

Renaissance in the Regions:

A new vision for England's museums

Annex to Regional Museum Hub Two Year Plan 2004 – 2006:

Education Programme Delivery Plan

Introduction

Resource has requested that all Regional Hubs, working in partnership with the Regional Agencies, teachers and educational providers in their region, develop an Education Programme Delivery Plan (EPDP) outlining how Regional Hubs will use the DCMS and DfES funding available to them in 2004 – 6 to begin to deliver a comprehensive and integrated service to schools up until 2006, as part of delivering the *Renaissance in the Regions* vision. This Plan will form the basis for a 2 year funding agreement.

This template was created in Word. The cells will all expand to accommodate as much text as you wish to provide. The spaces in the empty template are not indicative of the amount of information we are looking for.

1.0 Contact details

Region: SOUTH EAST

Contact Name: (for queries relating to this annex only)

SUE WRIGHT
HEAD OF MUSEUM EDUCATION

Address:

HAMPSHIRE COUNTY COUNCIL
MUSEUMS AND ARCHIVES SERVICE
RECREATION AND HERITAGE DEPARTMENT
CHILCOMB HOUSE
CHILCOMB LANE
WINCHESTER
HAMPSHIRE SO23 8RD

Tel: 01962 826702

Email:

Section A: Regional Context

The EPDPs should show that the Hub's plans are set in the context of regional and local needs and will meet the demonstrable needs of teachers and pupils. The Plans should also show how the programmes and projects which are being funded are linked in with LEA strategies.

Please outline both the regional needs this plan addresses and describe the research with teachers, pupils, education departments etc that informed it, highlighting links to the programme of work set out in section B below.

KEY FACTS

Regional size - 19,069 sq km
Regional population – 8m+
4,168 schools
19 LEA's
74 Local Authorities
301 museums
278 Registered Museums

RESEARCH UNDERTAKEN

In preparing this EPDP the SE Hub commissioned research with the region's teachers of both a qualitative (Daphne Cotton Qualitative Research) and quantitative (The Research Partnership) nature. Previous mapping exercises conducted by SEMA and SMA were also consulted. (Annex D) Detailed discussions were also held with the Hub Lead partner's LEA, Hampshire County Council and other LEA's, most notably from Berkshire facilitated by Reading Museum.

The findings from this research programme have been used to identify the regional need and to educate the process by which the SE EPDP's vision, aims and outcomes were derived.

The executive summaries of both qualitative and quantitative studies are included at Annex A & B respectively with their findings cross-referenced to the plan's proposed aims and outcomes.

KEY ISSUES ARISING FROM RESEARCH

- The opportunity for learning, for all young people, derived from the creative interpretation of museum collections is highly valued, across a broad curriculum. The need is to build on existing good practice across the region to deliver comprehensive museum learning services of high quality.
- There is a demand in particular for addressing the needs of key stage three and four pupils, that may focus on the use of regional, national or designated collections.

- There is a need to link with LEA priorities.
- There is a demand to ensure all museum staff are appropriately trained to help ensure the museum environment is one that is inclusive, and is supportive to young persons.
- There are barriers to access that need to be addressed; the intellectual needs of young people have to be considered within the context of providing the appropriate physical environment to meet basic needs and to stimulate learning.
- Teachers need support to engage fully with the opportunities that present themselves. First of all there is an absolute need to improve communication, to provide both information and knowledge to empower the teacher to confidently participate.
- Teachers also welcome the opportunities to participate in developing partnerships which support the development of museum learning.
- There is also significant demand for support in overcoming the administrative hurdles of visit planning.
- Finally the need for reasonably priced transportation is an absolute must have!!

KEY ISSUES ARISING FROM CONSULTATION WITH LEA's

From these consultations (Annex C) we have determined there are a number of areas in which museum education can support LEA priorities:-

Curriculum support:-

- Cross curricular and thinking skills
- Communication
- Application of number
- Literacy skills
- IT
- Working with others
- Improving own learning and performance
- Problem solving
- Information processing skills
- Reasoning skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills
- Personal, Social Health and Citizenship education (PSHCE)
- Development of emotional intelligence as well as more “formal” intelligence

Programmes to support the following:-

- Gifted and talented children
- Children with special needs
- Children at risk of exclusion
- Children from disadvantaged areas – especially linked to raising attainment
- Focus weeks (e.g. arts weeks, poetry weeks etc)

- Summer holiday programmes, especially the age of transfer from Primary to Secondary

Please describe what delivering a comprehensive service to schools in your region would involve and the extent to which the Hub partners currently provide such a service. This should be set in the context of the wider museums community and its provision.

Evaluation and consideration of the outcomes of the regional research, mapping and analysis referred to in the previous section has led the SE Hub to adopt the following vision and aims for the EPDP. The Hub's programme of work to enable it to begin to deliver a comprehensive service to schools is therefore set in this context.

VISION

To enable museums in the South East to deliver a comprehensive service to schools that will ensure that every child in the South East will benefit from enjoyable learning which is inspired, enhanced, or underpinned by an engagement with museum collections and/or the historic/natural environment.

AIMS

- 1. To continue to meet the needs of schools, (as identified through research) by offering diverse programmes and activities to support and complement a broad curriculum, so that children benefit from the distinct range of learning experience that museums can provide, with emphasis on the continued building of a landscape of provision.**
2. To address the key priorities of LEAs' in the South East through the provision of enhanced services including working with the full age and ability range and taking into account different learning styles.
3. To raise awareness, share best practice and facilitate partnerships between the full range of museum (and other appropriate) education providers.
- 4. To develop, implement, and disseminate good practice for the planning, administration, health & safety, monitoring and evaluation of educational visits and activities.**
- 5. To ensure museum learning is embedded in the ethos of all museums in the SE.**
6. Develop effective communication with schools across the SE of England.
- 7. To seek to ensure the sustainability of actions undertaken through the EPDP**

OUTCOMES & KEY ACTIONS 2004-06

Introduction

A range of 'required outcomes' have been identified for each aim which together will enable the Hub to achieve its vision for the EPDP.

The SE as a Phase 2 Hub however lacks the resources needed to achieve all the outcomes within the period 2004- 2006. The Programme of Work proposed in Section B therefore concentrates on delivery against a prioritised range of outcomes and actions designed to make the Hub 'fit for purpose' in respect of the EPDP by 2006.

In prioritizing these key outcomes and actions, the existing capacity of each Hub Education Service has been assessed to determine their existing capacity to respond to these aims and to identify gaps. These 'capacity tests' also provided the opportunity, for the first time, to read across Hub schools' services, determining areas of expertise that have the potential for sharing both within the Hub and beyond. A summary of the findings of this assessment is attached as ANNEX E.

Delivering the resources, programmes and activities needed to deliver a comprehensive service to schools in the South East (meeting all the required outcomes) would require significantly greater funding than that presently available. An assessment of the extent of that funding requirement is shown on page 8.

AIM 1: To continue to meet the needs of teachers and pupils within schools, (as identified through research) by offering diverse programmes and activities to support and complement a broad curriculum, so that children benefit from the distinct range of learning experience museums provide, with emphasis on the continued building of a landscape of provision:

Required Outcomes:

1. Provision of high quality museum learning opportunities for pupils age 3-11 within a maximum of 90 minutes drive time.
2. Development of sufficient infrastructure in centres with appropriate collections to meet the needs of pupils, age 11-18.
3. Development of outreach provision for all schools across the SE.
4. Exploitation of the opportunities presented by new media in delivering learning programmes

Key Actions 2004-06:

- A. To build the capacity of the SE Hub museum education services to deliver this EPDP
(Task 0.1)
- B. To build the capacity and infrastructure of hub museum education services to address the needs of schools as identified by the research (Tasks 1.1 - 1.10)
- C. To strategically and proactively plan for the delivery of learning programmes at museums and other appropriate centres across the SE, identifying gaps in provision as well as strengths.
- D. Finish mapping of service provision and analyse findings. (Task 1.14)
- E. To strategically and proactively plan for the delivery of museum outreach services across the SE. (Task 1.11)
- F. To create specially tailored digital resources for schools. (Task 1.12)

AIM 2: To address the key priorities of LEAs in the South East through the provision of enhanced services including working with the full age and ability range and taking into account different learning styles.

Required Outcomes:

1. For Hub museum education practitioners to build on existing practice in creating programmes linked to LEA priorities.
2. For the Hub to act as an advocate and support the promotion of high quality learning programmes for museums within the SE encouraging For LEAs to recognise more fully the contribution of museums learning to the curriculum, by incorporating formal museum learning actions in their policies and plans.
3. For the SE Hub education team and SEMLAC to contribute as fully as possible to the evolving DfES/DCMS Museums and Galleries education strategy.

Key Actions 2004-06

- A. For the SE EPDP Steering Committee to learn from the experience of Reading and develop similar appropriate relationships with the region's LEA's (Steering Committee see Task 0.1)
- B. Work jointly with SEMLAC to influence and contribute to the evolving DfES/DCMS Museums and Galleries education strategy (Steering Committee see Task 0.1)

AIM 3: To raise awareness, share best practice and facilitate partnerships between the full range of museum (and other appropriate) education providers.

Required Outcomes:

1. For the Hub and SEMLAC to plan appropriate, and where sensible, shared representation at regional and national meetings addressing the issues of formal learning.
2. For the Hub EPDP to continue to develop Regional presence and communication via the Hub / SEMLAC Web site(s).

Key Actions 2004-06

- A. Action by EPDP Steering Committee and EPDP Co-ordination team (Steering Committee see Task 0.1)

AIM 4: To develop, implement, and disseminate good practice for the planning, administration, health and safety, monitoring and evaluation of educational visits and activities.

Required Outcomes:

1. To publish a good practice guide, possibly web based, for museums and teachers to support the planning of visits to museums
2. Monitor the impact of the EPDP through the establishment of a SE school's database by SEMLAC

Key Actions 2004-06:

- A. Publication of good practice guide (2006) *Task 4.1*
- B. Creation of a South East Schools Database by SEMLAC (*Task 4.2*)

AIM 5: To ensure museum learning is embedded in the ethos of all museums in the SE.

Required Outcomes:

1. That SE Museums are encouraged to implement the Inspiring Learning for all framework.

Key Actions 2004-06:

- A. All SE Hub Museums to implement the Inspiring Learning for All framework by 2006
- B. A Hub Museum to develop and trial staff training for FOH staff to improve their knowledge and understanding of schools use of museums (*Task 5.1*)

AIM 6. Develop effective communication with schools across the SE of England.

Required Outcomes:

1. Development of a strategy to support effective communication and promotion of learning programmes within museums in the SE
2. Implementation of communication strategy with schools that links into the main Hub communications strategy.

Key Actions 2004-06:

- A. To test a variety of communication styles for effectiveness
- B. Development of a strategy and plan to support effective communication and promotion of learning programmes within museums in the SE. (*task 6.1*)

AIM 7: To seek to ensure the sustainability of actions undertaken through the EPDP.

The Hub is aware of the need to develop its capacity before extending present service provision further into the sub-regions. This planning takes into account the need to be responsive and flexible to resource availability. At this stage of development ongoing sustainability will be dependent on ongoing funding through RinR or other sources.

Management & Resources

Overall responsibility for the implementation of the EPDP will be taken by the Hub Management Team.

The Steering Committee to develop the EPDP (which includes SEMLAC representatives) will be continued as a Steering Committee for its implementation.

Day to day responsibility for delivery will be that of the heads of each Hub education service with the lead taken by Head of Education for HMAS (Lead Partner). The plan therefore allows for some limited 'backfilling' support for each of the partners to ensure that these roles can be supported.

Additional resources are also being provided in the form of an overall EPDP co-ordinator based at HMAS (0.4 fte) and sub-regional coordinators based at each of the Hub partners (HMAS 0.6fte, OUM 0.6fte, B&H 0.6fte, CHDT 0.6fte)

The plan also provides for the addition of significant new capacity at each hub partner service with responsibilities for delivering much of the programme of work as follows:

HMAS: Education Officer (Science & Technology)

OUM: Arts Education Officer

B&H: Schools Education Officer

CHDT: Schools Education Officer

Please outline how this plan contributes to the development of a comprehensive service to schools, highlighting new approaches and where it builds on existing work:

This plan contributes to the development of a comprehensive service because it is based on a strategic long term vision that is achievable and is rooted in existing good practice. This vision has the long term goal of achieving a network of museum education / outreach services accessible to every school within every Local Education Authority across the SE

Expenditure to achieve access to collections is to be prioritised according to identified needs. The plan recognises that:

Younger children often prefer to travel shorter distances to access more local museum education provision, with the exception of significant designated collections and/or national curriculum prime locations.

With older children the importance of providing contact with appropriate learning experiences based especially on designated, regional and national collections is recognised and provided for in the EPDP plan.

The quality of the learning that takes place is clearly of paramount importance. The plan recognises the need to ensure experienced practitioners support and facilitate learning.

The outcomes of learning will be evaluated using best current practice available through RCMG at Leicester.

The EPDP also demonstrates how the hub intends to start to support the dissemination of good practice in a practical way across the Region. This in turn will offer the benefit of raising the quality of the learning experience for all young people.

Please outline what further action would be required in order to provide a comprehensive service to schools in your region and give a broad indication of the resources which would be needed to deliver it.

Appoint a minimum of 10 practitioners across the SE, - increasing the critical mass by one sixth.
£260,000 pa.

Continue to fund the posts at the Hub museums post 2006 £110,000 p.a

Communication: implement the *directory* (web/paper based) SE museum services for schools £20,000 pa.

Further develop and implement a comprehensive outreach service £500,000 p.a

Resources (on line/ paper based) to support SE museums visits across and outreach services £200,000 pa.

Support teacher involvement in the development of museum learning across the region, building on approaches in the hub 2004-06 £100,000 pa.

Build a broad an balanced portfolio of learning opportunities, addressing specific needs, learning styles, age groups and subject areas across the SE. £120,000 pa.

Total projected costs pf £1.310m are thus of a similar order to the EPDP provision made for Phase 1 Hubs in the present spending round.

Section B: Programme of Work Priority Area 1 (PA1): Developing a comprehensive service to schools

New SE 0.1

Cross - Hub Strategic Programme and appointment of EPDP Manager

Note - this revised programme of work combines and replaces South East EPDP 0.1, 4.1 and 6.1.

This key task supports the main strategic elements identified during the EPDP revision process meetings of the South East Hub, as well as remaining true to the principles established in section A of the plan.

This key task supports four primary aims:

1. To support the wider museums community in meeting the needs of schools.
2. To evaluate our impact on learners and develop new ways of working to draw in more audiences.
3. Advocacy and Communication - To develop an advocacy campaign, working together with the Regional Agency, to make the case for the contribution of museums to learning for school age children.
4. To develop the hub team and integrate learning from the EPDP by sharing skills, knowledge and awareness of best practice amongst staff within the Hub and beyond.

Cross - Hub Strategic Programme and appointment of EPDP Manager

This programme is planned around the appointment of an EPDP Manager who will be responsible for driving the cross- hub strategic learning and implementation programme. It is based on the premise that staff expertise and time will be released across the Hub to support this delivery mechanism. This additional capacity building is described in more detail on page 8.

The first three elements of this programme, described below are designed to facilitate the shift towards the hub working as a collective unit.

The final element is task-based with a defined outcome for the Region - the production of a Good Practice manual.

In totality the programme set out below represents the EPDP manager's accountabilities.

1. Evaluating our impact on learners and developing new ways of working to draw in more audiences

This has three distinct elements:

- i. to establish how the Hub practitioners currently evaluate their programmes and activities and the methodologies they use to do so. Based on this knowledge and on current good practice to ensure that more rigorous and systematic methodologies (LIRP) are employed

Hub wide to measure the impact of museums on learning including programmes in Hub museums and "beyond the walls".

- ii. to undertake action research that will enable Hub practitioners to confidently develop models for outreach - including out of school hours learning -as expressed in South East EPDP 1.11 and to pull this together at the end of the two years to enable reflective learning that will offer new insights and approaches for Hub partners and the wider museum community. We anticipate that learning partners with whom we have developed outreach models will be involved in this evaluation.

Research demonstrates a clear demand for the further development of outreach services (please see Annex A & B). Within the Hub, there is a need to develop the museums' capacity to respond to this demand.

- iii. Evaluative techniques will also be employed to measure the impact of shared learning experiences on individuals, upon teams and within the wider organisation, to support cultural change.

2. Advocacy and Communication

To gather the evidence of learning impact from Hub programmes and to present in a variety of formats to support a planned advocacy campaign by the Hub and Regional Agency. This may include a high profile event or symposium involving learning partners to highlight the impact of EPDP and explore areas for future collaboration.

This campaign will be directed towards key decision makers and its purpose will be:

- to increase understanding of the contribution museums can make to learning
- to listen and respond to learning providers in testing effective models of communication that support the delivery of museum learning programmes across the South East. This need has been expressed through research as achieving "dialogue with schools"
- serve to secure the position of museum learning within the landscape of learning provision
- make the case for additional financial support and the building of partnerships

It is recognised that in the South East it is particularly important to proactively engage with the learning communities, given the limited success of consultation with LEAs.

Senior managers across the Hub will actively support this campaign.

The Hub will need to have detailed dialogue with SEMLAC to ensure to ensure a co-ordinated approach.

The campaign in turn will connect to regional and national advocacy work led by SEMLAC and MLA.

3. Development of Hub team and integration of learning from the EPDP

The Inspiring Learning for All framework will be used to initiate the process of shared learning across the Hub.

The Hub will be co-ordinating this with SEMLAC's programmed roll out of the framework into the South East Region.

The process of implementing the framework will be achieved through a shared training programme, where possible involving colleagues from non Hub museums.

The framework will help achieve a detailed assessment of strengths and areas for development for the Hub.

Where appropriate professional development will take place jointly with key partners including non Hub museums and learning communities.

4. Meeting the needs of Schools -production of a good practice manual

This task is one of project management by the EPDP Manager, across the Hub to coordinate the production and development of a Good Practice manual.

We need to produce this manual because research amongst teachers and museum learning providers has demonstrated that there are a number of practical barriers that prevent or make access to museum visits more difficult, that if overcome can make the process of planning and conducting visits more simple. (see Annex. A,B and D).

The guide will be produced as a web publication that can be easily added to and updated to ensure currency. It will contain practical models to help museum staff with the planning, administration, health and safety, monitoring and evaluation of educational visits and activities and provide guidelines for schools to help them make optimum use of museums for learning. This may also have a wider relevance to museums in other English regions.

It is anticipated that a teacher's guide would be another outcome from research.

5. THE EPDP MANAGER

This post is required because the Hub needs a dedicated full time position to lead the implementation of the strategic programme.

The main responsibilities of the manager will be :

- Project managing the production of the good practice guide.
- Supporting the development and implementation of shared evaluative techniques across the Hub to measure the impact of museum learning on school age children.
- Liaising with Hub partners through the EPDP steering group, who inform decisions about backfilling.
- Supporting the launch and implementation of an advocacy campaign for museum learning working closely with Hub learning managers and SEMLAC.
- Stimulating professional development linked to Inspiring Learning for All.
- Supporting the development of Hubs as learning organisations.
- Ensuring the impact of the EPDP is monitored in Hub museums.
- Developing a strong evidence based case for EPDP Phase 2 additional funding.

THIS PROJECT WILL DELIVER THESE OUTCOMES FOR THE HUB

The appointment of an EPDP implementation manager to deliver this strategic programme will result in the following outcomes for the Hub

- Increase in knowledge and understanding about good practice at the fore-front of museum education. Increase knowledge and understanding about changes in the formal education sector, for example relating to the Excellence and Enjoyment report, the Key Stage 3 strategy, the Early Years curriculum and the changes to the 14-19 study programmes.
- Stimulate creative delivery skills that reflect current pedagogic techniques, for example Accelerated Learning Programme, the teaching of thinking skills, the assessment of pupils' individual learning styles.
- Development of creative delivery skills amongst museum staff, especially the front of house teams operating in the capacity of museum learning facilitators.
- Improve motivation for staff making them more confident through increasing their knowledge and understanding; and developing their advocacy skills.
- Enable staff to gain increase in confidence and to build their skills in support the development of the hub as a learning organisation.
- Increase the diversity of programmes and activities offered by Hub museums to inspire and excite young people in museum learning opportunities.
- Enable experimentation amongst providers to reach new audiences, to fully embrace the inclusion and entitlement agenda.

This project meets the strategic elements of the EPDP which are priorities for the region as identified in the revision process and through consultation and research.

We expect the EPD facilitator to have the following qualities and experience:

- Advocacy skills at a strategic level with cultural and / or learning organisations /agencies.
- Overview of the formal education sector, current issues and developments in the South East of England and nationally.
- Experience of working in or with museums.
- Experience of working with groups and applying different learning methodologies to support professional development.
- Experience of action research and evaluation.
- Experience of complex project management.
- An excellent communicator whose communication skills can effectively inspire internal and external stakeholders.
- Someone who applies creative thinking to achieve solutions and/or to maximise opportunities to the best benefit of museums in the Region.

The EPDP Manager will ensure that the learning from the EPDP is embedded across Hub partners and more widely within the South East of England by developing robust approaches to advocacy and communication and professional development programmes for the Hub.

We will ensure that learning outcomes for staff will be embedded in specific tasks so that these can be evaluated as part of the agreed methodology for the EPDP.

The EPDP manager will develop this evaluation methodology with SEMLAC and Hub partners at an early stage in the EPDP programme – it will be their first main task.

