail treatment.

The report outlined a number of summaries and recommendations for the Renaissance funded museums services (i.e. the large local authority museums). The points highlighted above have been outlined, as these points are just as applicable to independent museums.

A full copy of the Childwise report for East Midlands Museums can be located on the East Midlands Museums Service (EMMS) web site (the full report can be found on the EMMS website – www.emms.org.uk)

c) Local Schools/Teachers

An obvious solution in trying to discover what schools want is by approaching a local school or teacher. A school located close to your museum or site is possibly one of the easiest ways to gather some teacher feedback on the possible school uses for your site. Building these initial links can be advantageous at a later date.

The Head Teacher should be approached initially about the possibility of gathering information about possible curriculum links and school use of your site. It may be worth approaching the first

contact with a school with an offer. For example if the school is close enough, offer the school the opportunity to use your site as an extra space for teaching activities. Teachers are expected to provide a series of learning environments and experiences for their pupils.

Teachers are notoriously busy preparing lessons and marking work. However there may be scope to ask a teacher to visit you site for half a day during a half term or during holiday time to familiarise themselves with your site.

If your site lacks a reasonably close school then other opportunities are available. Use your volunteers and your volunteers' contacts. Are any of you volunteers former teachers? Are any of your volunteers related to a teacher? These are avenues worth exploring.

A relatively simple way of trying to find out local schools' perceptions of your site and potential future developments is through questionnaires being sent to schools in the surrounding area. However it should be highlighted that teachers are not noted for returning such questionnaires. If time is available it is possible to phone local schools to gain information. If you plan to do this the best time to call is lunchtime or just after school finishes in the afternoon.

Once links have been made with a local school, inviting the school to visit to pilot any developed sessions can develop these links further.

Freelancers

If persuading local schools or teachers to become involved has failed then it may be worth consulting an education freelancer. The East Midlands has a number of education freelancers who are experienced at working with museums on educational resources. There is the matter of funding when using freelancers.

More information about the region's freelancers can be found by contacting the LCC Community Museums Officer (or the Museum Development Officer in other counties).

Freelancers can also be located on the GEM website: www.gem.org.uk/fnet/fn_menu.html

d) Summary

This section has provided a taster on how the National Curriculum is structured and how to approach finding out about what schools want from a museum visit through a number of sources and methods.

There are a number of training opportunities available in the region through MLA East Midlands and the Group for Education in Museums (GEM) East Midlands on aspects of museum learning such as the National Curriculum.

For more details on the training opportunities available contact:

- MLA East Midlands – Cynthia Brown, workforce development officer Tel 0116 285 1350
- GEM East Midlands – Jim Butler, co-convenor – Leicester City Museums Tel: 0116 225 4967

2) What can you do at your museum? What makes it different to learning in the classroom?



Initial research resulting from the investigations outlined in Section 1 should allow your museum to consider the type and potential use of an education resource for your site.

There are a number of considerations that need to take place when deciding how you wish to approach the development of a learning resource for a museum. One of the main areas to consider is how will your resource differ from and/or enhance the classroom teaching that pupils are used to. For example if your museum is looking to develop

a museum visit based resource how will this:

- 1) Differ from classroom teaching and offer opportunities to undertake activities that would not be possible in the classroom.
- 2) Add to classroom teaching – provide an experience that children can take back to the classroom and develop upon.

Initially these may seem like daunting tasks. However it must be remembered that as museums and heritage sites you have a number of positive aspects on your side. As stated in Section 1 it is worth investigating how larger museum services approach education and what they offer schools, yet museums should be warned against simply copying the larger museums. As smaller, independent museums you have a number of strengths that can be built upon to develop learning resources for your site:

- **You are the experts** – Often independent museums focus on a particular subject area e.g. railway or canal museums or are particularly focused on all aspects of the local area. As a result your museums will have staff and volunteers who can be considered as experts in the various fields of interest. This is an aspect that is hugely appreciated by schools who acknowledge the opportunity for pupils to talk to experts in a particular field.
- **Local Knowledge** – Independent museums are often more able to provide information and knowledge about the local area associated with the museum, whether this be through the

staff/volunteers or through the resources held in the museums e.g. collections, archives and photographic collections.

- **Is it all history?** – Is your site/museum more applicable to another curriculum area than history? It may be possible to develop a site education resource based on other curriculum areas if your site is based on a specific theme. For example the development of a science based learning resource would be applicable at a site such as an Industrial Age pumping station or a site with moving parts and machinery.

With these strengths and opportunities in mind a decision is required on what type of learning resource will be created for your site. If it is felt that your museum site is not appropriate for educational visits by school groups other options are available.

When Schools Visit Your Museum

There are a number of points to consider when you have decided to develop a visit based education resource for your museum site:

- **Site/Building and Facilities** – Is your site equipped to handle visits of classes of 30+ pupils. Most teachers would expect the following facilities for a visit:
 - Toilet (or nearby access to a toilet)
 - Area for lunch if the visit is a daylong event.
 - Somewhere to store coats and bags.

This will be dealt with in a later section, however it should be stated there are some simple methods to overcome these barriers if your site is lacking some of these facilities.

The areas available for use by school groups should also be considered. Do you have space for a class to undertake an activity? It is possible to split groups up into manageable groups so the classes can move freely around a site and be able to see/do everything required for the visit.

Case Study	Rutland County Museum
Project Title	“Peach or Poach?” Crime and Punishment in Victorian Rural Rutland
Budget	£1646.44 (Freelancer, 2 x Loans Boxes, small purchases) Funded by Strategic Commissioning



The project at Rutland County Museums was a part of the nation-wide Strategic Commissioning programme co-ordinated in the East Midlands by EMMLAC. Museum education freelancer Rachel Stemp was brought in to work with Bruce McClellan of Rutland County Museum to develop an education resource.

An initial survey of local schools by EMMLAC had discovered a number of points:

- Local primary schools were interested in particular topics such as The Victorians, but were also interested in cross-curricular learning.
- Primary schools in Oakham made regular trips to the museum as it was within walking distance, however they did not take part in structured sessions.
- Primary schools in the surrounding villages made few if any trips due to travel costs and schools did not see Rutland County Museum as relevant to the curriculum.
- Secondary schools did not see Rutland County Museum as relevant to the curriculum.

Looking at the main collection and archive of photographs it was easy to make a connection to The Victorians in Key Stage 2 History. This formed the basis of the development of the resource by Rachel and Bruce. A cross-curricular resource was developed for the museum site and Oakham Castle that houses the county’s courtroom.