Resources required and estimated costs:

	2004/5	2005/6
EPDP Manager, including on costs (PO1-2)	£21,600(8months)	£33,700
Recruitment	£500	-
Travel	£5,000	£6,000
Support including IT (includes set up costs)	£5,000	£2,000
Good practice guide		
Composition and consultant's fees	£5,000	£10,000
Evaluation		
Evaluation Methodology Development	£5,000	-
Input from external advisers	£1,500	-
Action research	-	£1,500
Review of EPD programme and costs	-	£3,000
Development of EPDP post 2006 - consultant's fee		£ 10,000
Advocacy		
Materials	-	£5,000
Symposium	-	£1,500
Professional Development		
Hub learning and access group	-	£2,000
Wider learning group coordination and development	-	£1,000
Fees for external trainers/advisers	-	£4,000
Travel for participants	-	£1,000
Learning Model Dissemination	-	£2,500
TOTAL	£43,600	£83,200

Capacity building to facilitate engagement with this strategic programme across the Hub

Original budget per EPDP SE 0.1	£186,900
Year 1 programme costs	-£43,600
Year 2 programme costs	<u>-£83,200</u>
Available capacity building budget	=£ 60,100
*Add from EPDP 1.11	
2005/6 top slice, £5,000 PER HUB P.	+£20,000
Taken from SEMLAC database project EPDP 4.2	+ 8,600

=Total available £88,800

£22,200 per Hub partner over two years.

* This represents a scaling down of EPPD 1.11 to reflect the greater priority in achieving capacity building for this programme.

How capacity building will work

There is an allowance of £5,000 per Hub partner for each year as a sum to cover the lead learning manager's time in contributing to the EPDP , for example:-

- Supporting the EPDP manager through the coordination and delivery of the implementation programme with each Hub Museum.
- Supporting advocacy, communication and programme delivery within the sub region.

The remaining sum will provide a small implementation fund £6,100 to enable engagement by staff with the EPDP implementation programme.

Money allocated will be directly attributable and accountable to the achievement of the strategic programme defined above. The fund also offers the flexibility to release staff, such as keepers, curators, front of house, as well as those in education teams, to participate in the professional development and delivery of the EPDP across the Hub.

Examples of prioritised release staff time :-

Hampshire

- SEARCH staff require supply cover for teaching programmes to participate in shared development programmes.
- The release of Front of House staff for training to support Inspiring learning for All requirements, eg. working interactively with visitors, will require some payment for casual supply cover.
- Curatorial staff - Inspiring Learning for All implementation may require limited back-filling.

Brighton and Hove

- Staff require supply cover for teaching and guiding programmes to participate in shared training.
- The release of Front of House staff for shared training to support inspiring learning for All priorities, eg. working interactively with visitors, will require some payment for casual supply cover.
- Curatorial staff -Inspiring Learning for All implementation may require limited back-filling.

Chatham

- Implementing the Inspiring Learning for All framework will require the release of Front of House staff for participation in training events. As the Historic Dockyard Chatham is a seven-day-a-week operation, casual cover will be required in order to maintain the service for visitors.
- Education and Curatorial staff will also require an element of backfilling in order to engage fully with the requirements of Inspiring Learning for All. This may involve training courses, awareness raising events or liaising with users.

Oxford

- Supply costs, or limited back-filling, to allow staff at the four Oxford University museums to participate in the professional development and delivery of the EPDP.
- The release of Front of House staff for shared training courses to support Inspiring Learning for All priorities, e.g. working interactively with visitors, will require some payment for casual supply cover.
- Limited back-filling for staff to implement 'Inspiring Learning for All training and implementation.

THE IMPLEMENTATION PROGRAMME - PROVISIONAL TIMETABLE

April/May 2004	Recruitment of EPDP Manager
August	Facilitator in post
September	Meeting of EPDP Steering Group
October	Evaluation strategy in place for every project Timetable for Inspiring Learning for All roll-out for Hub Museums in place
December	Meeting of EPDP Steering Group Advocacy Campaign for 2005 agreed Contributions to GEM Conference 2005 agreed
April 2005	Review and evaluate 1st year of the plan, revise programme as required
September 2005	Launch of web-based Good Practice Manual GEM Conference hosted by Hampshire Start of preparations for EPDP post-2006
April 2006	Inspiring Learning for All embedded within each Hub Museum

Task title: CAPACITY BUILDING : HUB MUSEUM EDUCATION SERVICES TO ADDRESS THE NEEDS OF SCHOOLS (HAMPSHIRE)-

Ref: SE EPDP 0.2

Responsible party: Hampshire County Museum & Archive Service

Please give brief details of what is planned, what will be delivered and to whom. What needs does this project address?

The appointment of an Education Officer Science & Technology will address a specialisms gap within the education team. It is intended that this post be jointly funded between the main Hub business plan and the EPDP thus offering the advantage of making a contribution across the board to development of life long learning programmes.

For the EPDP the post holder will address the following issues raised through consultation with teachers and build on the existing provision especially at Milestones, Hampshire's Living History Museum:-

- Build relationships with schools, beyond the museum walls. (DC 7.1;7.11)
- Work with teachers on the development and evaluation of programmes and resources. (DC 7.11)
- Consult specifically about the approach to delivering integrated history and science programmes for Key Stages 1,2 and 3. (DC 7.5)
- Assess the potential for Milestones to establish itself as a regional centre for the delivery of Key Stage 3 programmes. (Britain 1750-1900) (DC7.5)
- Assess the potential for Milestones and SEARCH to offer more differentiation within its programmes for specific groups of children, e.g. less able children with learning difficulties and talented and gifted children. (DC 7.6)

What will be the specific learning outcomes?

Specific Learning outcomes for pupils

- Increased understanding of connections between subjects
- Increased learning across subjects
- Increased cultural understanding
- Increased ability to work with others
- Increase in self-confidence and self-esteem for children
- Increased cultural understanding and respect and tolerance for others
- understanding of using museums to assist with learning about a subject,
- understanding of subject area

Specific Learning outcomes for teachers

- Positive attitudes to experience and desire for further experiences
- Increase in confidence, expertise and personal satisfaction of teachers
- Increase in satisfaction of schools with museum education programmes
- Partnership work strengthened
- Improved experience of museums;

Please explain how this project will deliver these outcomes.

This project provides the staff resource to undertake the work required to deliver the outcomes

Explain how this project delivers against wider priorities. If partnerships are being forged, explain the benefits of this project to partner organisations.

The postholder will work with colleagues from other museums to draw on their good practice to inform the development of these programmes.

Please give a breakdown of curriculum areas and Key Stages addressed

Key Stages 1,2 and 3 (History and Science) (DC 7.5)

Key Stage 3 (Britain 1750-1900) (DC7.5)

Please give a breakdown of how many people will benefit by April 2005?

This is the total from the project descriptions relating to this post.

Teachers:300

Children: 3000

Other Adults

Please give a breakdown of how many additional people will benefit by April 2006?

This is the total from the project descriptions relating to this post.

Teachers: 450

Children: 4500

Other Adults

Please give details of your evaluation strategy including how the impact of the project will be measured against the learning outcomes.

Hampshire -April -August 2004 Appointment of a Science /technology specialist . Initially working with the learning Development officer at milestones to assess the existing learning programmes and the contribution that could be made. Working in consultation with local schools to determine approach and via close collaboration with Brighton and Hove.

Evaluation will be based on our CMG.

Resources required and estimated costs 2004-06

This is a shared post with the SE Hub main programme. Costs attributable to the EPDP programme are as follows

Education Officer Science & Technology £12,500 pa

FY 2004/05 £12,500

FY 2005/06 £12,812

£25,812

Sites Involved: Milestones & SEARCH

Time frame

Approximate start and finish dates: April 2004 – March 2006 (Ongoing)

Milestones

April – December 2004

Appointment of Museum Education Officer

Visits to local schools; discussions with the LEA about the development of the learning programmes.

Review of existing KS2 programmes to incorporate new activities based on Science and Technology .

Development of new programmes with KS3 teachers.

Spring 2005

Piloting of new KS3 programme

Summer 2005

Launch of new KS3 programme

Risks and how they will be managed

Direct line management by Head of Education Service will allow performance to be monitored and corrective action taken as required

Task title: CAPACITY BUILDING : HUB MUSEUM EDUCATION SERVICES TO ADDRESS THE NEEDS OF SCHOOLS (BRIGHTON & HOVE)

Ref: SE EPDP 0.3

Responsible party: Royal Pavilion Libraries & Museums, Brighton & Hove

Please give brief details of what is planned, what will be delivered and to whom. What needs does this project address?

Appointment of Schools Museums Officer to address issues raised through consultation with teachers and to build on and further develop projects with KS3-4 and special needs and gifted and able KS2-3 that have been piloted with external funding; to develop resources for independent visits. Currently there is no dedicated schools officer and teaching is carried out by group of freelancers which doesn't allow for the development of long term relationships with schools. The post holder will continue work that has been carried out with project funding in 2003-04 which has built relationships with a group of schools; being able to continue with a full time post will build teacher confidence in the service. It will also bring expertise that can provide a model for good practice across the sub region.

Specifically to:

Pre-visit and post-visit liaison with teachers both in school and by telephone.

Working with teachers on development and evaluation of programmes and resources from the outset. (DC7.11 Inadequate relationship between school and Museum Service).

Advocacy of existing and potential Museum Education services in schools through working with teachers, attending meetings (lack of awareness and information DC 7.1 Qualitative Research).

To adapt existing resources e.g. information packs supporting taught sessions and build up resources to support independent visits for KS1-4 at Brighton Museum & Art Gallery (DC7.5 lack of guidance and support for school visits).

To develop in partnership with schools programmes and resources to support KS3 and 4 Art at Brighton Museum and Royal Pavilion (DC 7.5 lack of guidance and support for school visits and 7.6 inappropriate content and format of visits).

To further develop and implement programmes targeted at less able children with learning difficulties and gifted children (DC7.6 inappropriate content and format of visits).

What will be the specific learning outcomes?

Specific learning outcomes for pupils

- Increased understanding of connections between subjects
- Increased learning across subjects
- Increased cultural understanding
- Increased ability to work with others
- Increase in self-confidence and self-esteem for children
- Increased cultural understanding and respect and tolerance for others
- understanding of using museums to assist with learning about a subject,
- understanding of subject area.

Specific Learning outcomes for teachers

- Positive attitudes to experience and desire for further experiences
- Increase in confidence, expertise and personal satisfaction of teachers
- Increase in satisfaction of schools with museum education programmes
- Partnership work strengthened
- Improved experience of museums;

Please explain how this project will deliver these outcomes.

This project provides the staff resource to undertake the work required to deliver the outcomes

Explain how this project delivers against wider priorities. If partnerships are being forged, explain the benefits of this project to partner organisations.

The post holder will work with colleagues in the HUB to draw on good practice from other museums to inform developments especially in the development of programmes and resources for KS3-4 at Brighton Museum and Art Gallery. IN terms of Art Programmes the post holder will be working closely with Oxford which has World Art collections

Please give a breakdown of curriculum areas and Key Stages addressed

Key Stages 1 – 4

Please give a breakdown of how many people will benefit by April 2005?

This is the total from the project descriptions
4100 pupils
160 teachers
other adults 25

Please give a breakdown of how many additional people will benefit by April 2006?

This is the total from the project descriptions.
Pupils 4950
Teachers 197
Other adults 55

Please give details of your evaluation strategy including how the impact of the project will be measured against the learning outcomes.

See descriptions of specific projects for evaluation which will be mostly based on the RCMG

Resources required and estimated costs 2004-06

Schools Museums Officer £25,000 pa

FY 2004/05	£25,000	
FY 2005/06 (+2.5%)	£25,625	£50,625

Sites Involved: Brighton Museum & Art Galleries	
Time frame	Approximate start and finish dates: April 2004 – March 2006 (Ongoing)
Milestones	
<p>Appointment of Schools Museums Officer Delivery of outcomes identified above</p>	
Risks and how they will be managed	
<p>Direct line management by the Education Manager will allow performance to be monitored and corrective action taken as required.</p>	

Task title: CAPACITY BUILDING : HUB MUSEUM EDUCATION SERVICES TO ADDRESS THE NEEDS OF SCHOOLS (THE HISTORIC DOCKYARD, CHATHAM)

Ref: SE EPDP 0.4

Responsible party: Chatham Historic Dockyard Trust

Please give brief details of what is planned, what will be delivered and to whom. What needs does this project address?

The appointment of a Schools Officer will create a coherent all-encompassing service for schools. The post holder will support teachers from the point of initial contact, through to a site visit and ultimately the completion of follow-up work in the classroom.

What will be the specific learning outcomes?

- a) Contextualisation and enhancement of classroom based study for pupils at all Key Stages. Key subject areas include: History, Geography, Science, Art & Design, Literacy and Numeracy
- b) Increased pupil knowledge and self-confidence through involvement in hands-on museum-led activities
- c) Consolidation of the site-based learning experience back in the classroom
- d) Greater engagement with the collections of The Historic Dockyard, Chatham for pupils at Key Stages 3 & 4
- e) Increased confidence and knowledge for teachers using The Historic Dockyard Chatham's Education Service

Please explain how this project will deliver these outcomes.

Key tasks and responsibilities of the Schools Education Officer will include:
(Links with Daphne Cotton qualitative teacher research in brackets – see Appendix A)

- a) Pre-visit liaison with schools to maximise curriculum links and highlight key areas of relevance. Co-ordination of school booking administration. Dedicated to schools bookings in the first instance to ensure availability at times required by teachers (3.1, Availability of staff for pre-visit consultation / 7.2 and 7.4 Administration & Bureaucracy)
- b) Delivery of teaching sessions, particularly in support of The Historic Dockyard's Themed Week Programme (2.1 preference for direct visual and hands-on experiences / 3.3 preference for visits led by education specialists).
- c) Development of a post-visit liaison service, including support for follow-up activities and the creation of a schools display area on-site (3.4 lack of post-visit involvement)
- d) Ongoing teacher research, focusing on potential resource and website requirements at Key Stages 3 & 4 (5.1 lack of awareness of museum websites / 2.3 lack of support for KS3/4 visits)
- e) Advocacy of existing and potential education services through working directly with

teachers, attending meetings and developing INSET sessions – particular focus on KS3 & 4 (2.3 lack of awareness at KS3 & 4 / 6.1 inadequate information for teachers and reliance on paper based methods of communication/ 7.5 extra guidance for non-subject specialist subject teachers).

Explain how this project delivers against wider priorities. If partnerships are being forged, explain the benefits of this project to partner organisations.

This appointment offers a great deal of scope for developing a local network of Education Officers. This network will facilitate the dissemination of research and evaluation findings and enable the development of joint INSET sessions. When established, advice and support will be provided for other local museums on the development and maintenance of an effective post-visit liaison service for schools.

Please give a breakdown of curriculum areas and Key Stages addressed

Key Stages 1 – 4

Please give a breakdown of how many people will benefit by April 2005?

This is the total from the project descriptions.

3510 KS1 / 2 pupils (27% of total predicted visitation)
 2210 KS3 / 4 pupils (17% of total predicted visitation)
 1040 special needs pupils (8% of total predicted visitation)
 169 teachers (based on average group size of 40 pupils)

Please give a breakdown of how many additional people will benefit by April 2006?

This is the total from the project descriptions.

1820 KS1 / 2 pupils (14% of total predicted visitation, taking into account repeat visits)
 1040 KS3 / 4 pupils (8% of total predicted visitation taking into account repeat visits)
 520 special needs pupils (4% of total predicted visitation taking into account repeat visits)
 85 teachers (based on average group size of 40 pupils taking into account repeat visits)

Please give details of your evaluation strategy including how the impact of the project will be measured against the learning outcomes.

The post holder will be monitored as part of the Historic Dockyard Trust's in-house Staff Appraisal Scheme. The objectives related to the learning outcomes stated above will be agreed and monitored on a quarterly basis through an on-going performance review process.

All visiting schools will complete an Evaluation Form, addressing the quality of the learning experience and support service provided. These Evaluation Forms are to be monitored by the Department's Education & Training Officer who will carry out regular quality control checks on a random basis.

Resources required and estimated costs 2004-06

This is a shared post with the SE Hub main programme. Costs attributable to the EPDP programme are as follows

Education Officer Science & Technology £25,000 pa

FY 2004/05	£25,000	
FY 2005/06 (+2.5%)	£25,625	£50,625

Sites Involved: The Historic Dockyard Chatham	
Time frame	Approximate start and finish dates: April 2004 – March 2006 (Ongoing)
<p>Milestones</p> <p>Appointment of Education Officer – May 2004 Familiarisation with Departmental administration systems – Jun 2004 First INSET session for teachers – Aug 2004 Post visit liaison system in place – Sept 2004 First Themed Week teaching session – Oct 2004 2005/06 milestones to be agreed – Dec 2004</p>	
<p>Risks and how they will be managed</p> <p>Direct line management by Head of Education Service will allow performance to be monitored and corrective action taken as required</p>	

Task title: CAPACITY BUILDING : HUB MUSEUM EDUCATION SERVICES TO ADDRESS THE NEEDS OF SCHOOLS (OXFORD UNIVERSITY MUSEUMS)

Ref: SE EPDP 0.5

Responsible party: Oxford University Museums

Please give brief details of what is planned, what will be delivered and to whom. What needs does this project address?

The appointment of an Art Education Officer to work across the Oxford University Museums (OUMs), consult with teachers and LEAs, and build on work already started through DCF projects at OUMNH and PRM, in the development of differentiated art and design technology resources for Key Stage 3 and 4.

What will be the specific learning outcomes?

The post will develop art resources and provision for secondary schools across all the main University Museums - Ashmolean, Pitt Rivers, University Museum and the Museum of the History of Science

- Consult with teachers, pupils and LEAs, within the local region about the approach to developing, delivering and evaluating resources.
- Assess the potential for offering differentiated resources to schools and teachers, with the possibility of working with special needs groups.
- To adapt, and build on, existing resources and to create a unified approach among the diverse of the OUMs.
- To support independent visits from Key Stage 3 and 4 pupils on a regional and national level, to complement the national appeal of the OUMs.
- Make OUMs a regional centre for the study of art, design technologies and their histories.
- To create a central bank of OUM art and design resources, pictures, and contextual information that could be accessed and downloaded from each of the individual museum websites. To make these resources available in the museums.
- To disseminate ideas, resources and good practice on a hub regional level, and on a national level through the museum websites.

Please explain how this project will deliver these outcomes.

This project provides the staff resource and IT support to undertake the work required to deliver the outcomes

Explain how this project delivers against wider priorities. If partnerships are being forged, explain the benefits of this project to partner organisations.

1. Involvement of teachers, LEA advisors will enable the post-holder to focus on the specific needs of teachers and pupils
2. Evaluation of resources will allow the project to adapt and change to specific needs
3. Working alongside Brighton and Hove Museum Service will allow for comparison of research and good practice

Please give a breakdown of curriculum areas and Key Stages addressed

Key Stage 3 and 4 Art and Design, Art History and Design Technology

<p>Please give a breakdown of how many people will benefit by April 2005? This is the total from the project descriptions. Teachers: Potentially 600 Children: Potentially 18000 Other Adults: 50% of visitors to the OUM websites</p>	
<p>Please give a breakdown of how many additional people will benefit by April 2006? This is the total from the project descriptions. Assuming a 10% rise in secondary school visits by April 2006 Teachers: 60 Children: 1800 Other Adults: 2 500</p>	
<p>Please give details of your evaluation strategy including how the impact of the project will be measured against the learning outcomes.</p> <ol style="list-style-type: none"> 1. Formal evaluation through a limited number of teacher focus groups, organised through the LEA art advisor 2. Ongoing evaluation sheets, given to all visiting teachers 3. Informal discussion with teachers, particularly regular users 4. An email address for on-line feedback 	
<p>Resources required and estimated costs 2004-06</p> <p>This is a shared post with the SE Hub main programme. Costs attributable to the EPDP programme are as follows</p> <p>FY 2004/05 Salary £26,500, FY 2005/06 Salary £27,163 (+2.5%) ,</p> <p style="text-align: center;">Total = £53,663</p>	
<p>Sites Involved: Ashmolean Museum, Pitt Rivers Museum, University Museum and the Museum of the History of Science</p>	
Time frame	Approximate start and finish dates: April 2004 – March 2006 (Ongoing)
<p>Milestones</p> <p>Appointment of Arts Education Officer Delivery of outcomes identified above</p>	
<p>Risks and how they will be managed</p> <p>Direct line management will allow performance to be monitored and corrective action taken as required</p>	

Task title: 'VIRTUAL VICTORIANS' – A THEMED ACTIVITY DAY FOR KEY STAGE 2

Ref: SE EPDP 1.1 (revision April 2004)

Responsible party: The Historic Dockyard, Chatham

Please give brief details of what is planned, what will be delivered and to whom. What needs does this project address?

Revisions and comments on Virtual Victorians

The key focus of the 'Virtual Victorians' Day is experiential learning. The real context of the Victorian sloop and the atmospheric surroundings of the working 19th century Ropery have been carefully chosen to maximise the impact of the experience and encourage empathy. The Factory Inspection, for example, must be undertaken in the environment of the Ropery itself, as the key learning outcomes concern the conditions in which the workers found themselves. For this reason, the programme – in its entirety – does not lend itself to outreach provision.

However, when developing post visit materials with schools who have taken part in the pilot, particular emphasis will be placed on broadening the scope of the programme. Consideration will be given to the potential for adapting elements of the experience for delivery in schools. In particular, the artefact handling and dressing up activity featured onboard HMS Gannet may retain its significance, providing it is complemented by appropriate support materials. There may be some scope for sending the costumed characters into schools in order to take part in a classroom-based activity. Potential also exists for extending the reach of the activities into out of school hours or homework clubs. Any successful development in this area would be used as a model to feed into the hub-wide development of outreach programmes.

April 2004

'Virtual Victorians' is to be a themed activity day for pupils at Key Stage 2 studying 'Victorian Britain.' Very successful whole day teaching programmes have already been developed along similar lines for both World War II and Literacy. These 'Themed Day' programmes aim to use the collections innovatively, including the teaching of Literacy Hour on board ship in one instance and a World War II spy mission in another. The 'Virtual Victorians' session is the direct result of requests from local schools who have participated in the existing programmes. Individual taught activities will be led by costumed staff. They will include dressing up to re-enact life on board a Victorian sloop, making ship's biscuits and role play as a Factory Inspector at the working Victorian Ropery.

The target audience are pupils in Years 4, 5 & 6. The initial design of all activities will take account of a range of activity levels and tasks will be differentiated where possible.

Throughout both the qualitative and quantitative research for the SE EPDP, primary and secondary teachers emphasized the importance of visual stimulus, hands-on experience and role-play. They also cited the potential for museum services to bring history alive to children of all ages. It would appear that primary teachers, who are not subject specialists, need the guidance of a well-informed education officer in order to get the most out of a visit. Direct, taught sessions have much to offer in this regard. The research also highlighted the preference for variety of activity and small group tasks, with some attention paid to the needs of both lower and higher ability pupils. The 'Virtual Victorians' days are designed with this in mind.

What will be the specific learning outcomes?

1. Practical exploration of themes covered in the classroom (Life in the Victorian Navy, The Factory Acts, Victorian diet, the growth of industrial towns)
2. Increase in self-confidence and self-esteem for participating children
3. Development of thinking skills, including inference, questioning skills and deduction
4. Development of team work and tolerance for others

Please explain how this project will deliver these outcomes.

1. On board HMS Gannet, pupils will explore life in the Victorian Navy, particularly focusing on punishments and daily chores. The navy's role in the growth of the Empire and the importance of Pax Britannica is a challenging concept for pupils to grasp. This will be highlighted through the ever-popular theme of punishments. By considering the ways in which Victorian punishments differed from those meted out to press-ganged sailors in Georgian times, pupils can understand the improvement in conditions for Victorian sailors who were never called to war. Similarly, by carrying out a 'factory inspection' of the Ropery, pupils will be encouraged to ask questions about the conditions for child workers and the safety of equipment. This will highlight the work they have previously undertaken at school on the Factory Acts and the appointment of Factory Inspectors. When making ship's biscuits, pupils will be encouraged to explore the wider aspects of the Victorian diet and the growth of processed foods.
2. Liaison will take place with teachers in advance in order to ensure that all pupils have the opportunity to participate in practical activities suited to their level of ability. This will help to avoid embarrassment and will improve self-esteem and confidence. Staff leading the sessions will be trained to draw out the most from pupils during role-play activities.
3. During the 'factory inspection', pupils will need to interrogate a foreman and one of his women workers in order to glean the information they need. One will be presenting a positive picture of conditions, while the other will attempt to give a 'truer' account. Pupils will need to ask questions and make judgements about the validity of the differing accounts. This will encourage their powers of inference and deduction.
4. The making of ship's biscuits has been divided into a series of tasks for a group of 5 pupils. This will promote team-working skills and encourage every pupil to participate. Negotiation and problem solving will be required in order to follow the details of the recipe.

Explain how this project delivers against wider priorities. If partnerships are being forged, explain the benefits of this project to partner organisations.

The project will require close partnership working with local primary schools at the development stage. This will ensure that teachers are fully involved in the formulation of the content – a desire expressed during the consultation process for the SE EPDP. Liaison has also been built into the process with the History Co-ordinator at the LEA. Invited to attend the initial pilot day, his views will be incorporated in any revision or adaptation of the programme. This, in turn, will help with wider dissemination of the benefits across the LEA.

Please give a breakdown of curriculum areas and Key Stages addressed

Key Stage 2 – Victorian Britain.

Please give a breakdown of how many people will benefit by April 2005?

Teachers: Up to 20 (subject to demand)
Children: Potentially 1200 (subject to demand)
Other Adults:

Please give a breakdown of how many additional people will benefit by April 2006?

Teachers: Up to 10 (subject to demand)

Children: Potentially 600 (subject to demand)

Other Adults:

Please give details of your evaluation strategy including how the impact of the project will be measured against the learning outcomes.

All participating teachers will complete an evaluation questionnaire on the day that considers the administration, delivery and learning value of the programme.

Post visit materials will be developed in conjunction with the teachers in order to assess the longer-term impacts of the programme.

Resources required and estimated costs

Year 2 costs BF from year 1

Year 3 costs 2005/6

4 staff x 20 days x 5 hrs x £6 = £2400

Resource Materials (including cooking equipment / costumes) = £1883

Support Pack for Teachers (research & development) £300

Sites involved: The Historic Dockyard, Chatham

Time frame **Approximate start and finish dates: March 2004 - Ongoing**

Milestones

Initial liaison with participating schools November 2003

Pilot – 1st – 5th March 2004

Evaluation with participating teachers and LEA History Advisor – 8th March 2004

Week 1 – 11th – 15th October 2004

Week 2 – 15th – 19th November 2004

Week 3 – 24th – 28th January 2005

Week 4 – 14th – 18th March 2005

same pattern for 2006.

Risks and how they will be managed

Pilot projects of a similar nature have already been carried out and the lessons learnt from these have been adopted for this programme. Delivery of the project will be monitored by the head of the education service concerned and corrective action taken if required.

Task title: PROGRAMMES TO SUPPORT SPECIFIC LEARNING AND BEHAVIOURAL ISSUES AND GIFTED AND ABLE AT KS2-3

Ref : SE EPDP 1.2

Responsible party: Royal Pavilion, Libraries and Museums, Brighton & Hove

Please give brief details of what is planned, what will be delivered and to whom. What needs does this project address?

The service has run 2 pilot projects of special extensive programmes with a partnership of Brighton &

Hove primary, secondary and special schools for pupils who are underachieving, disaffected and have behavioural difficulties. These programmes have given pupils an opportunity to experience programmes run over 2 days which have set out to an in depth and extensive and active learning experience exploring links across subjects and develop their abilities to discuss, question and analyse material. Outcomes have included improvement in pupils ability to participate in the classroom, understanding of how museum resources can be used in studying different subjects. . This project (1) will extend the opportunity for pupils to participate in building further partnerships with Brighton & Hove. Partner schools have suggested building the programmes around literacy. (2) The activities which have been developed as part of the 2 pilot projects which meet the needs of pupils with specific learning difficulties will be adapted and incorporated into the programmes and resources already provided by the service. (3) The format of this programme will be developed to run a pilot programme for gifted and able children. The research for EPDP in the South East raised the issue of the need for Museum Education programmes and resources for special needs and gifted and able children. 4) To pilot this format as an outreach programme. 5) The project will also set out to develop an improved method of partnership working picking up on the issues raised in the Qualitative research

What will be the specific learning outcomes?

- Increased understanding of connections between subjects
- Increased learning across subjects
- Increased cultural understanding
- Increased ability to work with others
- Increase in self-confidence and self-esteem for children
- Partnership work strengthened

Please explain how this project will deliver these outcomes.

B& H The key outcomes of the pilot projects have been to: improve pupil's ability to participate in the classroom, to attitudes to learning and ability to work with others. The projects to date have taken a cross-curricular approach as the outcomes have focused on behaviour and attitudes rather than knowledge around a specific Curriculum topic. Taking the learning of providing differentiated activities to meet a range of needs these will be encompassed into the main programmes that are offered.

Explain how this project delivers against wider priorities. If partnerships are being forged, explain the benefits of this project to partner organisations.

These projects will build stronger Partnerships with schools which in turn will provide more opportunity for teachers to be involved more fully in the development of programmes. Teachers identified the need for closer working with museums during the EPDP consultation process. This project will develop a framework which can be used by other museums. We will also be working closely with hub partners using their experience to improve the programmes.

Please give a breakdown of curriculum areas and Key Stages addressed

KS2-3. History, Art, Science, Literacy, History, PSHE, Citizenship, Creativity.

Please give a breakdown of how many people will benefit by April 2005?

The intensive programmes

B&H

Teachers: 10
 Children: 100
 Other Adults: 5

Main programmes that will be improved through focussing on the needs or the full range of children attending them.

Teachers 80
 Children 2000

Other adults 20	
Please give a breakdown of how many additional people will benefit by April 2006?	
<p>B&H Teachers: 15 Children: 150 Other Adults: 10 Main programmes that will be improved through focussing on the needs or the full range of children attending them. Teachers 100 Children 2500 Other adults 20</p>	
Please give details of your evaluation strategy including how the impact of the project will be measured against the learning outcomes.	
<p>RCMG Questionnaire before and after engagement with programmes. Continual feedback from teachers throughout the project. Will also build on questionnaire to evaluate impacts on self-regard and self-confidence of pupils through links with emotional literacy measures and outcomes.</p> <p>April – August 2004. Appointment Schools Museums Education Officer. Visits to existing partnership schools; discussions with LEA about other schools to involve, visits to these schools. Development of programmes with teachers. Review of existing KS2-4 programmes to incorporate activities which meet the needs of special needs children.</p> <p>Training of Museum Education staff in differentiation of activities for special needs.</p> <p>September – March 2006. Implementation and evaluation of programmes. Development programmes to meet needs of gifted and able links with LEA. Discussions re using these approaches.</p> <p>April – March 2006. Implementation and evaluation programmes. Work with other museums in South East that could use this framework. Piloting and evaluating use of this approach in outreach.</p>	
Resources required and estimated costs 2004/6	
<p>B&H Schools Education Officer (see SE EPDP 0.3) Resources (£1,000); Teacher Involvement (£2000)</p>	
Sites involved	
Brighton Museum & Art Gallery; Hove Museum & Art Gallery; Foredown Tower; Booth Museum of Natural History	
Time frame	Approximate start and finish dates:
Milestones	
<p>April – appointment schools Education Officer May – July 04 – partnership development with schools; consultation with Lea, Project and resource development, incorporation of Oct – March 05 – Delivery and evaluation of programmes (disaffected April</p>	
Risks and how they will be managed	
Pilot projects of a similar nature have already been carried out and the lessons learnt from	

these have been adopted for this programme. Delivery of the project will be monitored by the head of the education service concerned and corrective action taken if required.

Task title: BUILDING CAPACITY TO SUPPORT THE DEVELOPMENT OF SCIENCE AND TECHNOLOGY PROGRAMMES, ESPECIALLY AT MILESTONES.

Ref : SE EPDP 1.3

Responsible party: Hampshire Museums and Archives Service

Please give brief details of what is planned, what will be delivered and to whom. What needs does this project address?

Hampshire - this appointment will link science and history programmes across the key Stages.

What will be the specific learning outcomes?

Specific Learning outcomes for pupils

- Increased understanding of connections between subjects
- Increased learning across subjects
- Increased cultural understanding
- Increased ability to work with others
- Increase in self-confidence and self-esteem for children
- Increased cultural understanding and respect and tolerance for others
- understanding of using museums to assist with learning about a subject,
- understanding of subject area

Specific Learning outcomes for teachers

- Positive attitudes to experience and desire for further experiences
- Increase in confidence, expertise and personal satisfaction of teachers
- Increase in satisfaction of schools with museum education programmes
- Partnership work strengthened
- Improved experience of museums;

Please explain how this project will deliver these outcomes.

The key outcome will be to strengthen existing programmes and build new ones. The opportunity will be taken to forge links with schools beyond the museum walls.

Finally by the end of this period Hampshire will be in a better position to determine how far to progress the idea of establishing milestones as a regional centre for Key Stage 3.

We also wish to differentiate more closely for pupils with different needs and will be working with Brighton and Hove to achieve this.

Explain how this project delivers against wider priorities. If partnerships are being forged, explain the benefits of this project to partner organisations.

The learning programmes at Milestones will support the dissemination of good practice through the EPDP Co-ordinator Team

Please give a breakdown of curriculum areas and Key Stages addressed

History, Science and Technology KS2-3

Please give a breakdown of how many people will benefit by April 2005?

Teachers: 300

Children: 3000

Other Adults:	
Please give a breakdown of how many additional people will benefit by April 2006?	
Teachers: 450 Children: 4500 Other Adults:	
Please give details of your evaluation strategy including how the impact of the project will be measured against the learning outcomes.	
Hampshire -April -August 2004 Appointment of a Science /technology specialist . Initially working with the learning Development officer at Milestones to assess the existing learning programmes and the contribution that could be made. Working in consultation with local schools to determine approach and via close collaboration with Brighton and Hove.	
Resources required and estimated costs	
Appointment of a Science and Technology Education officer (see SE EPDP 0.2) Resources (£1,000) Teacher involvement (£2000) YEAR 2 2004/5 YEAR 3 2005/6 £2000	
Sites involved	
Milestones , Hampshire's Living History Museum and SEARCH	
Time frame	Approximate start and finish dates:
April - December 2004 Appointment of Museums Education Officer Visits to local schools; discussions with the LEA about the development of the learning programmes. Review of existing KS2 programmes to incorporate new activities based on Science and Technology Development of new programmes with KS3 teachers. Spring 2005 Piloting of new KS3 programme Summer 2005 Launch of new KS3 programme	
Risks and how they will be managed	
Programmes for KS1 and 2 are already established at Milestones. The intention is to link the Science programme to the existing History programme for schools, as opposed to setting up a freestanding Science programme. This minimises the risk for the Primary sector.	
For KS3 it is necessary to establish the viability of creating a regional centre for these visits.	
Again, splitting this post between EPDP and other audiences reduces the risk.	
The post will be line managed by the Head of Museum Education.	

Task title: INDEPENDENT VISITS SUPPORT MATERIALS AND RESOURCES

Ref : SE EPDP 1.4

Responsible party: Royal Pavilion, Libraries and Museums, Brighton & Hove

Please give brief details of what is planned, what will be delivered and to whom. What needs does this project address?

This project will develop materials e.g. teachers resource packs for independent visits to Brighton Museum & Art Gallery. The research with teachers identified the lack of material to support independent visits. The existing resources largely support visits for specific programmes (eg object handling sessions).

What will be the specific learning outcomes?

Learning outcomes for teachers

- Improved experience of museums;
- understanding of using museums to assist with learning about a subject,
- understanding of subject area.
- Positive attitudes to experience and desire for further experiences
- Increase in confidence, expertise and personal satisfaction of teachers
- Increase in satisfaction of schools with museum education programmes

Please explain how this project will deliver these outcomes.

The provision of resources will directly assist teachers conducting independent visits. Approximately a third of the school visits to Brighton Museum & Art Gallery are independent. With resources to provide a focus for visits this will increase teachers confidence and satisfaction with the service.

Explain how this project delivers against wider priorities. If partnerships are being forged, explain the benefits of this project to partner organisations.

Will work closely with schools who use sites for independent visits on development and evaluation of resources.

Please give a breakdown of curriculum areas and Key Stages addressed

KS1 to support use of children's discovery gallery (art and literacy)

KS2 – History, Art, Citizenship

KS3 – Art

KS4 – Art

Please note KS3-4 production of material will link with the project programmes and resources for art.

Please give a breakdown of how many people will benefit by April 2005?

Teachers: 50

Children: 1500

Other Adults:

Please give a breakdown of how many additional people will benefit by April 2006?

Teachers: 50
Children: 1500
Other Adults:

Please give details of your evaluation strategy including how the impact of the project will be measured against the learning outcomes.

- Will use the RCMG Questionnaire before and after using resources
- Will monitor increased satisfaction rates with teachers and pupils on independent visits

Resources required and estimated costs

Schools Museums Education Officer (SE EPDP 0.3)
YEAR 2 2004/5 Resources £1,000 YEAR 3 2005/6 £1,000

Sites involved

Brighton Museum & Art Gallery and Royal Pavilion

Time frame

Approximate start and finish dates:

Milestones

Risks and how they will be managed

Need to ensure that resources are based on objects that will be on display and need to consider how to manage if artefacts are removed so that the teachers remain confident with the material that has been developed. Systems between staff to ensure effective communication with regard to alterations need to be robust.

Task title: INFRASTRUCTURE IMPROVEMENT: SEARCH

Ref : SE EPDP 1.5

Responsible party: Hampshire Museums and Archives Service

Please give brief details of what is planned, what will be delivered and to whom. What needs does this project address?

The project addresses an access and inclusion need at a museum heavily used by local schools where 9% of school visits are made by Special Schools.

SEARCH has a disabled toilet facility, but increasingly the teachers at special schools and those with children using wheelchairs in mainstream schools, are requesting a hoist to make the toilet accessible to wheelchair users without the risk of manual handling injuries to staff.

The affected children cannot use a toilet during a visit to SEARCH and schools feel they cannot bring those children under those circumstances.

The plan is to purchase a mobile hoist and two different sized slings, with a total cost of around £1 000.

The County Council's Property Services Department cannot make this access aid a priority as there are other council buildings with more major barriers to access.

What will be the specific learning outcomes?

Learning outcomes for children with special educational needs are planned with teachers depending on session booked at SEARCH – but will be from a range of National Curriculum history and science modules. The hoist ensures access to this educational service.

Please explain how this project will deliver these outcomes.

See above – ensuring physical access to education service

Explain how this project delivers against wider priorities. If partnerships are being forged, explain the benefits of this project to partner organisations.

Family visitors and older visitors attending Reminiscence workshops will also benefit, but the main partnership is with the schools – particularly the special schools who use SEARCH. The hoist would make the service far more accessible and encourage more special schools to have museum based learning sessions.

Please give a breakdown of curriculum areas and Key Stages addressed

National Curriculum Science and History at Key Stages 2 and 1, though many of the pupils involved are at the 'Working Towards' level or have had the curriculum disapplied. Many of the pupils are teenagers at special secondary schools operating at lower levels.

Please give a breakdown of how many people will benefit by April 2005?

Not easy to predict how many wheelchair users will require the hoist, but in the current financial year 32 special school classes including wheelchair users attended, and there were wheelchair users in about 10% of the other 320 classes, so about 64 2-hour workshop visits included visitors who would have benefited from the hoist.

Estimate:

Teachers: 60

<p>Children: 100 Other Adults: 60 (the special needs assistants with responsibility for the manual handling of the children using the disabled toilet)</p>	
<p>Please give a breakdown of how many additional people will benefit by April 2006?</p> <p>Probably more once it is known that we have this access aid. Additional to above: Teachers: An extra 10 Children: An extra 15 - 20 Other Adults: An extra 10</p>	
<p>Please give details of your evaluation strategy including how the impact of the project will be measured against the learning outcomes.</p> <p>Difficult to evaluate the impact of an access aid, but we will monitor the numbers of special schools and wheelchair users and keep a record of teachers' comments about the aid on our evaluation forms.</p> <p>Special Needs teachers are asked to measure the success of the booked workshop in meeting agreed learning objectives. Workshops are regularly changed to ensure we deliver the desired learning outcomes.</p>	
<p>Resources required and estimated costs 2004/5 ONLY</p> <p>Mobile hoist and two slings. For example the Oxford Midi Lift (Hydraulic) - £704, plus around £250 for two different sized slings.</p>	
<p>Sites involved</p> <p>SEARCH Hands-on Centre for History and Natural Sciences (Hampshire County Museums Service), 50 Clarence Road, Gosport, PO12 1BU</p>	
<p>Time frame</p>	<p>Approximate start and finish dates: One-off order and installation April 04</p>
<p>Milestones</p>	
<p>Risks and how they will be managed</p> <p>This is a low risk project as it relates to the expansion of existing provision to meet a known demand</p>	

Task title: CAPACITY BUILDING: SEARCH (INTERPRETER DEMONSTRATOR)

Ref : SE EPDP 1.6

Responsible party: Hampshire Museums and Archives Service

Please give brief details of what is planned, what will be delivered and to whom. What needs does this project address?

Upgrading of post to Education Officer level and adding a further 7.5 hours to enhance the service provision to existing audiences and also increase capacity to allow for new audience development.

The post holder would specifically develop workshops for Early Years groups.

It would enable SEARCH to meet the needs of schools.

It would also free up time for the SEARCH manger to do more county-wide and regional work, e.g. training.

What will be the specific learning outcomes?

New education workshops for Early Years groups – trialled and evaluated by teachers.
Planning and implementing changes to existing KS1 and 2 Science and History Workshops – e.g. building in more Thinking Skills.

Please explain how this project will deliver these outcomes.

1 day per week planning and trialling activities for new Early Years workshop and carrying out market research with teachers and reviews of evaluative materials to change existing sessions to meet schools' requirements.

Explain how this project delivers against wider priorities. If partnerships are being forged, explain the benefits of this project to partner organisations.

Meeting the needs of schools and the LEA's Development Plan, in partnership with schools and the LEA.

Allowing SEARCH Manger time to develop and run regional training courses and work on regional initiatives and audience development within HCCMAS.

Please give a breakdown of curriculum areas and Key Stages addressed

Early Years Curriculum
KS1 and 2 Science and History
Opportunity to develop ideas to support art curriculum

Please give a breakdown of how many people will benefit by April 2005?

Based on 2003 annual figures when 9855 school children, c.360 teachers and 1800 other adults attended school workshops at SEARCH and assuming a slight increase in capacity:

Teachers: 400

Children: 10000

Other Adults: 2000

But we are looking more to diversify the range of the service and the audience profile than to increase numbers.