A daylong visit was developed for schools based on the local story of the last man hanged in Rutland for poaching. Children were split into two groups in the morning session located in the main museum. Group 1 toured the galleries with ‘PC Dring’ (Bruce taking on the persona of PC Dring who caught the poachers in the story) looking for possible clues and evidence. The second group was in a side room examining evidence with their teacher. Once the evidence was examined the pupils were asked to write a case for the defence. The groups then swapped over with Group 1 examining the evidence and writing a case for the prosecution (curriculum link - Literacy). At the end of the morning session the class moved onto Oakham Castle where more space made for a suitable location to eat lunch. After lunch the class examined the castle cell to feel what it was like to be ‘locked up’. The open space at the castle also allowed for a number of drama sessions led by PC Dring to be undertaken. The day concluded with a question and answer session with the prosecuting group sat on one side of the stalls and the defence sat opposite.

Nine Rutland primary schools, including village schools, took part in the pilot sessions for the project, with all but one school saying they would visit again for the ‘Peach or Poach?’ session. For a number of the village schools to make the visit a contribution was made towards transport costs for the day.


“It was one of the best school trips I’ve been on in a long time, it was very interesting because I like detective stories and I also like to act.” Rhys, Southfield School

Other points to consider

- **Location of the museum** – Is your museum easy to get to and easy to find? Would it be possible for a school bus to drop off a group close enough to your museum?
- **Schools close to the museum?** – Are there schools within an easy walking distance of your site? One of the main barriers to schools wanting to visit museums is the cost of transport. This is a common problem throughout the country and was recently further highlighted in a report produced by Renaissance East of England ‘Why Don’t Schools Use Museums?’ (January 2006). A sample of 984 schools surveyed in the Childwise report highlighted in Section 1 showed that 74% of schools saw the cost of transport as the main barrier preventing schools making a museum visit. Therefore having a number of schools within walking distance of the museum will be a significant advantage. It is worth noting that there are exceptions to this trend. Some rural schools who have relatively small classes have used parents to drive pupils to the location of a visit. Can you offer to help with costs i.e. don’t charge for the visit and hope they’ll spend in the shop?
- **Primary or Secondary?** – There are a number of reasons for initially targeting either primary or secondary schools. Primary schools may be initially easier to target for a museum visit due to their flexibility in teaching in a cross-curricular manner and they have smaller class groups. Although secondary schools have larger classes the subject matter for your site may be more appropriate for older children. Smaller primary schools will include two to three year groups in one class. As a result, the museum visit/ resource will have to be flexible enough for both younger and older pupils to be able to participate in.
- **Do you have/need the expertise to lead school groups around your site?** Today teachers expect a variety of outcomes for their pupils from a museum visit. In order for this to occur the typical class visit being led around a museum by a tour guide who talks at the pupils has had to change. Today a school visit to a museum can encompass many aspects from drama activities to opportunities for children to handle objects. As a result there is a certain amount of skill required in dealing with such groups. As highlighted in Section 1 it will be advantageous to contact one of the Leicestershire Heritage Services (via Community Museums Officer) sessions regarding on-site learning resources and maybe sit-in on one of the led sessions.
- **Collections** – As well as the museum’s collections relevance to the National Curriculum, it is important to consider how the collection can be used. There may be scope to develop a handling collection of objects to be kept on site specifically for group visits (see the following section on Loans Boxes for information on which objects to consider). The opportunity to handle a historical artefact can significantly enhance a child’s experience at a museum.

Depending upon the type of object it may be necessary for a member of museum staff or a volunteer to either lead or observe the group handling the objects. Where possible such a visit should be made as practical and 'hands on' as possible for the children. Remember – this is an experience that differs hugely from a pupils learning in a classroom.

- **Staff/Volunteers** – There are a number of staffing/volunteer issues that stem from the possibility of school visits. If one of your volunteers or staff is a former teacher then it may be possible for them to advise/train other staff on how to approach/handle school groups visiting the museum. For many people the situation of handling a group of school children can be an uneasy one. It may be the case that only one person in the museum is prepared to deal with school groups visiting the site. For one person to solely deal with schools and lead sessions can be a very daunting task. However it is possible to overcome this situation:
 - 1) **Freelancers** - It is possible to bring in a freelance educator to develop and lead the schools sessions. Freelancers who are brought in to lead school visits at a museum site will obviously charge for the service. Yet it is possible to charge this fee directly to the school.
 - 2) **Develop a teacher led session for your site** – another method to overcome the issue of low staffing for school visits is to develop a teacher led resource for the site. As previously stated the basis behind offering schools the opportunity to visit a museum is to allow pupils to enhance their learning in a unique environment different to the classroom. This method of allowing the teacher to lead the session still enables the school to use the site. It might be possible to offer the school the services of one or two volunteers to oversee the visit. The emphasis would be on the museum to provide the resources; handling objects, access to worksheets etc. to support the teacher leading the session.

Case Study	Wollaston Museum
Project Title	What was it like to be an evacuee in rural Northamptonshire? At Wollaston Museum
Budget	£256.44 (Small Purchases, De-contamination of Gas Masks) Funded by Strategic Commissioning
	<p>Wollaston Museum composes of three main elements; the main exhibition hall which holds the museum collection, 'Curiosity Cottage' a restored village cottage; and Beacon Hill containing the remnants of a 'motte' from a medieval castle.</p> <p>The cottage provided a fantastic opportunity to develop a World War 2 focused resource which would enable pupils to walk through a cottage that would have been familiar to an evacuee staying in the village during the war.</p> <p>Wollaston faced a number of limitations in trying to develop a learning resource for schools:</p> <ul style="list-style-type: none"> • The collection could not be used for outreach purposes. • The museum hall and cottage would struggle to cope with large groups of pupils at any one time. • Wollaston is a volunteer run museum, of which very few were available to help with school visits during the week. <p>The opportunity to turn the cottage into an evacuee's lodgings in which pupils could experience as close to life as an evacuee as possible was too good to miss. A number of solutions were used to lead to the development of an on-site learning resource for the museum.</p> <ul style="list-style-type: none"> • A teacher, Hayley Dalley, on placement as part of the 'Learning Links' scheme worked with EMMILAC's Museum Education Workers on the development of Key Stage 2 focused learning activities for the site. • Activities devised were developed for participation by small groups over three locations on the site. <p>1) The main hall - allowed for a small group to participate in drama activities. These activities were based on an original account by a former evacuee about his time in Wollaston during the war. Pupils were also provided with costume for this session.</p> <p>2) The Cottage Downstairs – One of the volunteers took part in a question and answer session with the pupils about life in Wollaston during the Second World War. This was followed by a 'Now and Then' activity in which pupils were required to spot the differences between the cottage living room and kitchen and their modern day equivalents. This also gave pupils the opportunity to handle artefacts.</p> <p>3) The Cottage Upstairs – Pupils took part in activities where they were encouraged to investigate and handle original gas masks. This was followed by an opportunity to investigate the surrounding environment to try and discover who may have lived there.</p> <ul style="list-style-type: none"> • Activities were designed to be teacher led. The packs developed as part of the learning resource explained how each session worked and what was required of the teacher or classroom assistants accompanying the visit. <p>The Evacuees Day at Wollaston Museum proved to be a successful and hugely insightful experience for a museum that had previously had only one school visit. The teachers surveyed, as part of the pilot scheme, felt comfortable running many of the on-site activities and felt that other teachers could lead such a day of activities. Two local primary schools took part in the pilot over four days with approximately 25 pupils per class per day.</p> <p>A further outcome of the project was the participation in the day's activities by the museum volunteers who previously lacked the experience and confidence to do so. At one stage the lack of school staff to lead one of the sessions led to two museum volunteers, Joan Lewry and Stella Rowntree, leading the session.</p> <p><i>"I really felt like a World War 2 child. It must have been very scary. Me and my class had great fun!" Sammy, Earls Barton Junior School</i></p>