Please give a breakdown of how many additional people will benefit by April 2006?	
<p>We would be looking to work with similar numbers the following year: Teachers: 400 Children: 10000 Other Adults: 2000</p>	
Please give details of your evaluation strategy including how the impact of the project will be measured against the learning outcomes.	
<p>Trial sessions would have lengthy teacher evaluations, and session plans would be reviewed and changed before launch.</p> <p>Standard teacher evaluations ask for an evaluation of how of how far the workshop met agreed learning objectives.</p> <p>P.I. for success of Early Years Project – Trials for 4 groups during academic year 05 / 06, plus a further 6 bookings achieved by July 2006.</p>	
Resources required and estimated costs	
<p>YEAR 2 2004/5 NOT REQUIRED YEAR 3 2005/6 Currently Scale 5 post of 22 hours per week X 36 weeks of year. Upgrade to Scale 6 post of 29.5 hours a week X 36 weeks of year - £4562</p> <p>Materials to implement Early Years session and to sustain development of other sessions to be met - £500</p>	
Sites involved	
SEARCH Hands-on Centre for History and Natural Science (Hampshire County Council Museums and Archives Service)	
Time frame	Approximate start and finish dates: Upgrade and increased hours from September 2005 for initially 2 academic years.
Milestones	
Risks and how they will be managed	
This is a low risk project as it relates to the expansion of existing provision to meet a known demand	

Task title: 'Empire Trade & Industry' – A Resource for Key Stage 3

Ref : (eg EofE 1.1) – SE EPDP 1.7 (revision April 2004)

Responsible party: The Historic Dockyard, Chatham

Please give brief details of what is planned, what will be delivered and to whom. What needs does this project address?

This project will develop the capacity of The Historic Dockyard, Chatham's Education Service to support the curriculum at Key Stage 3. The lack of programmes and resources for KS3 and 4 was identified in the EPDP consultation, as was the requirement for large sites to accommodate whole year groups at this level. The Historic Dockyard has plenty of capacity in this regard.

The support materials will focus primarily on the 'Britain 1750 - 1900' aspect of the History curriculum. This theme will be a starting point for exploration across a range of curriculum areas, including literacy and citizenship. Such a cross-curricular approach will aim to address the difficulty experienced by subject specialists at secondary level in justifying out of school visits. Resource materials will consist of pre and post visit materials and suggestions for activities both on-site and in the classroom. Teachers will be consulted at the development and evaluation stage. This will help to address the current concerns of teachers over levels of partnership and communication as expressed during the research.

What will be the specific learning outcomes?

1. Increased knowledge of the specific subject area
2. Development of analytical skills and powers of historical enquiry
3. Exploration of cross-curricular synergies with other relevant subjects at Key Stage 3.
4. Contextualisation of the collections of The Historic Dockyard, Chatham

Please explain how this project will deliver these outcomes.

1. The resource pack will closely support the 'Britain 1750 – 1900' element of the KS3 History curriculum
2. The suggested activities will be designed to encourage analysis through the interrogation of primary and secondary sources
3. A cross-curricular focus is to be championed throughout the development stage in order to forge links with other areas - particularly the literacy and citizenship syllabuses. Pupils will be encouraged to explore the key themes through creative writing activities and engage with a wide range of written styles. In addition, the social, moral and cultural issues of the period will be investigated in the context of Citizenship, with comparisons to the current world-order where appropriate. Geography links will also be explored.
4. The Dockyard's links to the wider British history of this period will be explored through a range of classroom activities and on-site tasks.

Explain how this project delivers against wider priorities. If partnerships are being forged, explain the benefits of this project to partner organisations.

This project delivers against the priority to support KS3 and work more closely with Local Education Authorities. The production of resources will be undertaken in conjunction with other relevant local institutions to ensure synergy with existing provision and enhance (rather than duplicate) the materials available in this subject area. The relevant advisors for the LEA will also be involved in the

<p>consultation process in order to ensure support and dissemination through the subject Co-ordinator networks.</p>	
<p>Please give a breakdown of curriculum areas and Key Stages addressed</p> <p>Key Stage 3 History – Britain 1750 - 1900. Key Stage 3 English / Geography / Citizenship</p>	
<p>Please give a breakdown of how many people will benefit by April 2005?</p> <p>Teachers: Children: Other Adults:</p>	
<p>Please give a breakdown of how many additional people will benefit by April 2006?</p> <p>Teachers: Children: Other Adults:</p>	
<p>Please give details of your evaluation strategy including how the impact of the project will be measured against the learning outcomes.</p> <p>Teachers will be invited to evaluate the resources during an INSET session at the development stage. They will then pilot them in the classroom and attend a feedback session to assess areas for adaptation or improvement.</p> <p>Questionnaires for users and non-users will be developed to assess the added value of the resource pack.</p> <p>The Evaluation approach developed as part of our strategic programme will be applied within this and all hub key tasks.</p>	
<p>Resources required and estimated costs</p> <p>£3,000 research / development (1 free lance writer – 20days @ £150) £1,000 teacher consultation £1,000 resource materials and printing</p>	
<p>Sites involved</p> <p>The Historic Dockyard, Chatham</p>	
Time frame	Approximate start and finish dates: May 2004 – November 2004
<p>Milestones</p> <p>May 2004 – Appointment of freelance writer/researcher May 2004 - Initial liaison with relevant local institutions (ie other museums covering the period) and relevant advisors at the LEA June 2004 – Initial consultation with subject specialists at KS3 July / August – research & production</p>	

September 2004 – Initial classroom pilots

October 2004 – site visits from participating schools

October 2004 – Evaluation of outcomes and feedback from participating teachers

November 2004 – Pack widely available

Task title: DEVELOPMENT OF ART PROGRAMMES AND RESOURCES FOR KS3 AND KS4 (HKD 2)

Ref : SE EPDP 1.8

Responsible party: Royal Pavilion, Libraries & Museums, Brighton & Hove

Please give brief details of what is planned, what will be delivered and to whom. What needs does this project address?

This project will develop the capacity of Brighton & Hove's Museum Education Service to support the art curriculum at KS3 and 4. The lack of programmes and resources to support KS3 and 4 was identified in the EPDP consultation. It will be based on the designated collections of Decorative Art and World Art at Brighton Museum & Art Gallery and the Royal Pavilion. The project will build on work developed as part of the Strategic Commissioning Project (2003-04) with the V&A Image and Identity which has successfully met the needs of GCSE classes through programmes at Brighton Museum & Art Gallery. This project will develop further themes for KS3 and KS4 programmes and resources using the evaluation from the Image and Identity project. It will work with teachers to develop programmes to support Creativity and Art for the Secondary School Activity weeks. In particular the project will develop resources for teachers to use with pupils to enable them to undertake independent research to support school based learning homework strategies and exam revision. Resources will work in a range of support settings from parental support and guidance, joint family learning to independent learning. Teachers will be involved in the development and evaluation of materials and programmes from the outset of the project. This will help address the issue raised by teachers around partnership and communication and allow for dialogue rather than one way communication. (See executive summary and 6.2 and 6.3 Qualitative Research – Cotton. We will work closely with Oxford to share experience and draw on their expertise especially in relation to World Art collections.

What will be the specific learning outcomes?

Specific learning outcomes for pupils

1. Increased learning within subject area
2. Increased cultural understanding
3. Ability to make informed choices beyond and within planned experiences.
4. Increase in self-confidence and self-esteem for children
5. Increased cultural understanding and respect and tolerance for others

For teachers

1. Positive attitudes to experience and desire for further experiences
2. Increase in confidence, expertise and personal satisfaction
3. Increase in satisfaction of schools with museum education programmes

Please explain how this project will deliver these outcomes.

1. The project will focus on art for KS3-4
- 2 + 5. The collections at Brighton Museum & Art Gallery are culturally diverse and have been displayed thematically. The interpretation approach to display has been to encourage the visitor to make cultural connections and consider issues from different perspectives. The programmes and resources will reinforce this approach.
3. The resources will assist with independent research within the galleries and will require pupils to make choices about the focus of their research and then to use their research within projects in the classroom.
4. Evaluation and feedback from teachers of projects has to date demonstrated that the learning experience in museums has contributed to pupils self-esteem and confidence

Explain how this project delivers against wider priorities. If partnerships are being forged,

explain the benefits of this project to partner organisations.	
This project delivers against the priority to support KS3 and 4. The production of resources to support independent research visits by pupils will be a framework which can be used by museums that have collections relevant to KS3 and 4 but which don't have the space for secondary visits.	
Please give a breakdown of curriculum areas and Key Stages addressed	
Art KS3 and KS4 with links to PSHE/Citizenship around self-confidence / self-esteem	
Please give a breakdown of how many people will benefit by April 2005?	
Teachers: 20 Children: 500 Other Adults: 10 (teaching assistants / technicians)	
Please give a breakdown of how many additional people will benefit by April 2006?	
Teachers: 32 Children: 800 Other Adults: 15 (teaching assistants / technicians)	
Please give details of your evaluation strategy including how the impact of the project will be measured against the learning outcomes.	
Questionnaire before and after engagement with programmes and resources using the RCMG questionnaire already used in the Strategic Commissioning Project. Continual informal feedback from teachers throughout the development of programmes and resources.	
Resources required and estimated costs	
YEAR 2 2004/5 Schools Education Officer (SE EPDP 0.3) Teachers (supply cover costs £1,000 SE EPDP 0.1) Resources (£1,000) YEAR 3 2005/6 AS ABOVE	
Sites involved	
Brighton Museum & Art Gallery and Royal Pavilion	
Time frame	Approximate start and finish dates: April 2004 – March 2006
Milestones	
April – July 2004. Appointment Schools Museum Education Officer. Visits into Secondary schools both current users and non users to discuss with Art Teachers themes that can be developed and supported through museum programmes and resources around permanent displays.	
This will allow teachers opportunity to build use of museum learning into planning for September 2004-July 2005.	
August 2004 planning and development programmes and resources.	
September 2004 – March 2005. Implementation and evaluation of programmes. Production, trialling and evaluation of resources.	
Work on the development of programmes to support the Summer Term Activity Week with teachers. Work on developing resources for temporary exhibitions which will support the Art Curriculum.	

Identification of other museums for which the approach to programmes and resources for KS3 and 4 would be appropriate.

April 2005 – July 2005. Implementation of and evaluation of programmes and resources. Activity Week Programmes. Planning programmes with teachers for academic year 2005-2006. Supporting work with other museums and developing programmes and resources for KS3 and 4 Art.

August 2005. Planning and development programmes and resources; changing programmes and resources in light of findings from evaluation.

September 2005 - March 2006. Implementation of evaluation programmes and resources. Dissemination of framework for programmes and resources to other museums within the South East Region.

Risks and how they will be managed

Schools unable to participate as have other priorities not currently foreseen. Direct line management by heads of Brighton education services supported by EPDP Steering Committee and Hub Management Team.

Task title: DEVELOPMENT OF RESOURCES FOR ART TEACHERS AND STUDENTS AT KEY STAGE 3 AND 4

Ref : SE EPDP 1.9

Responsible party: University of Oxford Museums

Please give brief details of what is planned, what will be delivered and to whom. What needs does this project address?

This project will develop resources aimed at teachers and students studying art at Key Stage 3 and 4. The post-holder will consult with teachers, students and LEA art advisor to determine the exact needs of users. Current teacher research conducted by the museums over the past three years, and the teacher surveys and focus groups conducted through the EPDP process suggests that teachers visiting the Oxford University museums require contextual information and pictures to help plan their visits and to facilitate follow up work. The majority of visits are independent, and teachers have not expressed a desire for formally taught sessions.

Over 50% of organised visits to the Pitt Rivers Museums are from secondary school art groups (more than 9,000 Key Stage 3 and 4 students in the year 2002/2003), with smaller, but significant percentages at the other University museums. Currently these are neither supported, nor is advice given to teachers.

The post-holder will market possible 'packages' to teachers that can cover one museum, or a range of museums, looking at art, objects and architecture. They will be the first point of contact for teachers who want to discuss the organisation and structure of visits, and will be used by school students for independent research as required by their exam boards. The post-holder will develop resources that can be posted out, picked up in the museums, or downloaded off the University website. These resources will consist of teaching ideas, contextual information about specific objects and collections, and image banks. Student volunteers will be used to research and generate much of the contextual information.

Teachers and LEA advisors will be involved from the outset, in the development and evaluation of resources. The post-holder will also stay in close communication with the member of staff developing KS3 and 4 art resources at Brighton and Hove Museums to ensure that good practice and ideas are shared.

What will be the specific learning outcomes?

For pupils

1. Increased learning within subject area
2. Increase in research skills
3. Increased understanding of the use and construction of objects
4. Appreciation of architectural differences in Oxford buildings
5. Better cultural understanding
6. Increase in confidence within subject area

For teachers

1. Increase in knowledge and confidence
2. Better understanding of cultural background to Museum objects
3. Support and ideas for classroom teaching and preparation

Please explain how this project will deliver these outcomes?

Explain how this project delivers against wider priorities. If partnerships are being forged, explain the benefits of this project to partner organisations.

1. Involvement of teachers, LEA and analysis of GCSE syllabus will enable the post-holder to focus on the specific needs of teachers and pupils
2. Evaluation of resources will allow to adapt and change to specific needs
3. Working alongside Brighton will allow for comparison of research and good practice

Please give a breakdown of curriculum areas and Key Stages addressed

1. Key Stage 3 and 4
2. Art, Art History and Design Technology

Please give a breakdown of how many people will benefit by April 2005?

Teachers: Potentially 600
 Children: Potentially 18,000
 Other Adults: 25,000 (approximately 500,000 web users visit the University museums' websites annually, approximately half of visitors to the PRM website currently access contextual information aimed at KS 3 + 4 students)

Please give a breakdown of how many additional people will benefit by April 2006?

Assuming a 10% rise in secondary school visits by April 2006
 Teachers: 60
 Children: : 1,800
 Other Adults: 2,500

Please give details of your evaluation strategy including how the impact of the project will be measured against the learning outcomes.

1. Formal evaluation through a limited number of teacher focus groups, organised through the LEA art advisor
2. Ongoing evaluation sheets, given to all visiting teachers
3. Information discussion with teachers, particularly regular users

Resources required and estimated costs

Year 1 2004/5: IT Resources/New Media £1,400
 Teacher consultation and resources £4,000

Year 2 2005/6: IT Resources/New Media £5,000
 Teacher consultation and resources £400

Sites involved

University of Oxford Museums

Time frame

Approximate start and finish dates:

start date April 2005 / finish March 2006

Milestones

April - July 2004

Appointment of post-holder. Initial contact with LEA advisory service. Visits to local schools to discuss needs with users and non-users of the museums. Informal discussion, and formal surveys of some of the teachers visiting with art groups at KS 3 and 4.

July - September 2004

Planning and development of programmes and resources. Training on the use of appropriate software.

September 2004 - March 2005

Development, production, implementation, delivery and evaluation of resources and programmes.

April - July 2005

Development and implementation of programmes. Research and planning with teachers for developments in the academic year 2005/2006.

July - September 2005

Planning and development of programmes and resources. Training on the use of appropriate software.

September 2005 - March 2006

Development, production, implementation, delivery and evaluation of resources and programmes.

Risks and how they will be managed

This is a low risk project as it relates to the expansion of existing provision to meet a known demand

Task title: INCREASING AVAILABILITY – THEMED DAYS AT THE HISTORIC DOCKYARD, CHATHAM

Ref : SE EPDP 1.10

Responsible party: Chatham Historic Dockyard Trust

Please give brief details of what is planned, what will be delivered and to whom. What needs does this project address?

The 'Themed Day' programmes at The Historic Dockyard have already proved successful with teachers across Kent. The programmes aim to use the collections innovatively, and provide a valuable alternative experience to the pressures of travelling to National museums in London. Existing days include 'Windows into War' for KS2 pupils studying World War Two and 'Living Literacy'. The programmes are a whole day of taught sessions featuring a range of practical activities. The target audience are pupils in Years 4, 5 & 6. At present, access to these sessions is restricted by lack of funds for winter opening of the site. This project proposes to offer 10 additional Windows into War Days and 5 extra Literacy Days between December 2004 and January 2005 and again between December 2005 and January 2006.

The Themed Days already meet many of the requirements expressed by teachers throughout the qualitative research for the SE EPDP. Primary and secondary teachers alike expressed a consistent view that visits led by well-informed education staff who relate well with children offer the best possible experience. The direct, taught sessions that comprise the Themed Days are designed with this very much in mind. The research also highlighted the preference for variety of activity and small group tasks. The themed days also fulfil this criteria. Improving access to the sessions through the winter months will increase the number of pupils benefiting from the experience.

What will be the specific learning outcomes?

5. Practical exploration of themes covered in the classroom (World War Two food, wartime leisure activities, air raids, the ships of World War Two)
6. Literacy Hour taught on board HMS Cavalier – specific outcomes related to poetry study
7. Improved creative writing skills – especially underachieving boys
8. Increase in self-confidence and self-esteem for participating children
9. Development of team work and tolerance for others

Please explain how this project will deliver these outcomes.

5. Windows into War days involve the study of a World War Two diet, including the tasting of 6 wartime recipes. They will compare these foods with their modern equivalents and consider nutritional value and the importance of fresh vegetables. A visit to an authentic air raid shelter then takes place, followed by a 'Song and Dance' session. Here children learn about the popular music of the time and are taught the basic steps of the Waltz and the Swing. A tour around the World War Two destroyer HMS Cavalier reveals what life was like for sailors in wartime. Finally, pupils undertake a 'spy mission' around the 'Doodlebug!' gallery in order to discover more about these fearsome weapons.
6. The Literacy Hour taught on board HMS Cavalier follows the same structure as those taught in the classroom. This has the added advantage of improving the familiarity and maximising the benefit of the session. Group work includes activities based around rhythm, rhyme, onomatopoeia, vocabulary and shape and each activity has its own specific learning outcomes.
7. By studying a poem on board a war ship and carrying out literacy activities on board a spy submarine, boys are highly stimulated by the experience. Although appropriate for a wide range of abilities the sessions are particularly valuable to underachieving boys, given the

unique environment.

8. Liaison with teachers in advance ensures that pupils are allocated to group work activities relevant to their ability. This ensures that no child is asked to participate in activities that are beyond them and therefore damaging to their self-esteem. During one session of the Literacy Day, pupils make a tape recording of the poem to take away with them. This is a popular activity that even the more introvert pupils enjoy.
9. Group work activities are built into both the Literacy and Windows into War programmes and thus children have a number of opportunities to work with others.

Explain how this project delivers against wider priorities. If partnerships are being forged, explain the benefits of this project to partner organisations.

Availability of this programme in the winter will increase the opportunities available for KS2 children within a 90-minute drive time radius of the site. Such opportunities for local programmes outside London were welcomed by teachers participating in the quantitative research.

Please give a breakdown of curriculum areas and Key Stages addressed

Key Stage 2 – Britain 1930 to Present Day
Key Stage 2 - Literacy

Please give a breakdown of how many people will benefit by April 2005?

Teachers: Up to 15
Children: Up to 1200
Other Adults:

Please give a breakdown of how many additional people will benefit by April 2006?

Teachers: Up to 7
Children: Up to 600
Other Adults:

Please give details of your evaluation strategy including how the impact of the project will be measured against the learning outcomes.

All participating teachers complete an evaluation questionnaire on the day that considers the administration, delivery and learning value of the programme.

As a result of the Literacy Day, pupils are required to produce a piece of creative writing, utilising the techniques they have learned during the day. Teachers can compare this directly with work undertaken in advance of the programme.

Resources required and estimated costs

Windows into War Days – Staff £1800 Yr 1
£2100 Yr 2

Literacy Days – Staff £540 Yr 1
£630 Yr 2

Resources - £320 Yr 1
£320 Yr 2

Sites involved The Historic Dockyard, Chatham	
Time frame	Approximate start and finish dates: March 2004 - Ongoing
Milestones Week 1 – 6 th – 10 th December 2004 Week 2 – 10 th – 14 th January 2005 Week 3 – 17 th – 21 st January 2005 2005/6 dates TBA	
Risks and how they will be managed This is a low risk project as it relates to the expansion of existing provision to meet a known demand	

Section B: Programme of Work Priority Area 1 (PA1): Developing a comprehensive service to schools

Deliverables

Based on the regional context described in section A above what are the Hub's overall deliverables or aims in relation to PA1 Developing a comprehensive service to schools.?

SE EPDP - AIM 1:

To continue to meet the needs of teachers and pupils within schools, (as identified through research) by offering diverse programmes and activities to support and complement a broad curriculum, so that children benefit from the distinct range of learning experience museums provide, with emphasis on the continued building of a landscape of provision:

Required Outcomes:

3. Development of outreach provision for all schools across the SE.

Key Actions

E. To strategically and proactively plan for the delivery of museum outreach services across the SE

Key tasks/projects. The Hub may have a number of key tasks flowing from the set of deliverables or aims above. This template provides space for five separate key tasks or projects. If you need more space please copy the section below as many times as necessary.

Task title: OUTREACH SERVICES FOR SCHOOLS ACROSS THE SOUTH EAST OF ENGLAND.

Ref : SE EPDP 1.11

Responsible party: Overall EPDP steering committee-

Partner actions - Royal Pavilion, Libraries & Museums, Brighton and Hove/Hampshire Museums and Archive service / Chatham Historic Dockyard and Oxford University Museums

Please give brief details of what is planned, what will be delivered and to whom. What needs does this project address?

- EPDP Manager (SE EPDP 0.1) to support the Hub education services in developing outreach in their locality(see below).The team will go on to map outreach, undertake a gap analysis and support the strategic planning of outreach services post 2006.
- Reviewing the current outreach provision and usage of outreach with providers within Sussex and Surrey against need and usage. Piloting partnership outreach initiatives with providers for example E.S.A.M.P. and East Sussex Museums Loan Service that will build capacity to deliver outreach within the region to meet school needs.
- Piloting outreach provision for Secondary schools within Hampshire taking into account comments derived from the consultation exercise. Focus on KS3 Medieval History. Working with partners

(Hampshire County Wardrobe and Winchester Museums service) to deliver nine sessions in school.

- WW1 Pilot session for Key Stage 3 based on Aldershot and the First World War, to deliver nine sessions in schools.
- Chatham: to work with SEMLAC to map existing provision, undertake a gap analysis and report on findings.

Oxfordshire Museums Service had a loans service for many years but shut it down due to lack of resources. They are now re-designing and re-issuing these loan boxes with outside funding. These boxes are aimed at Key Stage 2 and will be on offer to all schools in Oxfordshire. The University Museums have already committed themselves to designing and delivering three KS2 loan boxes to supplement this process.

Teacher research through the EPDP has shown that secondary school teachers would also like to use a loan service, and teachers view lack of specific provision for 11-14 year olds as a major barrier to visiting museums. The University museums have a range of subject skills at KS3 and the University is keen to promote wider access to higher education in Oxfordshire.

The project will pay teachers and freelance museum educators to work in partnership to create loan boxes for KS3 science, art and history., Management and distribution of the boxes will be co-ordinated through Oxfordshire Museums Service.

What will be the specific learning outcomes?

- Increased learning within and across subject area
- Increased involvement in class, school or community events
- Increase in satisfaction of schools with Museum Education programme
- Practical exploration of objects in the classroom
- Increased analytical skills
- Better understanding of what local museums have to offer
- Increase in confidence, expertise and satisfaction

Please explain how this project will deliver these outcomes.

Outreach with Hampshire Secondary schools to be piloted using partners to help implement. Evaluation of piloting to lead to delivery of refined sessions at additional schools.

Oxfordshire: The creation of loan boxes helps to promote inclusive museum education provision to a much larger number of schools than the Museums themselves can cope with. It also helps to promote programmes run within the museums and creates positive communication with teachers and schools.

Traditionally the Oxfordshire museums and the University of Oxford museums have not worked together. This partnership allows a sharing of skills and expertise, minimises expense while maximising outcomes. The loan boxes will deliver to many schools who do not currently visit museums. This will help to promote across the sub-region and should lead to increased visitor figures from schools.

The development of outreach services will be based on sub-regional analysis.

Explain how this project delivers against wider priorities. If partnerships are being forged, explain the benefits of this project to partner organisations.

Use of outreach services was cited by many teachers as a service they do or would use (if aware of existence) as a financially viable option for accessing museum artefacts either through loans or outreach. To enable schools to achieve the learning outcomes from outreach provision there is a need to identify the most appropriate organisation or organisations to lead an outreach co-ordination and delivery. Brighton and Hove will with the Hub and SEMLAC look to identify this within the sub-

region. Within Brighton and Hove for example there are a number of organisations including East Sussex Archaeology and Museums Project (based in Lewes) , The East Sussex Art and Museum Service (Newhaven) and Brighton & Hove Museums providing outreach services in Brighton and Hove and East Sussex. Each service will have unique curriculum areas that can be supported as well as areas of commonality. There will also be gaps in the provision for key curriculum areas that need identifying and meeting in order to provide outreach services that address the needs of schools. Through building the capacity of the region to delivery outreach the Hub will facilitate the achievement of these learning outcomes.

Partners will potentially benefit from having their capacity to deliver outreach developed and from having their services better promoted to schools.

Specific outreach activity at KS3 addresses a gap in provision within Hampshire. Partner organisations are enabled to have underutilised resources used.

Please give a breakdown of curriculum areas and Key Stages addressed

Hampshire project addresses KS3 Medieval History and KS 3 WW1.
The development of outreach services, in the long term, will cover all curriculum areas and Key Stages.

Please give a breakdown of how many people will benefit by April 2005?

Hampshire Pilot;
Teachers: two pilot schools at KS 3 with approximately 12 sessions - 12 teachers in total
Children: c. 330 children
Other Adults: Learning support assistants

Oxford:
Teachers: 30
Children: 900
Other Adults:

Brighton and Chatham to be determined.

Please give a breakdown of how many additional people will benefit by April 2006?

Hampshire KS3 Outreach
Teachers: 16 teachers
Children: 500
Other Adults:

Oxford:
Teachers: 40
Children: : 1,200

Brighton and Chatham to be determined.

Please give details of your evaluation strategy including how the impact of the project will be measured against the learning outcomes.

Hampshire:
Evaluation form distributed to each participating classroom teacher with open questions inviting comment about organisation, communication and learning. Three sessions also observed by a museum education colleague for evaluation purposes.
WW1 Sessions, feedback and comment via discussion.

Oxford:
A questionnaire will be sent out to local schools to determine need, with a request for further input.

This will be followed up by telephone interviews. Teachers will be surveyed before using the boxes, and again after.

Resources required and estimated costs

Hampshire pilot requires use of medieval artefacts (Winchester Museums service), replica costume (Hampshire County Wardrobe), staffing, paper resources and PowerPoint technology (Hampshire Museums and Archives service). Costs include hire of costume- £54 per school visited and additional paper based printing costs. Purchase of a number of replica items may lead to additional costs. £500

Development and refinement of the Hampshire sessions suggests some Teacher led input which might require training provision especially in 2005- cover of supply costs c. £2000

Oxford:

Teacher cover and freelance museum educators £3000

Year 3 costs across the Hub - 2005/6

Across the Hub we will be planning to develop outreach according to the demands and the development during the second year. We anticipate spending approx. £8000 within each Hub Museum to further this goal.

Sites involved

Pilot sites Swanmore Secondary School, Hampshire and Connaught School, Aldershot.. Additional sites to be identified subsequent to evaluation of pilot sessions.

University of Oxford Museums, Oxfordshire Museum Service, Oxfordshire schools

Time frame

Approximate start and finish dates: April 2004 – March 2006

Milestones

Hampshire:

Evaluation of initial pilot sessions in Hampshire by end January 2004

Oxford:

April - August 2004

Recruitment of freelance staff and teacher research

September 2004 - March 2005

Teacher research, development of resources, evaluation of resources

April 2005 - March 2006

Teacher research, development of resources, evaluation of resources

Risks and how they will be managed

There is a proven demand for the provision of outreach services. The key issue is actually managing the provision of outreach services in a sustainable way over the long term.. This will mean careful balance between supply and demand and a careful assessment as to how the services are promoted.

Section B: Programme of Work Priority Area 1 (PA1): Developing a comprehensive service to schools

Deliverables

Based on the regional context described in section A above what are the Hub's overall deliverables or aims in relation to PA1 *Developing a comprehensive service to schools*?

SE EPDP - AIM 1:

To continue to meet the needs of teachers and pupils within schools, (as identified through research) by offering diverse programmes and activities to support and complement a broad curriculum, so that children benefit from the distinct range of learning experience museums provide, with emphasis on the continued building of a landscape of provision:

Required Outcomes:

1. Provision of high quality museum learning opportunities for pupils age 3-11 within a maximum of 90 minutes drive time.
2. Development of sufficient infrastructure in centres with appropriate collections to meet the needs of pupils, age 11-18.
3. Development of outreach provision for all schools across the SE.

Key Actions

F. To create specially tailored digital resources for schools

Key tasks/projects. The Hub may have a number of key tasks flowing from the set of deliverables or aims above. This template provides space for five separate key tasks or projects. If you need more space please copy the section below as many times as necessary.

Task title: LOCAL HISTORY RESOURCES (HAMPSHIRE)

Ref : SE EPDP 1.12

Responsible party: Hampshire Museums and Archives Service

Please give brief details of what is planned, what will be delivered and to whom. What needs does this project address?

The needs analysis has identified a demand to support schools in developing local history resources. Within Hampshire the County History Inspector has also prioritised this a need. Currently within Hampshire there is a substantial digitisation programme of Local Studies material taking place in preparation for the new Discovery Centres, the concept being to create access to a

combination of cultural resources within one complex.
This programme provides the opportunity to create specifically tailored resources to meet the needs of schools. It is likely that resources will be available via CD so that they can be downloaded for classroom use.

What will be the specific learning outcomes?

- Skills development - how to use local study resources to find out about local history that links into the National Curriculum requirements
- A sense of place and personal identity
- Cultural understanding
- Links between subjects

Please explain how this project will deliver these outcomes?

This project will create resources for use within the classroom but will also provide encouragement to extend learning with a follow up visit to a Discovery Centre.

Explain how this project delivers against wider priorities. If partnerships are being forged, explain the benefits of this project to partner organisations.

This project will certainly produce a transferable model which will be able to be used by other Museum Services.

Please give a breakdown of curriculum areas and Key Stages addressed

History
KS2 Victorians/WW II Home Front/Local History/Britain since 1948
KS3 Industrial Revolution/Local History
KS4 Crime and Punishment/Britain 1815-51/Britain and WWI/WWII/Industrialisation and Study of a local historical site

Please give a breakdown of how many people will benefit by April 2005?

Teachers:
Children: N/A
Other Adults:

Please give a breakdown of how many additional people will benefit by April 2006?

Teachers: 35
Children: 1000
Other Adults:

Please give details of your evaluation strategy including how the impact of the project will be measured against the learning outcomes.

- Initial consultation and focus groups with teachers
- Partnership working with the County History Inspector
- Working together with the Archives Service to produce the resources based on their existing track record
- Piloting of resources
- Testing out in schools to see how these are used and feedback via discussion and questionnaire

Resources required and estimated costs

£1000 estimated costs to develop the whole project

Sites involved

Hampshire Record Office
Gosport Discovery Centre

Time frame

Approximate start and finish dates:
start date April 2005 finish March 2006

Milestones

- Initial consultation and focus groups with teachers
- Partnership working with the County History Inspector
- Working together with the Archives Service to produce the resources based on their existing track record
- Piloting of resources
- Testing out in schools to see how these are used and feedback via discussion and questionnaire

Risks and how they will be managed

Low risk as based on track record of partnership working with the Archives Service and County History Inspector.

Section B: Programme of Work Priority Area 1 (PA1): Developing a comprehensive service to schools

Deliverables

Based on the regional context described in section A above what are the Hub's overall deliverables or aims in relation to PA1 Developing a comprehensive service to schools.?

SE EPDP - AIM 1:

To continue to meet the needs of teachers and pupils within schools, (as identified through research) by offering diverse programmes and activities to support and complement a broad curriculum, so that children benefit from the distinct range of learning experience museums provide, with emphasis on the continued building of a landscape of provision:

Required Outcomes:

1. Provision of high quality museum learning opportunities for pupils age 3-11 within a maximum of 90 minutes drive time.
2. Development of sufficient infrastructure in centres with appropriate collections to meet the needs of pupils, age 11-18.
3. Development of outreach provision for all schools across the SE.

Key Actions

- D. Finish mapping of service provision and analyse findings.

Key tasks/projects. The Hub may have a number of key tasks flowing from the set of deliverables or aims above. This template provides space for five separate key tasks or projects. If you need more space please copy the section below as many times as necessary.

Task title: Finish mapping survey of Museum Education Services in the South East

Ref : SE EPDP 1.14

Responsible party: EPDP steering committee

Please give brief details of what is planned, what will be delivered and to whom. What needs does this project address?

Mapping of Museum Education Services in the South East is an essential requirement if the need is to be matched against service provision. Initial mapping has already been undertaken The need now is to complete the mapping within the region.

<p>It is planned that the Education Co-ordinator Team take on the responsibility for completing the mapping and analysing the findings.</p>	
<p>What will be the specific learning outcomes?</p> <p>We will know within the South East which learning services are currently being delivered, where they are, what they consist of and to whom they are being delivered.</p>	
<p>Please explain how this project will deliver these outcomes.</p> <p>The mapping will be completed through an existing detailed questionnaire and through meetings and discussions with Education Officers in the South East.</p>	
<p>Explain how this project delivers against wider priorities. If partnerships are being forged, explain the benefits of this project to partner organisations.</p> <p>The continuation of this project will help deliver against wider priorities, through the strategic planning and support of Museum Education services in the South East. This project links directly with the other two tasks assigned to the Education Co-ordinator Team, improving communication with schools and disseminating good practice to support visit planning.</p>	
<p>Please give a breakdown of curriculum areas and Key Stages addressed</p> <p>This project covers all curriculum areas and key stages that are currently being addressed through the learning programmes offered by Museum Education providers in the South East.</p>	
<p>Please give a breakdown of how many people will benefit by April 2005?</p> <p>Teachers: Children: Other Adults:</p>	
<p>Please give a breakdown of how many additional people will benefit by April 2006?</p> <p>Teachers: Children: Other Adults:</p>	
<p>Please give details of your evaluation strategy including how the impact of the project will be measured against the learning outcomes.</p>	
<p>Resources required and estimated costs</p> <p>EPDP Co-ordinator Team - posts accounted for (Task 0.1). Resources/admin/travel - £1000</p>	
<p>Sites involved</p>	
<p>Time frame 2004-06</p>	<p>Approximate start and finish dates:</p>
<p>Milestones</p>	
<p>Risks and how they will be managed</p> <p>Low risk, survey almost completed.</p>	

Section B: Programme of Work Priority Area 1 (PA1): Developing a comprehensive service to schools

Deliverables

Based on the regional context described in section A above what are the Hub's overall deliverables or aims in relation to PA1 *Developing a comprehensive service to schools*?

SE EPDP - AIM 4:

To develop, implement, and disseminate good practice for the planning, administration, health and safety, monitoring and evaluation of educational visits and activities

Required Outcomes:

2. Monitor the impact of the EPDP through the establishment of a SE school's database

Key Actions

B. Creation of a South East Schools Database by SEMLAC

Key tasks/projects. The Hub may have a number of key tasks flowing from the set of deliverables or aims above. This template provides space for five separate key tasks or projects. If you need more space please copy the section below as many times as necessary.

Task title: CREATION OF A SOUTH EAST SCHOOLS DATABASE

Ref : EPDP SE 4.2

Responsible party: SEMLAC

Please give brief details of what is planned, what will be delivered and to whom. What needs does this project address?

SEMLAC and the South East Museum Hub wish to create baseline data within the South East region focussing on the link between schools and museums. This baseline data will be used to inform and monitor the development of the comprehensive service to schools. It may also be used to support the marketing of the Hub's education services to schools at a later stage.

It will complement the type of information that Resource has asked the Hub to provide about schools use of their services (see letter and guidance from Resource, 26 August 2003).

What will be delivered and to whom?

The following will be available to Hub partners and SEMLAC:

- A database of all schools in the South East that stores information on museums service 'usage' by type of school, including whether the school is located in an area of deprivation using the Index of Multiple Deprivation (likely to have a high proportion of pupils in the C2DE social classes) and/or an area with high levels of minority ethnic populations. To start with the database will incorporate existing commercially available mailing lists, data gathered in the EPDP Quantitative survey and from Hub museum and London-based national museums' schools booking systems.
- Maps of schools using different types of museums services, against museums providing education services, to identify where there are gaps in provision and how they may relate to factors such as areas of multiple deprivation, ethnicity and proximity to London.
- Contact details for all schools in the South East.
- The analysis of this data will be made available to the wider museum community

What needs does this project address?

The need for the Hub and SEMLAC to:

- quantify SE schools' use of museums services
- monitor changes in schools' use of museums services over time to evaluate the longer-term effectiveness of the EPDP and other factors
- inform the development of new services for schools by highlighting gaps in provision
- improve communications with schools across the region

What will be the specific learning outcomes?

N/A

Please explain how this project will deliver these outcomes.

N/A

Explain how this project delivers against wider priorities. If partnerships are being forged, explain the benefits of this project to partner organisations.

This database will also be used to inform the development of SEMLAC's Access and Learning Team projects. In addition the analysis of the data will assist other SE museums develop their services for schools, particularly those working with the Museum Development Fund's Museum Development Officers and any marketing support services that may be funded through the Specialisms Fund.

Please give a breakdown of curriculum areas and Key Stages addressed

N/A

Please give a breakdown of how many people will benefit by April 2005?

Teachers:
Children:
Other Adults:

Please give a breakdown of how many additional people will benefit by April 2006?

Teachers:
Children:
Other Adults:

Please give details of your evaluation strategy including how the impact of the project will be measured against the learning outcomes.

N/A

Resources required and estimated costs

Setting up costs (2004/05 budget) £8,000
- desk research
- incorporation of existing survey and museum bookings data
- collection of new data from schools

Maintenance and tracking survey costs
- 2005/06 £5,000

SEMLAC staff time managing consultants tbc

Sites involved

All hub partners

Time frame **Approximate start and finish dates:** March 2004 – March 2006

Milestones (estimated):

Consultants appointed	April 2004
Desk research complete and existing data incorporated	Summer 2004
New survey conducted and data added	Autumn 2004
First results available	January 2004
Tracking survey	Autumn 2005 and Spring 2006

Risks and how they will be managed

This is a medium to high risk as it involves the creation of a new database for the SE; this has not previously been attempted on this scale.

Section B: Programme of Work Priority Area 1 (PA1): Developing a comprehensive service to schools

Deliverables

Based on the regional context described in section A above what are the Hub's overall deliverables or aims in relation to PA1 *Developing a comprehensive service to schools*?

SE EPDP - AIM 5:

To ensure museum learning is embedded in the ethos of all museums in the SE.

Required Outcomes:

1. That SE Museums are encouraged to implement the Inspiring Learning for all framework.

Key Actions

- A. Hub museums to implement the Inspiring Learning for All framework by 2006
- B. A Hub Museum to develop and trial staff training for FOH staff to improve their knowledge and understanding of schools use of museums

Key tasks/projects. The Hub may have a number of key tasks flowing from the set of deliverables or aims above. This template provides space for five separate key tasks or projects. If you need more space please copy the section below as many times as necessary.

Task title: FRONT OF HOUSE TRAINING (BRIGHTON & HOVE)

Ref : EPDP SE 5.1

Responsible party: Royal Pavilion, Libraries and Museums, Brighton and Hove

Please give brief details of what is planned, what will be delivered and to whom. What needs does this project address?

The importance of positive attitude of all front of house staff with school children was emphasised in the Qualitative Research. Museum staff who are not child-friendly as a barrier in school visits. this project would develop a programme which would improve the knowledge and understanding about how schools use museums to support learning and the National Curriculum and learning outcomes that teachers strive to achieve with pupils using museums;

- abilities to facilitate pupils using galleries

- skills in interacting with young people

What will be the specific learning outcomes?

For teachers

- a positive experience of staff within museums
- increased satisfaction with the museums service

For pupils

- a positive experience of staff/people outside their familiar environment
- increase in self confidence and self esteem

For staff

- improved understanding of the role of museums in education and current government initiatives
- a basic understanding of themes of museum learning
- positive attitude to working with young audiences

Please explain how this project will deliver these outcomes.

the project will use teacher's comments to inform the programme to deliver the outcomes. The programmes will take an interactive approach to allow staff to experience ,participate and watch education programmes. (This builds on a successful programme run for teaching assistants where there were hands-on sessions similar to those run for pupils) This will raise the level of confidence and understanding of schools needs in staff dealing with school parties.

Explain how this project delivers against wider priorities. If partnerships are being forged, explain the benefits of this project to partner organisations.

Programmes and strategies developed to improve the welcome schools receive at the museums will be shared with Hub museums and other museums across the region.in developing the programme where examples of good practice have been cited in the research we will draw on this experience.

Please give a breakdown of curriculum areas and Key Stages addressed

Please give a breakdown of how many people will benefit by April 2005?

Teachers:
Children:
Other Adults:

Please give a breakdown of how many additional people will benefit by April 2006?

Teachers: All school parties will benefit from a more welcoming approach from museum staff.
Children:
Other Adults:

Please give details of your evaluation strategy including how the impact of the project will be measured against the learning outcomes.

We will include questions about Front of house in teacher questionnaires.

Resources required and estimated costs

YEAR 2 20004/5 £500 AND YEAR 3 2005/6 £ 1,000

Sites involved	
Time frame	Approximate start and finish dates:
Milestones	
Risks and how they will be managed	
This is based on an existing programme of training, so low risk.	

SUMMARY TABLE

This table places in context the changes the SE Hub have made to section B of the EPDP with advice from Anne Murch. It shows how the Hub have placed greater priority in and demonstrated recognition of the need to develop the ability of the Hub to deliver the EPDP. This is expressed through a new programme, 0.1, which emphasises the role of the EPDP Manager in coordinating the Hub learning programme, including the implementation of the Inspiring Learning for All framework, the application of shared evaluative methodologies and the importance of developing advocacy and communication with stakeholders across the SE.

The table also shows how the EPDP programmes of work link together with these changes.