In looking to develop a museum based resource there can appear to be a number of barriers, however with careful consideration there can often be a simple solution to those problems. Yet it may also be the case that a site visit by a school is not an appropriate resource for that particular museum.

Mediated Outreach – Museums to Schools

It may be the case that initially it is not possible to start developing the museum's learning resources via school visits to the site. A simple alternative and effective method of making links with local schools is to offer schools the opportunity for a member of staff from the museum to visit the school.

Schools are hugely interested in visits from outside parties to enhance pupil learning. A visit to a school enables pupils to use your knowledge about particular subject areas. As stated previously museum staff are seen as the experts and such a visit is seen as a valuable experience for the children by the school. This experience can be enhanced by the museum staff bringing appropriate objects, paintings and/or photographs and images. If possible objects should be used that can be handled by the pupils. It may also be possible to develop a display at the school relevant to the topic being studied. This would allow the children to use the display for their learning for the few weeks the school has the objects on loan.

Preparation should be made for the visit through consultation with the teacher on the content of the session. Working in such a way with a school allows for your organisation to be introduced to the school and may lead to a follow up visit to the site by the school.



Loans Boxes

In a similar way to Mediated Outreach, loans boxes allow the museum to go to the school. This type of service is appreciated by schools as barriers involved in making a museum visit (transport costs, organisation of trip) are overcome allowing pupils to be engaged with museum objects within the classroom environment. The opportunity to use objects in teaching can provide teachers with the means to provide effective learning in a cross-curricular way. Objects can be used from simple object descriptions

in Literacy to analysis of an object's shape and material in Science.

It can be difficult for teachers to source such resources. There are a number of countywide Loans Box services in the region run by some of the museum services. Leicestershire has 'Resource Box', a service run by the Leicestershire County Council Museum, Arts and Records Service. 'Resource Box' holds a variety of objects including museum objects, model replicas and natural history specimens in the store. These are available for schools in the county to loan for free. Many of these objects are allocated into subject boxes connected to the National Curriculum such as Roman, Victorian and World War 2 boxes. Due to the size of the collection the 'Resource Box' service is able to provide a number of comprehensive boxes linked to popular curriculum subjects. More information on Leicestershire's 'Resource Box' service can be located at:

http://www.leics.gov.uk/index/community/museums/open_museum/resource_box.htm

It is unlikely that independent museums will be able to offer the type of service similar to Leicestershire's Resource Box, due to the size of collections and availability of enough relevant objects for a subject box. Schools should be contacted to gauge an idea of the type of subject areas that your museum could provide objects for. A number of areas could be considered:

- Your museum may not have the numbers of objects required to develop a comprehensive loans box linked to a particular subject. However it is plausible for you museum to loan one or two relevant objects to the school for a display or for pupils to handle.
- **Play to your strengths** – If your museum is a locally focused organisation with a small collection of Roman objects it will be difficult to provide a comprehensive resource. However there are subjects that will be more applicable to your museum that the larger museum's services will find more difficult to provide a resource. Local Study is a relatively difficult area for teachers to research due to limitations on time. It may be possible for your museum to provide a selection of resources (objects, OS Maps, Census Records etc) to create a comprehensive resource for schools in your surrounding area.
- **Partnerships** – It may be the case that your organisation is unable to source a significant amount of objects or other materials to create a resource. It may be possible to work in partnership with another museum or one of the county wide museums service:
 - Museum located close to your museum – creation of a locally focused resource.
 - Museum within the county fora (e.g. Leicestershire and Rutland Museums Forum)
 - Museum with similar subject area – creation of a subject specific resource.
 - Countywide Museums Loans Service – possibility of long term loan of objects for use in your museum Loans Box/Handling Collection.

Case Study	Lutterworth Museum
Project Title	A Look at Lutterworth: Local Study of Lutterworth in 1901 and 1968
Budget	£743.85 (Small Purchases, Costume, 2 x Loans Boxes) Funded by Strategic Commissioning



Lutterworth Museum is located in a one stop shop to the town centre. A number of schools are located in the town, however more are located within the surrounding villages. These schools very rarely visited the museum, if at all.

An initial survey was made of the schools in the local area by contacting the history co-ordinator at each of the primary schools. Transport costs were outlined as the main barrier preventing visits to the museum. A perceived lack of curriculum links was also a barrier highlighted by the schools. A particular strength of Lutterworth Museum's collection is the connection to Local History. When asked about the appropriateness of this subject to their teaching the teachers agreed this was a subject area they were very interested in.

It was decided to develop two loans boxes to look at the Local History of Lutterworth. The boxes were targeted at Key Stage 2, however they were developed in such a way that the objects and documents could be used by pupils at Key Stages 1 and 3.

Teacher Marie Keale from one of the local schools became involved in the project through the 'Learning Links' scheme. Working with museum volunteers Geoff Smith and Peter Carter, and an EMLAC Museum Education Worker a specific area was developed to focus upon. Lutterworth has been impacted by the arrival of two main transport routes, the railway in 1901 and the M1 motorway in 1968. As a result it was decided to develop a 1901 box and 1968 box. This would allow pupils to compare and contrast the two years and investigate the impact of the two events. Marie developed a number of cross-curricular learning activities to accompany the boxes.

The contents of the two boxes consisted of documentary evidence from the two periods including photographs from the museum's collection, census returns, OS maps, Trade Directories and a variety of other types of documents. Objects and costume relating to the two periods were also to be included in the two boxes. It became apparent during the development of the boxes that the museum's collection was not flexible enough to provide additional objects for inclusion in the boxes. As a result, the Leicestershire County Council Museums loans service 'Resource Box' was contacted. 'Resource Box' happily provided a number of objects on long term loan to the museum so that the 1901 and 1968 loans boxes could be completed.

At the time of the writing, one school had piloted the Loans Boxes resulting in a significant amount of positive feedback:

"The pupils were fascinated with the materials. They are used to multi sensory learning...the more we do the better...Children of whatever ability can access that." Teacher, John Wycliffe Primary School

Two other local schools have also indicated an interest in loaning the resource. A further outcome of the loans boxes has been to increase the confidence within the Lutterworth Museum volunteers who are looking into developing more loans boxes.

If your museum is considering a Loans Box approach for the development of a learning resource for the museum, a number of points should be contemplated:

- **Choice of Objects** – Objects chosen for a Loans Box should not be taken from the museum's accessioned collection. The objects used should preferably be:
 - Duplicates i.e. if broken or lost can be easily replaced
 - Sturdy and unlikely to break
 - Not of significant monetary value
 - Not accessioned into main collection
 - Easy to pack and easily transportable.

- **Transport of Objects:**
 - Ideally a Loans Box should be a sturdy box that is easy to carry.
 - It should be possible to pack the objects easily and safely in this box. A preferable form of packing the objects is to use a hard foam type material in which the shape of the object can be cut into e.g. Plastazote. This avoids damage to objects inside the box.
 - Once the box has objects packed in it, it should be light enough for one person to carry. A label showing the box's weight should be attached to the box.

- **Administration of Loans** – The museum should have a comprehensive record system in place for the administration of boxes to schools. The museum will also need to decide on the method of delivery. Either:
 - a) Teachers pick up and drop off the boxes from the museum – this is the easiest method for the museum as there is little, if any, museum cost for transportation. This is also a way of getting a teacher to visit your site, allowing them to see your museum facilities. However the museum is reliant upon the teacher to return the box at the agreed time.
 - b) Museum staff to drop off boxes – This will result in a cost for the museum in terms of transport therefore, there may be a case for charging the school a small amount to cover costs (See Section 4). This is the easiest method for teachers and also enables the reliable return of the box on time.

A more comprehensive set of guidelines on the development of a loans resource has been created by The Queensland Museum, Australia. This is available on-line at:

<http://www.mms.eq.edu.au/How-to-Make-a-Loans-Kit>

There are many advantages to developing a Loans Box resource for your museum and it is a good way to start to make links with schools. It is also the case that a successful Loans Box may lead to a reciprocal visit by schools to the museum site.

Local Trails/Use of the Local Environment



Trails around the local town or village or using other aspects of the local and historical environment are a valuable resource and an interesting learning experience for pupils. This is another area in which the museum can be seen to have a significant role to play. As stated previously the museum staff are seen as the experts and local knowledge may be a particular strength for the museum. Therefore this type of resource can

be applicable to many independent museums.

Where as local knowledge may be perceived as a strength of the local museum, teachers may struggle with researching local history. Many teachers do not live in the area where they teach or are from another area or region in the country. Time for research is therefore a factor if the teacher does not have the previous knowledge to construct a resource based on local knowledge.

A trail or a guide of the local environment is a useful and free way to create a provision for a school visit, if a visit to the museum is not appropriate. It may be possible for the museum to develop a map and notes that allow this type of resource to be led by the teacher. It may also be possible for the museum to provide support material for the topic such as copies of relevant historical documents/photographs.

This is another simple method of starting to make links with local schools. One way of developing the museum's 'name' amongst local schools may be to offer the services of a museum member of staff to lead or assist on a trail. It is also possible to develop a trail in conjunction with other types of museum learning resource e.g. a site visit or loans boxes.

Case Study	Wellingborough Heritage Centre
Project Title	A Look at Wellingborough: Local Study of Midland Road from 1861
Budget	£1265.25 (Small Purchases, 2 x Loans Boxes, 4 sets Costume) Funded by Strategic Commissioning



Developing a museum learning resource at Wellingborough Heritage Centre in 2005/06 would prove to be difficult, due to the re-location of the collection to the new Wellingborough Museum at the end of 2006.

It was decided to develop a multi task resource that could be used in a similar way once the new museum opens at the end of the year. Curator, Jon Paul Carr, had been looking to develop an exhibition at the heritage centre focusing on one of Wellingborough's main roads, Midland Road. This proved to be the inspiration required and working with EMMLAC's Museum Education Worker a plan was developed on how the learning package would work.

It was decided to develop a locally focused resource targeting cross-curricular teaching at Key Stage 2. The resource would consist of two loans boxes, both the same so separate schools could use them at one time. The boxes would contain a wide variety of photographic, documentary and map evidence as well as objects relating to the businesses and activities relating to Midland Road's past. The second part to the learning resource was the development of a trail along Midland Road, taking in some of the interesting features and buildings still located along the road. Whilst half the class were on the trail the other group were in the heritage centre completing a number of worksheets associated with the centre's exhibitions.

An important aspect of the development of the learning resource for Wellingborough Heritage Centre was the strong team involved. Anna Hicks, a teacher from a local school on placement as part of the EMMLAC 'Learning Links' programme was asked to develop a series of learning activities based upon some of the themes chosen for the resource. A team of 4 volunteers were more involved in the development of the resource and were required to fulfil tasks such researching into the heritage centre's photographic archive and documentary records and were asked to make visits to the records office in Northampton.

Three of Wellingborough's Primary Schools were involved in the piloting of the Wellingborough Heritage Centre resource, which includes a trial run of the trail.

A significant outcome of the Wellingborough project was the sense of pride and ownership that developed from the volunteers involved in the project.

How do you develop the learning resource?

The development and production of a museum learning resource will be unique to each museum, yet there are a number of areas to contemplate before starting the development of a museum learning resource.