SOUTH EAST HUB - EPDP TABLE OF PROGRAMMES LINKED TO OVERALL STRATEGY				
strategic elements	key actions	supporting tasks	delivered by	Impact (Section C)
Professional development (workforce development)	Training across Hub and non Hub museums – linked to building skills, knowledge, confidence levels	0.1	EPDP Manager /Hub partners/SEMLAC Learning and Access Team/MDO'S	
	Training across Hub and non Hub museums – linked to developing Front of House skills	0.1	GEM Conference 2005 EPDP Manager /Hub partners/SEMLAC Learning and Access Team/MDO'S	
	Inspiring Learning for All embedded within Hub partners and modelled for non-Hub museums	0.1	EPDP Manager /Hub partners/SEMLAC Learning and Access Team/MDO'S	
	Production of Good practice guide based on Hub partners experience	0.1	EPDP Manager /Hub partners/SEMLAC Learning and Access Team/MDO'S	

SOUTH EAST HUB - EPDP TABLE OF PROGRAMMES LINKED TO OVERALL STRATEGY

strategic elements	key actions	supporting tasks	delivered by	Impact (Section C)
Evaluation	Review existing approaches to evaluation within Hub museums.	0.1	Hub partners	
	SE Database completion and ongoing maintenance and use.	4.2	SEMLAC	
	Evaluation of new programmes through consistent application of Inspiring Learning for All evaluation methodologies	0.1	EPDP Manager Hub Partners	
	Review Outreach provision across the region and pilot outreach programmes for model value	1.11	EPDP Manager SEMLAC Hub partners/and other museums within the South East	
Advocacy and Communication	Pilot range of techniques for communicating with schools	0.1	EPDP manager Hub partners	
	Work alongside SEMLAC to develop response to MGES	0.1	EPDP manager Hub partners	
	Hub to host GEM Conference 2005	Links to 0.1	MDO's/SEMLAC Lead Hub/Hub partners/ SEMLAC	
	Use Good Practice Guide to demonstrate value of museum	0.1	EPDP Manager/Hub partners and SEMLAC	

SOUTH EAST HUB - EPDP TABLE OF PROGRAMMES LINKED TO OVERALL STRATEGY

strategic elements	key actions	supporting tasks	delivered by	Impact (Section C)
	learning and enable dialogue with formal education providers			
	Website development to promote activity at regional and national level	0.1	SEMLAC EPDP Manager Hub Partners	
Legacy/ Sustainability	Capacity development; vital new posts to enable delivery of EPDP within Hub museums	0.2 Ed officer /sc/tech Hants 0.3 Schs. mus officer B & H 0.4 Schs. officer CHDT 0.5 Art Ed Officer, Oxford 1.6 SEARCH Early Years	Hub Partners	
	Development of new Resources for school age users –themed cross-curricular activities and use of New technologies; digitisation project	1.1 Virtual Victorians KS 2 CHDT 1.2 Programmes to support specific learning and behavioural issues KS 2/3 B & H 1.4 Support for independent visits- Hist /Art/Citizenship KS 1/4 B& H	Hub Partners	

SOUTH EAST HUB - EPDP TABLE OF PROGRAMMES LINKED TO OVERALL STRATEGY

strategic elements	key actions	supporting tasks	delivered by	Impact (Section C)
		<p>1.5 SEARCH Infrastructure improvement to support special needs learning programmes. 1.7 Empire Trade AND Industry KS 3 CHDT 1.8/1.9 Art Programmes and Resources KS 3 AND 4 B & H and Oxford 1.10 Themed days at CHDT 1.12 Local History Resources Hants</p>		
	<p>Development of effective learning programmes for school age users by Hub partners. Model value to benefit non-Hub museums</p>	<p>1.1-1.12 See above</p>	<p>Hub Partners</p>	

Section C: Impact

Section C: Impact

Professional development of all museum staff

- The EPDP process has identified strengths of the Hub museums and areas for development. We will build our expertise together through joint working on related tasks. These tasks will range from developing best practise in the provision of key Stage 3 and 4 Art programmes at Brighton and Oxford to cross Hub working in producing the Good practice manual.
- Joint working will involve all members of staff at various times across the Hub.
 - A good example of this is demonstrated by the commitment of the South East Hub to the full implementation of the Inspiring Learning for All framework by April 2006; the use of this framework will be encouraged across the South East through support of the SEMLAC 'roll-out' programme. We will be discussing with SEMLAC how best the Hub can support the implementation programme.
 - Use of Inspiring Learning for All, and the creation of hub-wide 'best practice' documents (4.1), will help the diverse South East sub regions to develop in compatible directions, and to learn from each other. In essence, we are developing models for training and delivery of education services aimed at non education staff. (1.10, 1.7. 5.1). This will be informed by the results of evaluation, and implemented through the creation of frameworks that can be disseminated to other museums. Other museums will be able to use, and build on, these models, which will then feed back into the process through the EPDP manager. Initially, this process will be piloted by Hampshire Museums Service and shared with other Hub museums. This is a process that will be carried out in conjunction with SEMLAC, and will build on their priorities and business plan.
 - The SE hub has been invited to host the 2005 GEM conference. The SE GEM convenor, Chris Elmer, has been instrumental in supporting the delivery of regional training and will continue to take an active part in development of this strategy.
 - The education section of HCCMAS has been working towards applying a range of thinking tools to its various activities, to help understand various techniques for creative thinking and problem solving for example, as applied to exhibition work and formal education provision.. The ambition is to build this into a major theme to be explored in the HCCMAS hosted GEM conference 2005. This will create a model that can be used by other museums (such as Oxford's PGCE work).
 - The EPDP manager will be leading the process of developing the Hub as a learning team. To achieve this a budget has been identified for this purpose .
 - The budget will enable the Hub to bring in external facilitators to support and

lead professional development where appropriate.

- Workforce development is a SEMLAC priority. The Specialisms Fund Skills Bank and the sub regional Museum Development Services will have an important role in extending good practice across the Region and will provide one conduit for disseminating outcomes and learning from EPDP tasks to non- Hub museums.
- Joint working, skills sharing and dissemination of good practice will be enabled by the Specialisms Fund Skills Bank programme, as appropriate, under the related priority development areas of audience development and marketing.

Impact on teachers and other learning providers

- Projects involve branching out and building on existing partnerships, such as those with LEAs (1.4, 1.7, 1.8, 1.9).
- Detailed research of teachers' needs and requirements has informed all stages of EPDP development in the South East, this will help to ensure that the final product will deliver sustainable outcomes. The evaluation element of the projects will ensure that this continues to be the case.
- Where appropriate, each of the EPDP tasks builds in supply cover costs to ensure that teachers can be released to develop programmes (1.1, 1.3, 1.4, 1.7, 1.8, 1.9, 1.12).
- Research findings clearly highlighted the need for development of outreach provision across the region. This will lead to a greater understanding among teaching professionals of the role of museums, and will allow museums to reach new audiences (1.11), including rural communities. This will be achieved through formalising links with existing outreach providers and extending programmes (such as Reading's loan box service).
- Development of teacher training, particularly through PGCE courses, to establish a transferable framework. For example, from November 2004 all primary PGCE students at Oxford Brookes will be working with each of the Oxford Museums (a partnership between the University and city museums, galleries and gardens). This two-week programme for each institution will be looking at different aspects of learning, and learning styles at heritage sites. The students will then be creating 'good practice resources' that they will feed back to the museums; this will include science, art, and humanities resources. This will help to fulfil Hub potential, and widens the scope beyond Hub museums into the rest of the city. 300 PGCE students will take part in the pilot project. This will create a model that can be used by other museums in much the same way as HCCMAS's 'thinking skills' programme.
- The South East Hub will work in partnership with SEMLAC to utilize the links that they are currently forming across the region, such as 'Regional Broadband Consortium', 'Connexions', 'Social Inclusion Partnership South East', and 'Creative Partnerships'.

Integrating and extending learning throughout Hub and non-Hub museums

- The first step towards extending learning is the building of current capacity in the Hub museums themselves. This will ensure that existing learning opportunities are fully utilised in the creation of 'centres of excellence' that are capable of disseminating quality programmes, including via the Specialisms Fund Skills Bank.
- Hub members contribute to their sub-regional networks. For example, Hampshire do this through 'HELP', while Oxford do it through 'OXEN', both informal networks of educational providers were established to share problems and ideas.

- Colleagues from regional museums will be able to share in the learning from the new projects in the Hub museums. Mechanisms to achieve this include the use of MDF money, the emerging MDO structure, the SEMLAC Learning and Access Team and the Group for Education in Museums.

- SEMLAC will be undertaking a regional dissemination role for model projects developed in partnership with the Hub museums.

Partnerships

- The Hub is very aware of the need to raise the profile of museum learning and to establish effective partnerships within learning communities. This will be supported through both the joint Hub SEMLAC advocacy campaign as well as by lead museum education officers within each sub region. Key task 0.1 is a reflection of the priority the Hub places on this.

- Other examples can be found ,especially when developing outreach provision across the Region (1.11) where partnership building is fundamental to the delivery of a comprehensive service.

Inclusion, entitlement and rural provision

- All EPDP programmes strive to be inclusive, for example at Brighton EPDP (1.2)and the means of achieving this was a major aspect of discussion, when developing the EPDP.

- This will be achieved through close work with SEMLAC, MDOs, teachers, LEA Advisory Service, and other educational providers.

- The South East Hub must work in partnership with groups already working in this area, a key proponent of which is SEMLAC's 'Cultural Diversity Network' and it's model Diversity South East Festival projects.

- Development of loan boxes (1.11) , in Oxfordshire for example will have an impact on hub-museums ability to reach rural communities. This will be monitored through the use of The Countryside Agency's 'Rural Proofing, policy makers' checklist'.

- It will be vital that approaches to rural provision are coordinated through SEMLAC and the MDOs.

Advocacy

- The Hub is prioritising different learning areas (for example, KS3 and 4 at Brighton and Hove and at the Oxford University museums and Key Stage 3 & 4 history at Hampshire and Chatham or KS2 at Chatham and Hampshire). This will help us to build partnerships within the Hub as well as allowing each museum to develop their programmes in depth.

- Continual evaluation of EPDP programmes will help to create the evidence necessary to promote regional and local development (0.2, 0.3, 0.4, 0.5).

- The South East EPDP programmes have recognized the need for advocacy at a number of levels; within LEAs at a practitioner level, through effective two-way communication (6.1); partnerships at senior management level; at a national level supporting the work of regional organizations (1.1, 1.2, 1.6, 1.7, 1.9, 1.12)

- The EPDP Manager will play a central role in advocacy, scanning to keep abreast of external trends and new policies, pulling together evidence from evaluation and developing materials to support advocacy.

- The work of the EPDP Manager will also be central to making the case for additional funding and building the EPDP post 2006. Money has been identified in the budget for the employment of a consultant to ensure additional support for the post 2006 EPDP planning

process.

Impact on museums, transforming museums through learning

- The EPDP process will bring together experience, creating a working relationship within the Hub-region. This will grow as the Hub becomes more established, breaking down the barriers that exist between us, not least of which is our geographic diversity, and creating working relationships built on experience and trust.
- An anticipated impact will be the involvement of teachers and LEAs in the development stage of the projects that the South East EPDP is generating.
- The impact of the Inspiring Learning for All framework will engender a cultural shift within Hub museums as each individual develops a clearer appreciation of their role in supporting learning.

SOUTH EAST MUSEUM HUB EDUCATION PROGRAMME DELIVERY PLAN

APPENDICES TO SECTION A REGIONAL CONTEXT

ANNEX

A. Qualitative Research with Teachers (Executive Summary)	2
B. Quantitative Research: Schools use of Museum Education Services (Executive Summary)	9
C. Local Education Authority Consultation	12
D. Wider Museums Community –Regional Mapping Studies	14
E. Assessment of Current Provision by Hub Education Services	16

ANNEX A.

Qualitative Research With Teachers Daphne Cotton Qualitative Research EXECUTIVE SUMMARY

1. INTRODUCTION

In the 2002 Spending Review the Department of Media, Culture and Sport announced that a substantial sum of money would be made available over the following four years to deliver a new strategic programme for museum education throughout the UK. One of the specific outcomes required of the strategy is to increase the uptake of museum services by schools.

The South East Museums Hub commissioned this qualitative research with teachers as part of its information gathering exercise to inform the preparation of a spending plan to submit to Re:Source in February 2004.

The objectives of the research were (i) to explore teachers' experiences of the museum services¹ (ii) to consider the demand for services and the role of museums in supporting learning and (iii) to identify barriers to the take up of services by schools and to explore potential ways of addressing these.

Research Design Ten focus group discussions with teachers, six with primary and four with secondary, were carried out in the southeast region during October and November 2003. Two secondary groups were with history teachers, one with art teachers and one with science teachers. Almost three quarters of the sample were defined as 'users' of the museum service, the remainder being 'lapsed users'². There was a 60:40 ratio approximately of teachers from urban and from rural schools and an equal mix of teachers from schools in pupil catchments of high and low socioeconomic status.

2. PERCEPTIONS AND EXPERIENCES OF MUSEUM SERVICES

2.1 Both primary and secondary teachers believe that the opportunity for direct visual and hands on experience and role play offered by the museum services can bring history alive to children of all ages. Teachers of very young children (Key Stage 1) in particular spoke of the importance to young children of being able to feel and touch objects. (*see Vision statement and Aim 2*)

Teachers think that museums ought to support topic related learning from the National Curriculum but that they do not always do so. Some respondents were concerned that too much emphasis on the designated topics of the National Curriculum could result in large areas of museum collections begin neglected and

¹ The word *museum* will be used in the report as a general term to include any place that is being visited from school for educational purposes. Thus it might refer to an historic house, an ancient site or an art gallery as well to a place that has 'museum' in its title. Museum services also include Loan and Outreach services.

² A user is defined as a teacher who has arranged a school visit to a museum or gallery and / or uses artefacts in their teaching acquired from an external source and / or has hosted visits from museum staff to the school within the last two years. A lapsed user has used the museum services described above, within their teaching career, but not within the last two years.

valuable learning opportunities being missed. *(Aim 2)*

2.2 Respondents referred to the social as well as the educational value of bringing children out of school on visits, creating expectations of behaviour that pupils had to fulfil outside the classroom. There were examples cited of children with behavioural problems at school who were captivated by the museum experience, their energy channeled into a more constructive means of expression in the form of imaginative questioning. *(Aim 1)*

Teachers believe that museum resources belong to the community and they want their pupils to feel that they are part of this community. It is an issue of inclusion.

Respondents believed that overall children go to museums less frequently than in years gone by and, specifically, they thought that schools outside London make fewer trips to the capital. Teachers do not think it is necessary to take Key Stage 1 pupils to London, but for Key Stage 2 pupils to some extent, and for Key Stage 3 and upwards, teachers feel that it is hard to replace institutions like the National Gallery, the British Museum and Hampton Court. *(Aim 1)*

2.3 **Secondary teachers** in the groups said that they did not think museums made much effort to cater for the needs of 11 – 14 year olds and that this was a significant barrier to bringing out large groups on museum visits. There was also a space problem for large groups in the smaller museums. For this reason some respondents said they preferred historic sites where there was more room for children to run about. *(Aim 1)*

2.4 Respondents varied considerably in the use they made of the museum services, including the loan and outreach services. Cost was one of the main reasons respondents gave for not taking children out more frequently to museums. Other reasons included being new to the area and not knowing what is available, the administrative workload of organising a trip and school constraints about the number of trips teachers can organize for their year groups. Some teachers used loan boxes and outreach visits because they were a cheaper option than taking children to a museum. Outreach visits were preferred by some teachers because they had an expert who could lead the session and they did not have responsibility for the artifacts. *(Aim 1)*

3. SCHOOL VISITS

3.1 Preparation for a visit: Taking a group of children out on a school trip requires a lot of work and preparation by teachers. They must first justify the trip to the Head teacher, Governors or Head of Department, usually on the grounds that it relates to their National Curriculum teaching; for a new trip they will need to do a pre-visit, liaise with the education officer and prepare resources for the visit; there is the administration to oversee – letters to parents, risk assessments, police checks of parent helpers, collection of money from pupils and transport arrangements. *(Aim 4)*

For someone new to teaching, or for a teacher wanting to initiate a visit to a new venue, these are considerable obstacles. Secondary teachers have the additional burden of having to co-ordinate and get agreement from other subject teachers. They also have much larger year groups to manage. *(Aim 1 and 4)*

Respondents were clear that good preparation is essential for the success of a visit. Visits are usually more successful when teachers liaise with a dedicated education officer and decide in advance what is appropriate. Not all museums employ full-time education officers and those working part-time or freelance are not always available for pre-visit consultation. Some museums provide information packs that are useful to teachers in the planning stage of a trip. Museum worksheets, if not suitable, can be a good starting point for teachers to create their own resources. For some schools the cost of the worksheets provided by the museum is too

high. There were no examples cited of museums catering for children with learning difficulties or for gifted children. *(Aim 1 and 2)*

Some teachers, in particular secondary teachers, feel that not enough support and guidance is offered to them when planning a visit. This may occur when teachers opt to take pupils around on their own, often dictated by financial constraints, but in many cases it is because there is no automatic provision for secondary school pupils. Respondents reported a dearth of written resources or interactive displays for Key Stage 3 pupils. *(Aim 1)*

3.2 The visit – practical issues: Finding suitable transport that is affordable is a major issue for schools. Coaches tend to be cheaper if they can be used in the hours between the morning and afternoon school runs. This leaves too short a time for many trips. Health and Safety concerns inhibit many teachers from considering public transport. Increasing traffic and the unpredictability of journey times are further considerations. Museum opening times (for example, 10 am) can be an issue for schools wanting to start out early so that they can get back by normal school finishing time. *(Aim 4)*

Other practical issues considered important by teachers include: a convenient place to park the coach, being met by someone on arrival and getting into the museum without queuing or other delays; time for children to go the toilet before the tour commences; a place to leave coats and bags; clipboards being readily available on arrival; a suitable place for children to eat packed lunches if it is raining and good signposting so that it is easy for everyone to meet up. *(Aim 4)*

3.3 The visit – content and format: The format of a visit is sometimes dictated by the venue but often teachers can choose to have varying amounts of input from museum staff or lead the visit themselves. A consistent view from respondents was that visits led by a well-informed education officer who relates well with children and who talks at the appropriate level will give the children the best possible experience. There were examples cited of inspirational individuals who could keep children (and adults too) spellbound whatever they did. If all museums could find such people this research would probably be unnecessary!*(Aim 1)*

Variety of activity, appropriate timing of activities, and pupils divided into small groups were also cited by respondents as key to a successful visit. For younger children museum staff dressed in period costume and the opportunity to dress up themselves worked particularly well.

Respondents thought that museum staff were often heavy handed in their treatment of school children on a visit, giving the impression that they think children are just a nuisance and perhaps should not be there at all. Teachers think museum staff often overreact if children raise their voices or rush from one place to another, allowing no leeway for children's natural enthusiasm and excitement. Teachers would like museum staff to interact with the children more positively, perhaps talking to them and sharing with them their knowledge of the collections. **(Aim 4)**

3.4 Post-visit activities: Teachers expect to do follow up activities after a museum visit to consolidate what has been learnt and to assess whether the objectives of the visit have been achieved. These activities might be class presentations, a special assembly or practical activities such as a display, as well as work in the classroom. Some respondents thought that it would be a very positive thing if museums staff could be involved in some of these post-visit activities. There was little evidence in this research of museums being involved in any form of post-visit communication and few examples of museums asking for feedback from teachers or pupils after a visit. *(Aim 1 and 2)*

4. LOANS AND OUTREACH SERVICES

Respondents, especially young teachers, were not all aware of the existence of loan and outreach services. Older respondents, who may have been teaching for 20 years, recalled what they thought was much greater use of loan boxes in the earlier years of their teaching.

4.1 Loans: Cost, flexibility and convenience were the main reasons cited by teachers for borrowing artifacts to show in school rather than taking pupils out to a museum. Teachers who regularly use loan boxes from museums believe that they make a valuable contribution to children's learning. Borrowing artifacts is more cost effective than taking children out of school and it allows teachers to involve pupils from across the school and to use the artifacts more flexibly.

Some respondents said they were concerned about having to take responsibility for the artefacts, especially when boxes were being shared across classes. For some teachers there is an issue over finding time to collect and return boxes if there is no delivery service, especially if the teacher does not have a car. Teachers who had used the online booking service found it very efficient. Loan boxes have to be ordered far in advance because schools are likely to want the same things at the same time as they are topic related.

Teachers do not always feel confident about handling artifacts and few had benefited from any sort of training for this. Instructions accompanying loan boxes vary in quality and quantity and sometimes items are missing. Teachers find that the time allowed for borrowing is sometimes too short for the school to make full use of the items. (*Aim 1*)

4.2 Outreach: Cost and convenience were cited as reasons for using outreach services. It was more expensive than just having artifacts on loan but still more cost effective than a museum visit. Visitors to school were not always from museums. Respondents reported drama groups or individual actors who provided a good service, giving children an idea of how people from different periods looked and lived. Teachers often found out about these people, and about outreach services generally, by word of mouth. Respondents thought that museums could be more proactive in publicising loan and outreach services. (*Aim 1*)

5. WEBSITES (*Aim 1, 6 and 7*)

5.1 There were mixed levels of awareness about museum websites. Respondents seemed more aware of websites from the larger national museums than local ones. The British Museum, the Museum of Natural History and the Tate Gallery were mentioned as having good sites. Very few local websites were mentioned. Teachers use the Internet for inspiration, as a tool to help plan lessons and sometimes in class with pupils but using museum websites is not necessarily top of mind.

5.2 Interactive white boards that enable more classroom use of computer resources are increasingly being used in schools. Teachers feel that as children become more computer literate websites should be more child-friendly. The best museum sites according to respondents are those that cater for both adults and children.

5.3 Teachers think that for websites to be attractive to children they need to have lots of pictures and they need to have some degree of interactivity, for example, quiz questions and some way of leading the user to the answer.

5.4 Some museums offer virtual tours of their collections. Teachers who had experienced these said they were extremely helpful when planning a visit, especially if there was no time to do a pre-visit. Teachers are also keen on museum websites that give good background information on what they have to offer,. This

might be historical, for example, or technical or biographical. Worksheets and downloadable pictures are particularly useful.

6. INFORMATION DISSEMINATION AND SCHOOL MUSEUM RELATIONSHIP *(Aim 1 and 6)*

6.1 Information for teachers: This research brings a strong message that teachers feel inadequately informed about museum services in their region. A major problem for teachers is that they cannot deal with all the paper information that comes into schools. Information about museum services comes mainly in the forms of leaflets and flyers from individual museums along with vast amounts of information that teachers do not want. Respondents made a strong plea for some sort of directory of regional services that would be updated every year and made available in the summer term when plans for the following year are being finalised.

Information that comes into schools often gets stuck in a teacher's in-tray or is publicised only within a specific department. Museums could help by sending multiple leaflets into a school and ask that they be distributed among all named departments. This would have the added advantage of fostering cross-curricular use of museum resources and encouraging departments to plan joint trips out. This could be of practical use to secondary schools.

Few respondents had experience of using CD ROMs to get information about museum services, but there was some enthusiasm for the idea. Museums could provide virtual tours of their sites on CD Rom which teachers say they would find useful. Local Area Network systems could provide another practical way of getting updated information to teachers. Individual respondents seemed to be privy to information by virtue of being on network lists – they often did not know how they got there. The point is that many teachers are not linked into these networks and therefore miss valuable information.

For some teachers the best way of receiving information is verbally. Some museums ran inset days or seminars for teachers and these were regarded as very helpful by those who had attended. *(Aim 1 and 6)*

6.2 Relationship between schools and the museum service: Respondents did not think that there was any meaningful relationship between schools and the museum service. There were links between individual teachers and individual education officers and there were joint projects that brought schools into contact with individual museums but these were usually one-off time limited activities.

Respondents thought that museums could do more to foster this relationship, such as perhaps attending staff meetings to find out what schools needed and to publicise what they had to offer; they might put more resources into developing curriculum material in collaboration with teachers and they could systematically obtain feedback from teachers and pupils to see if their service is working for schools.

Respondents gave a positive response to the idea of museums being involved in initiatives to help the transition between primary and secondary schools. Two such initiatives are described in the report.

7. CONCLUSION: BARRIERS and SOLUTIONS

Museums that are providing a good service to schools, of which there are many cited in this report, should not feel criticised by this section. Many of the suggestions below have been inspired by the good practice respondents have experienced.

7.1 Lack of awareness and information *(Aim 6)*

- Distribution of a regional directory to all schools, updated annually, in paper form and on CD Rom
- Inset days or regular seminars for teachers on what is available and how to get the best from the services
- News of special exhibitions, updates, seminars etc to be circulated through Local Area Networks
- Museum fairs (like careers fairs) could be held annually

□ **7.2 Too much administration and bureaucracy** (*Aim 3 and 4*)

- Museums might be able to help teachers by providing checklists of what they have to think about prior to organising a visit, pre-printed forms with costs to help teachers decide what they want from the museum, a synopsis of how what is on offer links in to the National Curriculum to help teachers to justify their trips within school.
- Museums might take some responsibility for helping schools with transport arrangements, for example, negotiating with coach companies on behalf of schools or providing their own transport from a bus route or rail station to and from the museum or directly to and from local schools.
- Museums could make available to schools basic risk assessment information, for example where the nearest hospital is located, if there is a first aider on site.

□ **7.3 Financial costs** (*Aim 3 and 4*)

- Museums need to think about how they can simplify and reduce costs for school parties. Having to pay for every extra, such as a place to eat packed lunches, feels too commercially oriented from a school perspective. Helping with transport cost alone could alleviate some of the financial burden on schools.

□ **7.4 Practical considerations** (*Aim 3 AND 4*)

- Some of the practical issues for schools might be resolvable if museums and schools had the opportunity to talk to each other. Examples include: somewhere for pupils to leave coats and bags, a place to eat lunch when it is raining, having information to give to the coach driver about parking, making sure museum staff are aware of the effects on school trips of changing arrangements at the last minute or of delays to scheduled timings, earlier opening times and set times when education officers are available to speak to teachers.

□ **7.5 Lack of guidance and support** (*Aim 1, 3 and 4*)

- Primary teachers, who are not subject specialists, need the guidance of a well-informed education officer in order to get the most out of a visit. They want to be able to liaise with this person before a visit, so freelance and part-time staff need to be available for this.
- Secondary teachers would like to be offered more help and support for visits. They do not

think museums provide enough resources for 11 – 14 year olds.

□ **7.6 Inappropriate content and format of visits** (*Aim 1,2, 3 and 4*)

- Museum officers need to be very clear about the needs of different age groups so that the session is pitched at the appropriate level and that worksheets are differentiated according to ability.
- Variety of activity and small group activities work best, with some attention paid to the needs of the least able and the most able pupils.
- Museums could usefully seek feedback from teachers and pupils after school visits.

□ **7.7 Museum staff who are not child-friendly** (*Aim 1,2, 3 and 4*)

- Teachers would like to see museum staff having a more positive attitude towards school children and being encouraged to interact with children informally and share their knowledge.

□ **7.8 and 7.9 Barriers relating to loan and outreach services** (*Aim 1,2,3,4 and 6*)

- Schools need to be kept regularly informed about these services and lists of outreach workers might include recommended private individuals or companies who provide a useful service to schools as well as museum outreach workers.
- A delivery and collection service for loan boxes should be initiated in areas that do not provide this service. Museums should ensure that all schools are aware of the different options for paying for the boxes and that they can order online.
- Good instructions should be provided with artefacts. Teachers would benefit from occasional training seminars for using artefacts.

□ **7.10 Barriers relating to website usage** (*Aim 1,2, 3,4 and 6*)

- Museums need to publicise their websites more and provide advance information as well as what is currently on offer.
- A central website might be set up to provide information in one place with links to local and regional websites.
- Websites providing virtual tours are particularly helpful for teachers planning visits.

□ **7.11 Inadequate relationship between schools and museum service** (*Aim 1,2, 3, 4 AND 6*)

- Museums should come into schools more and see what children are doing in different age groups.
- Museums should ask for more feedback from schools through face-to-face communication.
- Money needs to be made available to promote a relationship between schools and museums and for more long term collaborations

ANNEX B.

Quantative Research: Schools use of Museum Education Services across the SE

The Research Partnership

EXECUTIVE SUMMARY

Regional Museum Hubs are part of the new framework for regional museums and galleries being implemented across all nine English regions by Resource.

The Hub for the South East region is a partnership between Hampshire County Council Museums and Archives Service, Chatham Historic Dockyard Trust, Oxford University Museums and the Royal Pavilion, Libraries and Museums, Brighton and Hove. The South East Regional Museum Hub is working in partnership with SEMLAC – the South East Museum, Library and Archive Council.

All Hubs are expected to submit an Education Programme Delivery Plan (EPDP) to Resource by February 2004. This plan will outline proposals for work with school age children, initially during 2004/5 and 2005/6 with the target of increasing contact with schools by 25%. The compilation of the South East EPDP is being led Hampshire County Council Museums and Archives Service and they commissioned a programme of research to inform the Plan.

The research began with qualitative research in the form of focus groups across a range of school settings in the South East. The findings from this research have been reported elsewhere and proved invaluable in guiding the development of the quantitative research. This had a similar range of objectives as the qualitative research, but with the over-arching aim of quantifying the findings emergent from the focus groups, namely to:

- evaluate the types of existing learning services provided by museums in the South East.
- consider the demand for services, as well as examining the role and potential of museums in supporting learning.
- identify potential ways for museums to increase schools take up of their services- including addressing barriers to accessing services.

To meet these objectives a structured questionnaire and covering letter was sent to a representative sample of 1000 schools across the South East at the end of November 2003. Non-responding schools were telephoned to encourage participation and a total of 225 questionnaires were received by the close date in mid December. The response rate of 22.5% was not as high as had been hoped for, primarily due to the timing of the survey so close to Christmas. However, replies were received from across all education authorities in the South East and there was no noticeable response bias, either by geography or type of school. This builds confidence in the findings, even if some of the detailed sub-regional analysis that had been envisaged was not possible due to the lower than expected achieved sample.

However, the achieved sample was sufficient to enable differences between the primary and secondary sectors to be examined, as well as the differing needs of each Key Stage.

The key findings from the survey are summarised below:

1. Schools make trips out to a variety of types of museums, although relatively little use is made of those within walking distance. Journeys to museums with an hour's travel are more prevalent, as are trips to London and museums over one hour's travel. (aim 1)
2. Pupils at Key Stage 2 and 3 make more use of trips out to museums, followed by Key Stage 4 pupils and then Key Stage 1 (aim 1)
3. Secondary schools make greater use of museums in London, whereas primary schools are more likely to use local museums (either within one hour's travel time or walking distance) (aim 1)

4. History is the most common subject that provides a focus for trips out to museums. (aim 1)
5. Trips made by primary schools are also underpinned by science and geography, whereas science and art and design play are more important as secondary prompts at Key Stages 3 and 4 (especially in the case of trips to London). (aim 1)
6. Looking ahead to the next two years, there is a net balance of opinion across the South East that the number of trips made to museums will increase, a pattern that holds for all museum types across all four Key Stages. (aim 1)
7. This said, most of the additional trips made by the primary sector will be to local museums whereas the secondary sector is more likely to make additional trips to museums in the capital and those within a hour's travelling time. (aim 1)
8. Schools currently make use of the range of museum education services that go into schools – be it actors that support the Curriculum, use of loan services or staff from museums that go into schools. (aim 1)
9. Usage varies markedly by type of school with twice as many primary schools using such services as secondary schools.
10. Looking ahead, use of these services is expected to grow markedly over the next two years, far more so that the growth in trips to museums. Across all Key Stages the services currently least used will benefit most from this growth: museum staff going into schools, loan service and actor supporting the Curriculum. (aim 1)
11. The principal barriers to increasing the number of trips out to museums group into the following categories: cost (of travel, entrance costs for pupil, and helpers, and extras at the museum), time (to get to the museums and once there) and trip administration (risk assessment/health and safety planning, pre-visits to plan the trip and general trip administration). (aim 4)
12. Schools perceive relatively few barriers in the offering from museums although there are areas for improvement, notably: the lack of hands-on displays, the need for a sustained relationship between schools and museums and a lack of on-site facilities to support visits (cloakrooms, eating facilities etc). Neither is a perceived lack of support from museums thought a barrier, although this view may reflect low expectations.(aim 4&6)
13. Primary schools find the cost issues a far greater barrier, whereas secondary schools focus more on the time pressures in a busy Curriculum.
14. The two key barriers to an increased use of museum education services that come into schools are cost and lack of knowledge of the available services. Administration is less of a barrier as is a lack of support from museums. (aim 6)
15. Primary schools are again relatively more concerned about the perceived cost of using these services, whereas secondary schools focus more on a lack of knowledge of service availability (reflecting lower usage levels) and time pressures.
16. As with trips out to museums, so schools hold the view that there is a need for greater use of museum education services - a lack of any need in the Curriculum is the lowest rated barrier for both types of service across both school types.
17. Schools were asked for their suggestions as to what museums could do to stimulate a greater number of trips out of school. Better publicity was commonly suggested, including publicity targeted at particular Key Stage/Curriculum requirements. In the same vein so schools wanted activities and exhibits targeted at particular Key Stage/Curriculum needs, preferably delivered in a more hand on/interactive/immersive style. (aim1& 6)
18. The same factors were mentioned by both primary and secondary schools, although the former were slightly keener on linkages with Key Stages and the Curriculum, whereas secondary schools favoured better publicity. (aim 1&6)
19. The same question was asked about museum education services that go into schools: better publicity and advertising was the clarion call from both primary and secondary schools. (aim1&6)
20. There was also a clear preference across both types of schools as to how they would prefer to receive such information – brochures/ mailers/leaflets sent by post. This said, there was fair degree of support for some of the

newer methods, be it e-mail or web delivery of information (aim 6)

21. Explicit linkages to the Curriculum were explored by gauging opinions of the availability of key collections that support each Key Stage. There is a wealth of data across the various collections for each Key Stage which should enable both better promotion of current availability and enhanced provision where feasible. (aim 6)

22. There are a variety of trip types to museums that can be used to impart information to pupils and school preferences across these reveal a marked vote in favour of the newer, more interactive, hands-on and immersive style of visit, perhaps involving role play. (aim1)

23. This preference is held by both primary and secondary schools, although the latter accept a broader range of visit types perhaps reflecting a slightly greater need for self-led learning (especially at Key Stage 4).

24. In more general terms, museum education services are thought to offer the potential to develop a wide range of the key skills and support for particular groups required by the National Curriculum. Looking across all Key Stages the main contribution is seen in respect of: thinking skills, support for gifted and talented children, literacy, and support for teachers in training and numeric skills. (aim 6)

25. Against this general pattern primary schools also perceive an important role in terms of support for subject coordinators, whereas secondary schools see the museum education services as also supporting the development of citizenship skills. (aim 1&6)

Looking across these findings is clear that museum education services have a lot to offer to schools, across all the Key Stages. Schools clearly use and appreciate the services available and express a willingness to make greater use in the future especially of services that come into schools. However, increasing usage levels by 25% will not be easy and there are a number of barriers to be overcome: (aim1&6)

26. Service promotion will be key – lack of knowledge of service availability needs to be tackled (aim 6)

27. Helping schools with the preparation of visits will help reduce the perceived burden on schools and is something that the museum education service could tackle via concerted and co-ordinated action from the Hubs (aim 4)

28. Although a more difficult issue, any form of help with the cost of services will encourage greater use

29. The nature of the experience in museums needs to be continually reviewed in order to keep up with school and pupil expectations for newer delivery methods. In addressing these barriers it is suggested that notice be taken of the varying needs of primary and secondary schools to help differentiate the offering where there is advantage in doing so. At a more detailed level, the need for explicit linkage of the museum education service to each Key Stage should be recognised and addressed to make the services even more relevant to the needs of tomorrow's pupils. (aim 2)

ANNEX C

LOCAL EDUCATION AUTHORITY CONSULTATION

In Hampshire the Assistant chief Education Officer and History Inspector have actively supported the development of the EPDP.

Consultation over the EPDP with LEAs has proved more challenging; two consultation days arranged have met with limited response in part due to the time factor, lack of notice given for the meeting and the pressure to find time to release staff. However in organising the consultation all 19 Local Education Authorities were contacted, through an initial phone call to identify an appropriate person, often followed with discussion and an e mail to summarise the main purpose of the consultation this has alerted key LEA staff to the EPDP and the Renaissance in the region strategy. Furthermore the Assistant Chief Education Officer for Hampshire brought the EPDP school research programmes across the South East to the attention of colleagues within all LEAs.

The consultation meeting at Reading Museums Service was co-managed and supported by Gail Sutton, Head of Museum Education and was attended by two representatives of LEAs from Berkshire. Gail has had significant success over a longer time frame to engage more fully with LEA agendas. In Brighton & Hove discussions have focussed on how museums could support schools.

We have also looked at Education Development Plans on web sites. The subject of links with LEAs has been the subject of much discussion with museum educational colleagues at consultation meetings. There is a view from colleagues that the Hub can “broker” more effective relations with LEAs through strategic partnerships. Reading Museum service has strong relationships with the LEA (see below), and is now managing strategic relationships for the delivery of outreach services across Berkshire which comprises 6 unitary authorities). This success offers model value.

There are good working relationships with the LEAs in Oxford, Hampshire and Brighton & Hove and elsewhere in the region and particularly Southampton and Portsmouth have good links and their service provision is embedded in LEA plans. In West Sussex the pupil enrichment scheme for gifted and talented children has been a notable success for museum partnerships with the LEA.

From this research we have determined there are a number of areas that museum education can focus on when supporting LEA priorities:-

Curriculum support

- Cross curricular and thinking skills
- Communication
- Application of number
- Literacy skills
- IT
- Working with others
- Improving own learning and performance
- Problem solving
- Information processing skills
- Reasoning skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills

Programmes to support the following:-

- Gifted and talented children
- Children with special needs
- Children at risk of exclusion
- Children from disadvantaged areas – especially linked to raising attainment
- Focus weeks (e.g. arts weeks, poetry weeks etc)
- Summer holiday programmes, especially the age of transfer from Primary to Secondary

Personal, Social Health and Citizenship education (PSHCE) and the development of emotional intelligence as well as more “formal” intelligence also feature in discussions.

The transport issue

The cost of coach and bus travel is an issue that blights the ability of schools to access high quality learning experience beyond the class room; this was raised by LEAs as well as teachers.

The plea is for Local Authorities to address this within their transport strategy. The Hub must advocate the importance of this issue and the need for resolution.

The Reading Experience

There is a need to encourage a greater level of communication and partnership working between museums and LEAs. The Hub EPDP identifies the need to further develop working relationships with LEAs and to progress strategic partnerships.

Below Gail Sutton, Education Manager at Reading Museum Service describes how established relationships with LEAs can impact.

All LEAs employ officers to work with their local schools to provide information, support and training within specialist curriculum areas and for different types of special needs that schools, teachers and pupils may have. This work is carried out by teams consisting of Advisers and Consultants responsible for specific key stages – often divided into Primary and Secondary responsibilities. Most authorities have a General/Senior Adviser and/or Strategy Managers responsible for a team of consultants representing specialist curriculum areas and needs. In order to provide museum services that will be relevant and useful for schools throughout the region, it is imperative that LEA advisers and consultants know about and value the services provided.

Local contacts between museum services and individual LEA advisers and consultants can be extremely useful. In some LEAs contact has provided opportunities for local museums to take part in Continuous Professional Development (CPD) sessions that are organised regularly by advisers. With the right LEA contacts and suitable staff, individual museums have been able to play an important role in providing training at these sessions and informing teachers directly about the services they can provide. The structure of advisers and consultants who are responsible for specific parts of the curriculum (such as a Literacy Consultant, Special Educational Needs (SEN) Consultant, ICT Consultant or Foundation subjects Consultant), ensures that museum services can become involved with dealing with the people who represent the subjects that link best with their collections and the services they are able to offer.

These local contacts can be extremely useful, but are dependent upon individual members of staff within museum services having the time and knowledge to carry them forward, as well as the organisational structures and advisory roles within the LEAs. The contact between museums and LEAs can be patchy and as a result there are large numbers of Advisers and consultants who do not know about the services that museums across their region offer. In LEAs where the services provided by museums are included in their system of Service Level Agreements (SLA) for schools, the level of knowledge about museums and their education services is stronger. Where there are SLAs the learning services provided by museums are included in the LEAs annual 'Services to Schools' brochures – thus informing schools of available services and giving them the opportunity to 'buy-into' a range of services through a service Level Agreement. Often these services are offered as a response to budget delegation, and as such the authority will not contact schools on behalf of individual museums, however, the value of having museum services included in the official authority SLA pack is important. Where museum services are able to be included in official SLA processes, there is often a series of contact meetings arranged – particularly as, in the case of Berkshire, if a number of Unitary authorities have grown out of a previous County Authority. In cases like these there are often a series of joint arrangements that enable museum services to remain part of a larger system of LEA contacts and provide opportunities to be invited to meetings of officers that represent a number of authorities throughout the local area. A Museum Service that is part of this system can maintain a higher profile than one that meets only with individual advisers or consultants.

ANNEX D

THE WIDER MUSEUMS COMMUNITY – REGIONAL MAPPING STUDIES

The work of the Hub museums is being assessed and set within the context of museum education provision across the SE.

Working closely with SEMLAC - the basis on which the Hub started to determine the strength of museum education provision in the SE was through an existing mapping study of museum services undertaken during 2000 and 2001.

Formal Learning

Formal learning encompasses all types of provision aimed at the formal education sector, such as schools and further, continuing and higher education. Museum education has a long and distinguished tradition in many museums but a more informed planning of its delivery to the formal sector is now vital.

The government agenda of joined-up thinking needs to be reflected at a more local level. Museums, as cultural providers, must be aware of the specific needs of the formal education sector. This will require a knowledge and understanding of the contents of the National Curriculum and an awareness of the framework of formal education provision in which each museum operates (for instance, Local Management of Schools now makes it necessary for museums to be in direct contact with the schools they wish to attract, rather than dealing exclusively with the local education authority). Schools have a wealth of destinations to choose from and museums need to have more of a competitive edge to attract and keep school visits. There is a need to maintain a dialogue between museums and the formal education sector and this dialogue must include sustained evaluation of the services that each museum can offer.

Some museums have had historic links with post -16 and higher education; university museums are perhaps the most obvious examples of this. The development of placement and work experience schemes, and new vocational qualifications such as GNVQ Leisure and Tourism and MAs in Heritage Management and Interpretation have provided new impetus for museums to offer programmes for students.

Offering support materials and delivering direct sessions relevant to the National Curriculum or to other learning programmes are generally recognised to be the basis of a museum's formal education service. As museums develop new education programmes they must be tailored to the needs of formal education. As they evolve they should also be subject to increasingly stringent levels of review and expert input, including measures to assess the effectiveness of the service they provide, against learning objectives.

Smaller museums can often develop successful education programmes with input from external educators, but the management of the education service as it grows and develops will generally require a dedicated education specialist.

Exploiting the learning potential of museums and their collections is a complex process that requires museums to develop or have access to increasingly specialist skills and resources. Volunteers have always played an important role in delivering museums education but there is a growing recognition of the need for professional museum education skills and experience, whether through external input to help inform and devise formal educational programmes, or as part of the established staffing of museums.