- **Use links with schools/teachers** – if possible use links developed with local schools or teachers to include them in the resource development. This level of inclusion may vary from actual development of part of the resource by the teacher to general feedback on proposed resources to be developed by the museum staff. Teachers will be able to advise on education specific tasks such as curriculum links and appropriate target ages for the learning resource. It is not always easy to include teachers on such projects due to their limited availability of time, but it may be worth asking your volunteers. Are any of your volunteers former teachers? Are any of your volunteers related to a teacher?
- **Freelancers** – If there is funding available it is possible to obtain the experience of a museum education freelancer. Dependent on the funding available a freelancer can be used to either completely develop the resource or used for limited consultation on the proposed resource.
- **Partnerships with other organisations** – There are a number of situations where possible partnerships with other organisations may be appropriate:
 - **Larger Museum Service** – if the subject area is applicable for both organisations. This situation may also allow for museum service education staff to work with your museum staff in the development of a learning resource. Your museum will be able to gain from their experience of developing museum education resources.
 - **Other Independent Museums** – if the subject area is applicable for both organisations it may be beneficial for both organisations to work in partnership. Two organisations could work together to produce a comprehensive resource if one or the other or both are individually lacking the required materials to produce a comprehensive learning resource.
- **Volunteers** – Volunteers can be an under used asset in the museums sector. Even if volunteers are generally wary of school visits and groups of children visiting the museum, there are still a number of ways to include volunteers in education in your museum.

- **Research** – there are often times when research is required for content in the learning resource. This may include trips to records offices for census records or old photographs.
- **Memories/Reminiscence** – Volunteers can contribute by recording their memories of the surrounding area or a particular subject for inclusion in the resource. Dependant upon the volunteers confidence it might be possible to include a question and answer session between pupils and museum volunteers if the resource developed is an on-site activity/ visit.

The inclusion of the museum's volunteers in the development of the learning resource can lead to:

- A development in the volunteer's interest in museum education
- Develop a sense of pride and ownership in the learning resource being developed.
- Lead to the volunteer taking a more significant role in museum education in the future including dealing with school groups and pupils.

The important point to make about the development of a museum learning resource, whether it is a visit based resource or outreach is to make the process a team effort. It is very difficult to produce a comprehensive learning resource through the efforts of one or two people. Where possible gain the advice and experience of others whether they are part of your museum or from other organisations. Including volunteers in resource development can create a sense of pride for the volunteers and at the same time make a valuable contribution to the workload involved in the resource development.

Summary

It is important to consider what is appropriate for your museum by examining your site, collections and staff. It may simply be the case that a school visit to your site is not appropriate, however this does not mean the development of a museum learning resource for your organisation is not possible.

In the development of the type of learning resource your organisation chooses adhere to your strengths and use all connections, staff and volunteers available.

3) How do I tell the schools/teachers?

Contacting schools and teachers about your museum learning resource can be a difficult and time-consuming process. As you may have discovered when initially contacting teachers to contact the right teacher at the right time is not the easiest of processes. Below is outlined a number of methods of contacting schools and teachers, some may be more appropriate than others for the particular stage of learning resource development e.g. looking for schools to pilot the resource. Included in the methods below are the pros and cons of each method.

- **Leaflets/ writing to teachers** – As featured in the Childwise report highlighted in Section 1 leaflets should include the necessary information where possible including curriculum links, types of activity available and target audience/Key Stage. Posting leaflets to schools is a good way of getting information to lots of schools at one time. The leaflet should comply with the recommendations made in the Childwise report (outlined in Section 1) or there may be a chance the leaflet will be ignored.

It is not always guaranteed when sending leaflets or letters to schools that they reach the right person. The leaflet or letter should be posted to the relevant subject co-ordinator for primary schools or head of department for secondary schools. More success is probable if you have the name of the relevant teacher to address your letter/leaflet to.

- **Local Press** – Use contacts in the local press to write a piece on the newly developed museum learning resources. This is a good way to get coverage over a wide area, but there is no guarantee that the piece will be read by the teachers.
- **Web sites** – If your organisation has a web site it is worth adding some information about the museum learning resource to the site. Teachers may come across this when searching for resources on the internet.

MLA East Midlands is developing www.learnwithmuseums.org.uk which is a web site designed to specifically target teachers and contains information on museum learning across the region. It might be possible to include some information about your museum's learning resource on the web site by contacting MLA East Midlands.

- **Telephone** – The most successful method of contacting teachers is by telephone, but it is probably the most time consuming method. It may be possible to talk to the school secretary who may be willing to provide the name of the teacher required so that you can write to the teacher at a later date. This can be done at anytime during the school day, but it is not always the case that secretaries are willing to pass on such information.

If you wish to talk to the relevant teacher it is better to call the school during the lunch break or just after the school day finishes. More than one call may be required if the teacher cannot be contacted on the first time of asking as some teachers are relatively unreliable for returning calls.

Calling schools is a very time consuming process, however if you are looking for a few local schools to help pilot a newly developed resource this method will be the most successful.

Which teacher do I contact first?

The teacher who teaches the specific subject related to your learning resource should be contacted first. At primary school this would be the subject co-ordinator e.g. the History co-ordinator. With secondary schools the head of department should be contacted.

If you are dealing with schools local to your museum it may be worth also informing the Head Teacher of your resource. This may be a particularly useful link to make if the school in question is a Primary School. Primary Schools will often work in 'clusters' and the head teachers of these primary schools have regular meetings. It may be possible to get the head teacher of your local primary school to pass on information about your museum learning resource to other primary schools in the cluster.

How do I get schools to visit/use the resource?

It can be difficult to contact the right teacher when initially developing a learning resource for your museum. It can be equally, if not more difficult, to persuade schools to visit your site or use your museum learning resource. However there are a number of possibilities to consider which may increase your chances of schools using your developed learning resource.

- **Enthusiastic Teachers** – When initially surveying/contacting schools in the surrounding area about your learning resource make a note of those really enthusiastic teachers. When the

stage of looking for schools to pilot your resource occurs target those enthusiastic teachers first.

- **Target Primary Schools/Key Stages 1 and 2** – Generally speaking it is easier for Primary Schools to organise school visits. Primary School classes are often smaller in size and therefore easier to move around a site. It is also easier to create flexible curriculum links to Key Stages 1 and 2 therefore making the visit easier to justify. The more flexible curriculum at Primary Level also means it is easier for schools to organise trips as there is less of an implication on time tabling which is often a barrier for secondary schools.
- **Target Local Schools** – There are a number of advantages in targeting local schools first. The first point to consider is transport costs. If a number of schools are within walking distance of the museum then the barrier of transport costs is irrelevant. It is also possible for parents to drive pupils to the site for a museum visit, again resulting in the eradication of the transport costs problem. The other positive aspect of targeting local schools is that they will be more interested in your museum as a local organisation, especially if the resource developed is a locally focused one.
- **Make the school an offer** – It is possible to try and persuade the school to visit by either targeting the school's good nature or offering something in return. If your organisation is looking for schools to test the newly developed resource it might be worth stating to the school that they would be doing a huge favour for your organisation by helping pilot this resource. Another approach may be to offer to visit the school first, potentially with a few objects/resources for free, which will be followed up with a visit from the school to your museum.
- **Money** – If you are looking for a small number of schools to pilot your resource it might be possible, dependant upon finances available, to offer to cover some of the school's transport costs.

It is worth noting that by enticing a few schools to your site for an initial visit or to trial your developed resource, the outcomes may allow for the creation of further school visits. Feedback gained from initial visits/pilots can be used in future literature to be sent to schools. The best way to endorse the use of a museum learning resource is through the advocacy of teachers who have used the resource or visited your site. It may be possible to use quotes from teachers in letters and leaflets sent out to schools after the pilot stage.

Word of mouth is also a very strong tool for advocacy and may be worth asking teachers that pilot the resource to recommend the resource to other teachers, if they feel it appropriate.

Summary

It is important to think about how your organisation will contact teachers as this should depend on the stage of development of the learning resource. Trying to find a few local schools to pilot a resource may only require a few phone calls to subject co-ordinators at some of the local schools. If wider coverage is required to publicise the newly developed resource then a number of the highlighted methods should be employed.

Consider which schools to target – which schools are most likely to respond?

4) Capacity

Growing Up in World War Two



When considering developing links with schools a number of issues concerning your organisations capacity should be considered. These considerations are important for all types of resource developed and will have implications on your organisation finances and facilities.

Take note of the potential Health and Safety issues connected to your site.

- **Risk Assessments** – Assessments of potential health and safety risks must be made in line with the needs of teachers who undertake a risk assessment before organising a trip. It is best practice for a teacher to visit a site in preparation for a visit in order to survey the site for their risk assessment. However it is not always possible for

a teacher to do this and as a result some museums are able to provide a risk assessment for the teacher.

Providing a risk assessment for teachers is not recommended due to possible legal technicalities which could result in your organisation becoming liable in the case of an accident. However it is possible for your organisation to provide a list of possible hazards on your site, objects the pupils may be touching and holding and an outline of some of the activities. This list (often referred to as a Hazard Identification) will enable the teacher to complete their Risk Assessment in preparation for the visit by the school.

More information about a School's requirements to create Risk Assessments can be located at: <http://www.hse.gov.uk/schooltrips> and the 'Outdoor and Environmental Education' pages of <http://www.collegest.org.uk>

The creation of a Hazard Identification should not be required by your museum if your organisation is taking part in an outreach resource on a school premises. However it may be useful to inform teachers of the types of activities you wish to undertake before arriving at the school.

Most of the considerations for museum facilities are linked to the development of a site-based visit, however some are applicable to outreach and off-site learning resource developments.

- **Facilities** – there are a number of facilities that teachers will generally expect from a museum visit. It may be the case that your museum can not provide these on site, but alternatives should be considered and explained to teachers before the school makes the visit. These include:
 - **Toilets** – your site may only have one or it might be possible to use another public building close by.
 - **Space for coats/bags** – this should be a relatively secure space if possible. The security of this space will be less important if the school are the only visitors on site.
 - **Space to eat lunch** – This should be a spacious area if possible. It will also be advantageous if there is a wash basin nearby to wash hands in.

It may not always be possible to fulfil all of these requirements for facilities. If this is not possible alternative sites close by that could be used should be considered such as a Village Hall or Library.

- **Is your site too small?** - The size of your museum site is an important aspect of a potential site visit to contemplate. It is important when developing a museum learning resource to consider how activities will work on the museum site within the space available. It may not be possible to run one activity at a time on the site for the whole group, therefore a number of space saving alternatives should be thought about:
 - **Multiple on site activities** – It might be possible to develop two or three separate activities that run alongside each other in separate areas of the site. This allows smaller groups to be spread out around the museum site, and to work on separate activities (see Wollaston Museum case study). It is then possible to rotate groups around the activities through out the day. This method may require a number of staff or volunteers to help/lead activities.
 - **Multiple on/off site activities** – If your museum site is too small for two or three groups to rotate around, then it may be possible for these groups to undertake alternative activities off site. As outlined in the Wellingborough Case Study part of the group could take part in a heritage trail, whilst the second group takes part in the museum site activity.

- **Use of other public buildings** – In a similar way as highlighted in the ‘facilities’ section, it may be possible to use a local public space or building as an alternative site for an activity. A space such as a Village Hall would provide an adequate area for one group to take part in drama activities associated to the museum visit, whilst the other group uses the museum site.
- **Staff** – Limited numbers of staff or volunteers to help run or oversee educational visits can be an issue. However there are a number of ways around this problem:
- **Teacher led activities** – It is possible to develop resources that are designed to be led by teachers during a museum visit. This resource generally requires more preparation on the part of the teachers, however it does allow for less museum staff/volunteers being required to lead sessions. This method also takes the pressure off staff/volunteers less confident with school groups as they will only be required to oversee groups.
- **More helpers requested** - Schools will bring a number of helpers with their school group and are in fact legally required to provide a certain pupil:adult ratio for out of school visits for certain ages. (See points 69-72 in ‘Health and Safety of pupils on educational visits’ (1998) which can be downloaded at:
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=HSPV2>) It may be possible to ask visiting schools to bring extra helpers. Sometimes in these cases parents are often invited by the school to take part in the visit.

Money – Can you afford to work with schools?

As well as the number of on site and staffing implications associated with working with schools, there are also financial implications. Below is a table outlining some of the not so obvious costs that can occur when working with schools and educational groups and some possible alternatives that may be useful when trying to limit potential costs.

Issues to consider	Alternatives:
Printing/ photocopying resources/ worksheets	Provide resources on web site. Ask schools to download and photocopy, or post a copy to school before visiting and ask to photocopy.
Heating buildings – depending upon time of year	Possibly offer visits for limited times of the year.
Cleaning – cleaning the building after a school has visited	
Cost of travel if you are visiting schools/delivering Loans Boxes	Loans Boxes – possibly small charge to schools if asking you to drop off. Offer the resource as free if teachers pick up boxes – also gets teachers to see your site.
Replacement of loans box objects if broken	Use replicas – buying 2 or 3 may be cheaper than replacing an original object.

If schools are going to cost the museum, is there a case for charging schools?

The table above highlights some of the potential costs related to working with schools. It is also the case that some of the countywide museum services charge schools for participating in on site activities. Is there a case for your museum to charge schools?