Extract from 'A Measure of Success': Southern Museums Agency

Education Services:

It is in the areas of informal and formal learning that museums in this region have attained the highest standards with more than a third of museums scoring levels 4 or above for Intellectual Access - Display, Informal Learning and Formal Learning. It reflects the investment by museums in their educational role, from accessible public displays and commitment to life-long learning provision, to direct services to schools and employment of education officers.

Centres of educational excellence are found in all the museum sectors. From the independent sector it is the Weald and Downland Open Air Museum, Battle Abbey, the museums of the Jersey Heritage Trust, and Dover Castle that provide a lead in provision. Brighton and Hove Museum Service take the lead for local authority services. It will be important that this investment is further supported by the region's local education authorities, and from outside the region through the awards of national bodies such as the DfEE and Heritage Lottery Fund.

Despite the evidence of good practice in the area of informal and formal learning, it is noted that approximately a third of the region's museums are only reaching levels 1 and 2 in the learning indicators. Whilst this largely reflects the smaller volunteer managed museums, it will be important to support the development of their educational potential if they are to participate fully in meeting the needs of local communities. This represents a regional training need. The

impact of countywide educational development officers (part-time in Surrey and part time/one year contract in West Sussex) provides a model for developing educational facilities in museums of all categories, without dedicated education officers. The Area Museum Council will continue to support such initiatives.

Extract from: 'Museums in the South East 2000: A Strategy for our Region'

Based on this work we determined to make contact and develop consultation, through meetings held across the SE, with sixty museum education specialists delivering museum learning programmes for schools .

The Regional meetings were used to launch a more in depth mapping of museum education services.

Although yet to be completed ,the emerging picture complements that of the needs analysis.
The findings have also been discussed and endorsed by colleagues.

In summary the strongest provision across the sector is in the delivery of history programmes, at primary level this is closely followed by science and geography and at secondary level art takes more significance.

There is a lack of strategic development when thinking about the creation of new programmes and colleagues endorsed the idea of more collaborative thinking and proactive understanding of sector needs.

The idea of differential use of type of collections by the primary and secondary sector was again noted and recognised as being a characteristic of provision.

The idea of more outreach provision, of all types, co-ordinated on a sub regional basis has been welcomed.

The weaknesses picked up in the original survey work of the need to support improvements to the planning ,administrative and evaluation processes as well as content, were agreed as something the Hub could take the lead in addressing by providing case studies of good practice that could be shared across the sector.

From discussion at Regional meetings it should also be noted that the range of creative of creative programmes offered and the number established partnerships to support museum learning was impressive. The EPDP is building on this existing creative work.

ANNEX E

ASSESSMENT OF CURRENT PROVISION BY HUB PARTNERS

Overview of Current Services

Hampshire Museums And Archives Service [HMAS], (Lead Partner)

HMAS provides two dedicated centres for formal learning provision at opposite ends of the county – SEARCH in Gosport and Milestones in Basingstoke. All primary schools are within one hour's journey of either, apart from a few in the far SW of the county, which are served by St Barbe Museum and Gallery at Lymington, which has an Education Officer, and by museums in the SW Hub area. Complementing this provision is a network of local museums and sites offering a less comprehensive service based on permanent displays, handling collections and teachers' packs – all for self-led visits. .

Brighton And Hove

The Museum education service works across all the sites (Royal Pavilion, Preston Manor, Booth Museum of Natural History, Hove Museums, Brighton Museum and Foredown Tower) It is managed by the Education Manager; the schools programmes are delivered by a pool of freelance staff; there is also a children's and families community assistant and a similar post for adult education staff. An administrative post deals with school bookings. Schools education is offered at all sites with Preston Manor being the most heavily used. Guides deliver tours in the Royal Pavilion these are the least curriculum focussed of the current services.

Oxford University Museums [OUMS]

The Ashmolean Museum, Pitt Rivers Museum (PRM), Oxford University Museum of Natural History (OUMNH), Museum of the History of Science (MHS), Bate Collection of Musical Instruments. Schools education is currently offered at all sites except MHS. MHS is currently advertising for a part time Education Officer.

The Historic Dockyard, Chatham [CHDT]

CHDT's Education Service is lead by the Education and Community Director, supported by the Education & Training Officer. Both are qualified teachers. The key strength of provision for schools lies in a wide range resources and taught programmes available for Key Stage 2. The site – principally due to its size and ample toilet facilities – has the necessary infrastructure to host large group sizes.

Assessment Of Current Provision By Aims

AIM 1

To meet the needs of schools, (as identified through research) by offering diverse programmes and activities to support and complement a broad curriculum, so that children benefit from the distinct range of learning experience museums provide.

Oxford University Museums:

KS1: The OUMNH offers science while the Ashmolean offers art sessions and literacy and numeracy. All the OUMs are willing to offer sessions on request from teachers

KS2: The Ashmolean and the PRM offer history while the OUMNH offers science to this age group. All three accommodate art groups, and the Ashmolean does numeracy and literacy

sessions. The OUMNH and PRM also run an ‘entitlement’ programme in conjunction with the LEA aimed at year 6. This is a bridging project between KS2 and 3, started at the end of year 6 and finished at the beginning of year 7. It looks at wider curriculum issues and includes outreach programmes to all schools involved. All three offer handling sessions for this age group.

KS3: The Ashmolean offers art, RE and history, the PRM art and the OUMNH science and art. All are willing to respond to particular teacher requests.

KS4 and above: The Ashmolean offers history, art and art history, the PRM offers art, and the OUMNH offers science and art. The PRM runs music sessions in conjunction with the Bate, and is developing A level history resources around the photographic collections.

The PRM and OUMNH offer ‘widening access’ sessions at KS3 and 4 in conjunction with the University admissions office and through the college widening access programmes. This includes handling sessions

OUMNH, PRM and Ashmolean all offer a limited outreach programme that is a response to particular requests. They also try and offer a range of teaching and delivery styles; guided tours, trails, talks, handling sessions, curriculum and non-curriculum topics.

Hampshire Museums And Archives:

Hampshire has two dedicated centres for formal learning provision at opposite ends of the county – SEARCH in Gosport and Milestones in Basingstoke. Both services were set up after researching schools’ needs. All primary schools are within one hour’s journey of either SEARCH or Milestones, apart from a few in the far SW of the county, which are served by St Barbe Museum and Gallery at Lymington, which has an Education Officer, and by the SW Hub.

Complementing this provision is a network of local museums and sites offering a less comprehensive service based on permanent displays, handling collections and teachers’ packs – all for self-led visits. Special Exhibitions are strength for local museums, providing a dynamic mechanism for delivering a diverse range of learning activities.

Specialist skilled staff deliver led sessions, particularly at SEARCH.

The strengths of our provision lie with Key Stages 1 and 2, with a good service for Year R at SEARCH and a developing service for Early Years at Milestones. We are very responsive to demand, for instance in developing new workshops at SEARCH as the QCA brings in new schemes of work.

For Key Stages 3 and 4 and beyond there is more limited provision both within HCCMAS and in the County as a whole (according to data received so far). Hampshire schools seem to make good use of National Museums and also the Oxford University Museums.

There are several Outreach providers within the County – notably the LEA, Winchester City Museums Service, Portsmouth and Southampton and the Mary Rose Trust. HCCMAS have within the last year been addressing a specific need for an outreach service to secondary schools, through a partnership with Winchester City Museums. There is a need to develop a coordinated outreach strategy that jointly promotes the available services.

Access to collections mirrors service provision, with primary age children achieving reasonable access to Hampshire History, Art, Archaeology and Natural Sciences. However KS3 and 4

currently make little use of HCCMAS resources. Opportunities for development exist at Milestones for KS3 History and Technology.

Hampshire would wish to train a wider profile of staff to facilitate learning across the service.

Significant gaps in provision are on-line learning, outreach services and certain curriculum areas and themes.

Brighton And Hove:

KS1: Specific education programmes are offered across all sites which support history and science these include hands on sessions, guided tours and talks. There is an emphasis in the sessions on developing learning skills as well as knowledge and where appropriate cross curricular links are made. There are teacher resources available to support the programmes. The Toy gallery at Hove Museum, recently completed, has been aimed at young children and provides interactive opportunities and can be used for a self directed visits with this Key stage. The service will also respond to specific request from teachers.

KS2: Specific education programmes are offered across all sites which support history (early, local and Victorian), geography and science. These include hands on sessions, role play, guided tours and talks. There is an emphasis in the sessions on developing learning skills, working with others as well as knowledge and where appropriate cross curricular links are made. There are some teacher resources available to support the programmes. There are limited resources to support independent visits. The service will also respond to specific request from teachers. There are some interactive opportunities in the museums' galleries and at Brighton the local history gallery includes a display which supports Life on the Home Front.

KS3: The service has programmes at Brighton Museum and Art Gallery, Foredown Tower and the Royal Pavilion, which are adapted to the needs of KS3, and sessions are also tailored to meet the needs of individual requests. The displays and temporary exhibitions support the Art curriculum creativity and PSHE but are not targeted specifically at a school's audience. There are a limited number of information packs specifically developed to support KS3.

KS4: The service has programmes at Brighton Museum and Art Gallery, Foredown Tower and the Royal Pavilion which are adapted to the needs of KS4 and sessions are also tailored to meet the needs of individual requests. The displays and temporary exhibitions support Art. There are no information packs or other support material. The recent Image and Identity Project with the V&A (DCMS/DfES Strategic Commissioning Funded) has provided the opportunity to develop relationships with a number of the Brighton & Hove secondary schools by being able to develop sessions which specifically met the needs of this age range. It has importantly demonstrated how the Designated Collections can support the Art Curriculum.

Outreach Sessions (on request using the handling collections) are run in schools both within Brighton & Hove and further afield. There is also a loan service of natural history which is run from the Booth Museum of Natural History and primarily supports art projects as lack of supporting material. The material has to be collected.

The Historic Dockyard, Chatham:

The Education Service at The Historic Dockyard, Chatham is lead by the Education and Community Director who is supported by the Education & Training Officer. Both are qualified teachers.

The key strength of provision for schools lies in the wide range resources and taught programmes available for Key Stage 2. The subject areas covered for this age group include History – The Victorians, History – World War II, Local History, and Literacy. Very successful whole day teaching programmes have been developed for both World War II and Literacy. These ‘Themed Day’ programmes aim to use the collections innovatively, including the teaching of Literacy Hour on board ship in one instance and a World War II spy mission in another. The supporting printed resources, however, require updating and revision in many cases. In addition, capacity to deliver the taught programmes is severely limited by the Trust’s inability to fund full opening of site the winter months.

A less comprehensive range of resources is also available for Key Stages 1, 3 & 4. Further work is required to develop taught sessions and support materials for these age groups, particularly focusing upon Key Stage 3 History.

The site – principally due to its size and ample toilet facilities – has the necessary infrastructure to host large group sizes. This is a significant advantage for teachers of Key Stages 3 & 4, who often prefer to visit with whole year groups.

At present, the nature of the key collections do not lend themselves to the delivery of an outreach programme for schools, although the advent of the National Ship Model Collection Centre at The Historic Dockyard offers significant scope for development in this area.

AIM 2

To address the key priorities of LEA's in the South East through the provision of enhanced services, including working with the full age and ability range and taking into account different learning styles.

Oxford University Museums:

PRM, OUMNH and the Ashmolean all work closely with a range of LEA advisors. These include an ‘entitlement project and a large art project where advisors place artists in residence in each of the schools to work with KS2 children. All curriculum developments in the Museums use the advisory service as a way of approaching teachers for consultation and for marketing. There is an increasing involvement of LEA advisors in the development of wider curriculum projects through the museums.

Hampshire Museums And Archives:

Hampshire LEA operate within the County Council’s Corporate Strategy as does the Museums Service, so that aims and priorities are shared. Partnerships with the LEA have concentrated on Lifelong Learning rather than on schools, but there are still good examples of partnership work involving a service to schools, e.g. local museums providing a local history service and resources. The current Inspiring Science Project provided by SEARCH and the Royal Navy Submarine Museum in Gosport is working with schools with science attainment targets and the LEA’s Primary Science Advisor has been involved from the outset and has asked museum education officers to speak at a conference about how museum learning can support Age of Transfer initiatives. The Portsmouth Area Science Teachers Association sometimes meets at SEARCH for Science. The development of an Early Years service at Milestones has been undertaken in partnership with LEA advisors who have provided training.

However, there is a need to embed museum education services more formally within the LEA's plans.

The strengths of the service lie in national social history, art, archaeology and natural sciences.

Teachers appreciate the application of learning theory to the programmes we offer. New learning theory is applied to a continually evolving service and one provision strength we can highlight is the way we take into account the learning styles and abilities of our users.

Brighton And Hove:

With MGEP 1 funding there was close work with 8 schools (primary, secondary and special) to develop whole school strategies to use of museums to support learning. The project was developed at its initial stages with advice from a primary head and senior secondary teacher which ensured that the project linked with LEA and school priorities. The project included an in depth look at the outcomes of museum learning and re focusing of sessions to meet curriculum needs, as well as a programme to meet the needs of disaffected and underachieving pupils, a key LEA and school priority. MGEP2 funding has provided the opportunity to re-establish the partnership.

The Historic Dockyard, Chatham:

Although research and consultation is undertaken with schools in the development of new programmes and resources, there is a great deal of scope for improving communication with the Local Education Authority.

AIM 3.

To raise awareness, share best practice and facilitate partnerships between the full range of museum (and other appropriate) education providers.

Oxford University Museums:

The University museums play an active role in OXEN (the Oxfordshire Education Network), a loose group of people involved in cultural education, including the museums and the county council that has the specific aim of sharing good practice. The Ashmolean, PRM and OUMNH all run a limited number of teacher insets. All three are institutional members of GEM.

The University museums are, traditionally, quite separate institutions with different styles, staff and infrastructure. The Education Services are currently working together on a range of different projects, and are beginning to market each others' services. This is particularly true of the OUMNH and PRM who now have a tradition of delivering school programmes and family activities together.

The University museums will be working with the Oxfordshire Museums Service on the development of loans boxes.

Hampshire Museums And Archives:

The Head of Museum Education for HCCMAS convenes a group of museum education officers from around the county. Education staff from HCCMAS have led a range of local courses both in-house and for GEM and spoken at conferences.

There are many existing partnerships between schools' service providers ranging from support for

the funding of St Barbe Museum and Gallery with its excellent education service through to one off projects like museums and libraries working together on education services to support temporary exhibitions.

Brighton And Hove:

With external funding for 3 projects over the past 3 years (MGEPI&2 and DfES/DCMS Strategic Commissioning Fund) the service has had the opportunity to develop closer working relationships with some schools within Brighton & Hove. However the partnerships can not be sustained after the completion of the projects as there is no permanent post with either the appropriate schools and the national curriculum skills and knowledge, nor a post which has the scope and capacity within existing duties to develop this further. There are no partnerships at present with other museum education providers within the region. However there has been some work in the past with the East Sussex Museums and Archaeology Project.

The Historic Dockyard, Chatham:

Partnership programmes have been developed with a range of external agencies, including the Medway Education Business Partnership and the local council's Children's University. Further exploration is now required in order to develop partnership programmes with other museums. The National Ship Model Collection Centre – a joint project between The Historic Dockyard and the National Maritime Museum, Imperial War Museum and Science Museum – is one vehicle by which this may be achieved.

AIM 4.

To develop, implement, and disseminate good practice for the planning, administration, health & safety, monitoring and evaluation of educational visits and activities
Oxford University Museums:

All education services are evaluated, often on an ad hoc basis

Hampshire Museums And Archives:

SEARCH and Milestones have model value in being able to demonstrate the principles and procedures underpinning a rigorous service. Both are fully accessible environments and the uptake of the service at SEARCH by special schools is proportionally higher than uptake by mainstream schools. SEARCH delivers its school service through a cycle of consultation, planning, trials, evaluation and review. The Education Section of HCCMAS has a consistent monitoring format which links to personal development reviews, training and service planning. SEARCH has shared its evaluation materials and health and safety documents such as Risk Assessments and Handling Guidelines with many other local sites and services

Brighton And Hove:

All schools receive written confirmation of bookings with details of their visits. Ground plans are provided as well, and when requested information about risk assessment's available. Where available teachers packs are sent. Booking is by phone and a diary is held on the computer which is only accessible through one computer. There is a dedicated administrative post that is working at capacity with the current number of bookings. The computer programme is complex and means the process of each booking is time consuming for the post holder and back up paper systems are also

necessary. Teachers receive evaluation forms to complete after visits and these are generally returned. Lunch facilities exist at some sites, however need improvement.

The Historic Dockyard, Chatham :

The Education Department at The Historic Dockyard has a comprehensive administration service to support the booking and evaluation of school visits. Health and safety is a key priority with risk assessments carried out for all school visits and supporting activities. All relevant staff are currently being trained in the implications of a new Child Protection Policy and audits have recently been carried out to assess compliance with the Disability Discrimination Act. In this regard, The Historic Dockyard Chatham are well placed to contribute to the development of a 'Best Practice Handbook' for dissemination to other regional museums.

AIM 5.

To ensure museum learning is embedded in the ethos of all museums in the SE.

Hampshire Museums And Archives:

HCCMS was one of the services invited to pilot Resource's Inspiring Learning for All framework. The Head of Museum Education is on the Senior Management Team of HCCMAS.

The Education Section have an input into all new service developments and the only limitation to sustainability has been the inability to invest in the regeneration of permanent displays. However, the new Recreation and Heritage Directorate and the Discovery Centre concept offer opportunities.

Brighton And Hove :

At present the inspiring learning framework has not been implemented in Brighton and Hove. However elements of the recommendations form part of the underpinning methodologies used to plan and deliver the schools programmes.

The Historic Dockyard, Chatham:

Promoting a wide knowledge and understanding of the collections for all visitors is one of the charitable objectives of The Chatham Historic Dockyard Trust, and thus education is at the heart of organisational culture. The Education Director also deputises for the Head of Museum and Heritage. This ensures that strong links exist between collections management and interpretation strategies which foster unique learning opportunities. The Trust is currently exploring the 'Inspiring Learning for All' Framework, with a view to its full implementation by early 2006. In order to achieve this, however, investment in a Schools' Officer will be necessary. This will free-up existing staff to co-ordinate learning activities across a broader range of ages and abilities

AIM 6.

Develop effective communication with schools.

Oxford University Museums:

The University museums do a limited amount of collective marketing through a museums' brochure. The Ashmolean, PRM and OUMNH all run teacher insets. The Ashmolean and PRM have bookings officers who are trained to give appropriate information to teachers, while the OUMNH deliver this through their Education Officer. This is an area that needs support and development. All the University Museums suffer from the effects of over communication with teachers, to the extent that they cannot respond to teacher demand due to lack of staff and facilities. The nature of the collections means that limited marketing can have a huge effect. Increasingly the museums are looking at using the LEA Advisory Service as the first link to schools, as the Advisors have expert knowledge of teachers' needs.

PRM and OUMNH have spent some time developing web resources for pupils and teachers. The Ashmolean currently does this through teachers' packs.

Hampshire Museums And Archives:

SEARCH and Milestones run regular teachers' open days and have general information packs for schools as well as resource packs for individual workshops. The service as a whole always has a presence at events such as head teachers' conferences and NQT days.

We have an informative web presence using themes relevant to teachers to help them plan visits. A virtual pre-visit tour of SEARCH is available for the most popular school workshop. The web site is being rationalised and developed to help teachers make the link between different services available through the Recreation and Heritage Department. A lot more could be done in this area, including a web space where teachers and children could share ideas on how they have used and followed up our services.

E-mail is used for specific information sharing, and new initiatives usually have marketing flyers to promote them.

Brighton And Hove:

The service sends a newsletter each term to schools within East, West Sussex and Brighton and Hove which lists permanent programmes and temporary shows. There has been no evaluation on the effectiveness of this method of communication until the EPDP process. From time to time news about the museum education developments have been included in the Brighton & Hove LEA bulletin to schools. Information about education services on the web is very limited and partnerships for special projects have been forged through direct contact with schools, advice from the LEAs and going into schools to meet with teachers.

There is termly training of the freelance teachers delivering the schools programme. A training programme (including the NVQ in heritage and visitor services) for frontline staff was developed and partially implemented at Brighton Museum and Art Gallery. There has been no formal work on supporting the needs of school visits for frontline staff.

Inset is offered to schools, but take up is mixed.

Training also formed part of the MGEP1 project with opportunities for teachers to observe other schools educational sessions as well as sessions for helpers on visits, this was largely taken up by schools classroom assistants. These initiatives have not been sustained.

The Historic Dockyard, Chatham:

Communication generally takes the form of a newsletter to all schools within a 90-minute drive-time

radius of The Historic Dockyard. These mail-outs take place in July and January, although limited success has been achieved in ensuring that the information is fully disseminated within the schools themselves. Further resource is required to develop a more personal style of promotion that involves visiting schools and attending subject co-ordinator meetings. Inset sessions for teachers have been arranged from time to time, but have met with a disappointing response. A Schools' Officer will help to create a coherent, all encompassing liaison and communication service.

The Education Department manages and co-ordinates the company wide Training Plan at The Historic Dockyard and delivers all in-house training programmes. Significant scope exists for using this experience in the development of a regional training programme to address the needs of smaller museums.

AIM 7.

To seek to ensure the sustainability of actions undertaken through the EPDP
The Hub is aware of the need to develop its capacity before extending present service provision further into the sub-regions. This planning takes into account the need to be responsive and flexible to resource availability.