The type of service or resource offered by your museum may determine whether charging a school is seen as appropriate:

- **Loans Boxes/Outreach** – There may be a case to make a small charge to schools for this type of resource, especially if your staff are being required to travel long distances to visit schools. As well as a cost for covering transport costs it may also be possible to justify a small cost for the potential need to replace objects/resources within a loans box, as the contents of the box will deteriorate over time with constant handling.
- **Site visit by a school** – If a school is making a visit to your site and is bringing all required worksheets then there may be less of a case to charge the schools. Small costs may be incurred through the posting of material prior to a school's visit or in heating the building if the visit is made in colder months. Such a case may allow for making a small charge to a school. An important point to consider is that schools will incur a relatively large cost for transport, therefore any services supplied for free will be hugely appreciated by the school.

There is no point aiming to make significant a significant amount of money from school visits. Schools already struggle to cope with transport costs, therefore charging an excessive entry fee on top of that will only persuade schools to look elsewhere.

Funding

There are a number of potential sources of funding, potentially developed from within your museum as well as from external bodies. Ask your Community Museums Officer/ Museums Development Officer for advice or contact MLA East Midlands for advice.

- If schools are starting to visit should the museum have appropriate items to sell?
- **Sources of funding** – A number of organisations are potential sources of funding for the development of museum learning resources:
 - Regional government-funded bodies e.g. MLA East Midlands and Renaissance East Midlands. These agencies are often required to co-ordinate and develop government learning initiatives. Recently two such projects have been coordinated regionally and have included funding for independent museums for learning, these were MGEP2 and Strategic Commissioning.

It is that the development of learning resources or the intention to develop such resources that is often seen as positive by funding organisations.

Heritage Lottery Fund also funds learning developments at museums and other funding as does the Regional Grant Fund (via Museum Development Officer Network).

Summary

Is it realistic that your site has the facilities to cope with groups of children? It may be the case your site may be lacking some of the basic facilities expected by schools and therefore consideration of alternative locations and buildings may be required.

Funding is an important factor in the decision making process when contemplating the development of a museums learning resource, both in terms of the initial development and the ongoing costs.

5) Building Partnerships

The final section will highlight the positive outcomes associated with working in partnership and will look at the different levels on which partnerships can be developed.

Working in partnership with other organisations can result in a series of benefits for your organisation, especially if your museum has limited staff/volunteers, limited space, limited funding and lacks experience of working with schools and children.

- **Size of Museum/ space available** – It may be possible to work with other organisations to allow you to offer a multiple site visit for a visiting school. This will enable a school class to be split over two sites resulting in easier group management on both sites. At the same time this will provide the school with an opportunity to experience learning in two different environments.
- **Expertise** –Apply the experiences of your partner to your site on their experiences. It may be the case that your partner organisation has well established links with schools in the local area and knowledge of which teachers may be willing to take part in pilots/evaluation visits. Word of mouth is a powerful recommendation tool
- **Funding** – Working in partnership with other organisations may result in extra funding to put towards the development/creation of a museum learning resource. This may result from simply being able to combine available funds/ visits for the project.

Before deciding to work in partnership with another organisation a number of factors should be examined in order that confusion and conflict between other organisations should not occur in the later stages of the project:

- Make clear agreements between the organisations on aspects such as:
 - Amount of funding put in by each group
 - What funding will be spent on
 - Roles of staff in each organisation within the project
 - Expected outcomes of the project
 - Administration of developed resource at the end of the project (i.e. ownership issues)

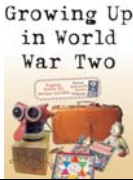
It is important that if you are entering into a partnership with another organisation in the development of a museum learning resource that regular communication is maintained. It is also important to maintain an equal involvement, as it may be the case that the partner organisation is a larger or more experienced organisation in comparison to your museum. In such a case it is possible for the larger partner to begin to take more control. Have a key contact and maintain regular communication

Although there are some issues that require scrutiny when working in partnership, the positive outcomes that can result from working with other organisations will be hugely beneficial to your museum. There are a number of opportunities for independent museums to work with a variety of people across the East Midlands, some of which are highlighted in previous sections. These include:

- **Teachers** – A hugely beneficial link can be made with a teacher. This can be established through any links your organisation or volunteers may have with a teacher. It may be possible to create a partnership with a teacher in which they come into the museum to help with the development of the museum learning resources. Whilst helping the museum with their project development the partnership also acts as an opportunity for the teacher to add to their personal career development. Contact MLa East Midlands regarding the Strategic Commissioning Programme ‘Learning Links’.
- **Schools** – This may be an extension of a partnership created with a teacher. A school close to your museum is the most obvious potential partner. In working with a school it is possible to discuss with the school how they would like to use your site for their teaching and **try to embed your site or organisation within their learning plans**. Such an opportunity will allow pupils to learn in a different type of environment. Your organisation can learn from how the site is used by the school in order to roll out similar activities to other schools in the wider community.

Case Study	Castle Donnington
Project Title	Handling Box Resource
Funded by	Leicestershire County Council Shire Grants for Independent Museums
Cost	Museum Education Freelancer £250 per day
<p>Leicestershire County Council Shire Grants programme directly funded Castle Donnington Museum to develop a number of resources to help increase links with the local community and schools.</p> <p>Museum Education freelancer Deb Martin was brought in on the project to help develop links with local schools. Two schools were approached in Castle Donnington and were asked to consider what they would like to see at and use from the museum.</p> <p>One of the schools suggested the development of a handling box that could be borrowed by the school. After further consultation on what the box should include, Deb Martin and museum volunteers developed a handling collection that was designed as a flexible resource.</p> <ul style="list-style-type: none"> • Using a number of smaller boxes to pack multiple objects before being packed in a larger box for transport enabled a 'mix and match' approach, dependent on what the school wanted. • Objects were used that could be compared for a 'then and now' type activity. • Objects constructed from different types of materials were used, including wood and glass. • Different periods – many of the objects could be used for Victorian or World War 2. • Tasks – different tasks and role-plays were developed around "Make do and mend", "Tea Making" and "Going to Bed". <p>Since seeing the handling sessions in use, the museum volunteers have been keen to take the resource out to other schools, when initially they were only concerned with the two schools in the village. As a result of this the volunteers have requested training on how to lead the sessions, so that they can lead the sessions in schools and for use in the museum for family groups and organisations such as the Brownies.</p>	

- **Other Independent Museums** – Dependant upon the locality of other museums or the subject matter of other museums in the region it may be possible to develop a partnership to provide a learning package to offer to schools. Such an opportunity could lead to the development of a resource split over two sites with the school visiting one in the morning and the other in the afternoon or a class being split between the two sites. An alternative is that one organisation could develop the outreach aspect for a project whilst the second organisation hosts the site visit by the school. A series of opportunities are possible and the county museums fora, such as the Leicestershire and Rutland Museums Forum, provide the perfect opportunity to develop such partnerships.
- **Larger Museum Services/ Renaissance East Midlands partner museums** – With the potential for larger museums to work within the wider museums community, as highlighted in the previous sections on the role of the Hub museums, there are likely to be more opportunities for independent museums to work in partnership with the Hub museums. Such an opportunity would allow your organisation to work with and learn from the others experience, in particular in the development of museum learning resources.

Case Study	Loughborough War Memorial Museum
Project Title	Growing up in World War 2 at Loughborough War Memorial and Charnwood Museum.
Budget	£11,979 – Funded by Local Heritage Initiative and LCC Shire Grants for Independent Museums and LWMM
	
<p>'Growing up in World War 2' was initially an idea for an exhibition by Peter Crooks from the Loughborough War Memorial Museum. At the time of the 60th Anniversary celebrations for the end of World War 2 Peter felt that the story of the children who grew up during the war was being neglected. A space for a temporary exhibition on the subject was agreed with Charnwood Museum. The target audience for the exhibition was people who were children during the war and grew up during the conflict.</p> <p>It was also noted that this particular subject area was particularly applicable to Primary Schools. A successful grant application to the Local Heritage Initiative was made with support funding from LCC.</p> <p>The funding allowed for freelancer Deb Martin to be brought in on the project as a consultant. Working with Leicestershire Museums Education Officer Andrea Bridge, the two were able to help Loughborough War Memorial Museum develop appropriate activities based around the exhibition.</p> <p>An activity day was developed incorporating both the Loughborough War Memorial Museum exhibition and the space at Charnwood Museum.</p> <ul style="list-style-type: none"> • One group would visit the exhibitions at the War Memorial with an activity sheet, which included a code breaking activity. • Another Group visited the temporary exhibition where pupils were asked to consider what items they would take in a suitcase if they were evacuees. • Charnwood Museum's education room provided the third suitable area for children to use the handling collection. The handling collection was developed from a number of sources including Leicestershire Museums collections, Loughborough War Memorial Museum's collection and buying objects from Melton Mowbray market. The handling collection was developed along a theme incorporating 8 war time characters from the Robinson Family (Grandpa – ARP Warden, Grandma – Make do and mend items, Dad – Soldier, Mother – everyday household items, Child 1 – Baby, Child 2 – Schoolboy, Child 3 – evacuee cousin in the land army, Child 4 – evacuee cousin with suitcase). Pupils were asked to look at each of the character boxes, decide which represented each character and to make an observation about that character using one of the objects. <p>The activity day was advertised through Charnwood Museum's regular schools newsletter informing schools in the local area of future educational workshops and sessions at the museum.</p> <p>Approximately 10-15 schools visited for the World War 2 day at Loughborough War Memorial Museum and Charnwood Museum, with some groups numbering around 70 pupils. It was also noted that a number of schools from further afield visited as the daylong visit made it more worthwhile for those schools.</p> <p>There were a number of further outcomes as a result of the 'Growing up in World War 2' project.</p> <ol style="list-style-type: none"> 1) Street Party – this was attended by school children and those who were children during the war. This event enabled intergenerational interaction and for the pupils to find out about their real experiences. 2) The 'Growing Up in World War 2' booklet – including a lot of images from the exhibition and handling collection. As well as being on sale to the general public Loughborough War Memorial Museum wishes for every school child in the area to have a free copy. Currently 37 schools in the area have been contacted concerning the offer. 	

- **Regional Organisations** – Regional Government organisations, such as MLA East Midlands, are often required to co-ordinate nation-wide initiatives within the region. These can include education programmes and have previously included strategies such as the Museums Galleries Education Programme 2, Strategic Commissioning, Learning Links and the Learn with Museums web site. A number of these initiatives have included the involvement of independent museums, some of which are outlined in the case studies included in this document.
- **GEM East Midlands** – GEM East Midlands is a relatively newly formed regional branch of the well established Group for Education in Museums. GEM EM holds a number of regional meetings throughout the year that include the opportunity to network with a variety of museums from independent to Local Authority and Hub museums. These meetings also provide an opportunity to take part in training sessions involving all aspects of museum learning. More information about GEM can be found at www.gem.org.uk. (list of education freelancers is provided on this website)
 - GEM East Midlands – Jim Butler, co-convenor, Leicester City Museums
jim.butler@leicester.gov.uk

Summary

Partnerships can provide a series of benefits for your organisation. These partnerships can vary but, whichever organisation your museum decides to work, ensure you have a clear understanding of outcomes and expectations to avoid confusion and conflict at a later date.

Summary

By using this guide museums will be able to:

- Assess the needs of local schools
- Assess the potential demand for a resource developed by the museum
- Consider how the museum will be able to meet these needs, including decisions to be made on the type of resource to be developed.
- Assess the museum's strengths and weakness in attempting to develop the museum learning resource.
- Consider how to gain the interest of schools in the resource for both piloting purposes and widespread use of the developed resource.
- Consider methods of contacting local teachers and schools
- Assess the funding implications behind the development of an education resource for the museum
- Consider a number of potential partnerships at varying levels in order to enhance the ability to provide a museum learning resource for the museum.

This document also aims to provide information on a number of areas associated with museum learning, such as curriculum literature. Where possible sources of further information have been provided to enable further research regarding museum learning.

It is hoped that by providing this set of guidelines many more independent museums will feel confident in planning the introduction or improvement of learning resources for schools and community groups.

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Web sites:

Section One

www.nc.uk.net – National Curriculum

<http://www.standards.dfes.gov.uk/primary/literacy/> - National Literacy Strategy

<http://www.standards.dfes.gov.uk/primary/mathematics/>- National Numeracy Strategy

<http://www.standards.dfes.gov.uk/schemes3> – QCA Schemes of Work

www.gem.org.uk/fnet/fn_menu.html – GEM Freelancers contact page.

Section Two

http://www.leics.gov.uk/index/community/museums/open_museum/resource_box.htm – Leicestershire County Loans Boxes Service – Resource Box.

<http://www.mms.eq.edu.au/How-to-Make-a-Loans-Kit> - Guidelines on the development of a loans resource by The Queensland Museum, Australia.

Section Three

www.learnwithmuseums.org.uk – Museums web site targeting teachers about museum education resources located in the East Midlands region

Section Four

<http://www.hse.gov.uk/schooltrips> and <http://www.collegest.org.uk> for information on risk assessments.

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=HSPV2> Government Publication - 'Health and Safety of pupils on educational visits' (1998)

Section Five

www.gem.org.uk – Homepage for the Group for Education in Museums.