

2. Forming a great museum-school partnership

Developing Long-Term Partnerships

This Toolkit is informed by evaluation of the *My Primary School is at the Museum* pilots

www.kcl.ac.uk/cultural/resources/reports/161107-primary-at-museum-report-stage-7-visual-interactive.pdf

Evaluation highlighted the benefits of extended residencies to provide unique hands on, cross-curricular, child-led learning opportunities for school pupils. For these learning opportunities to happen, the different organisations involved needed to develop understanding about each other's priorities and ways of working:

'New partnerships formed and there was a flow of skills, knowledge exchange and ways of working between the partner organisations. However, it was evident that if educational and cultural organisations are to work together in this way longer term, much closer communication and a better understanding of the different organisational cultures are required.'

(My Primary School is at the Museum, 2016)

This Toolkit contains checklists and tools to help you build strong partnerships and genuine collaboration. Enabling you to put things in place and keep working well together throughout a cultural residency. We would like to thank teachers and museum education staff who completed a survey to help shape the contents of the Toolkit.

Use 'Forming a great museum-school partnership' to:

- Develop understanding of each other's organisational cultures
- Clarify the practical details of working together and project plan.

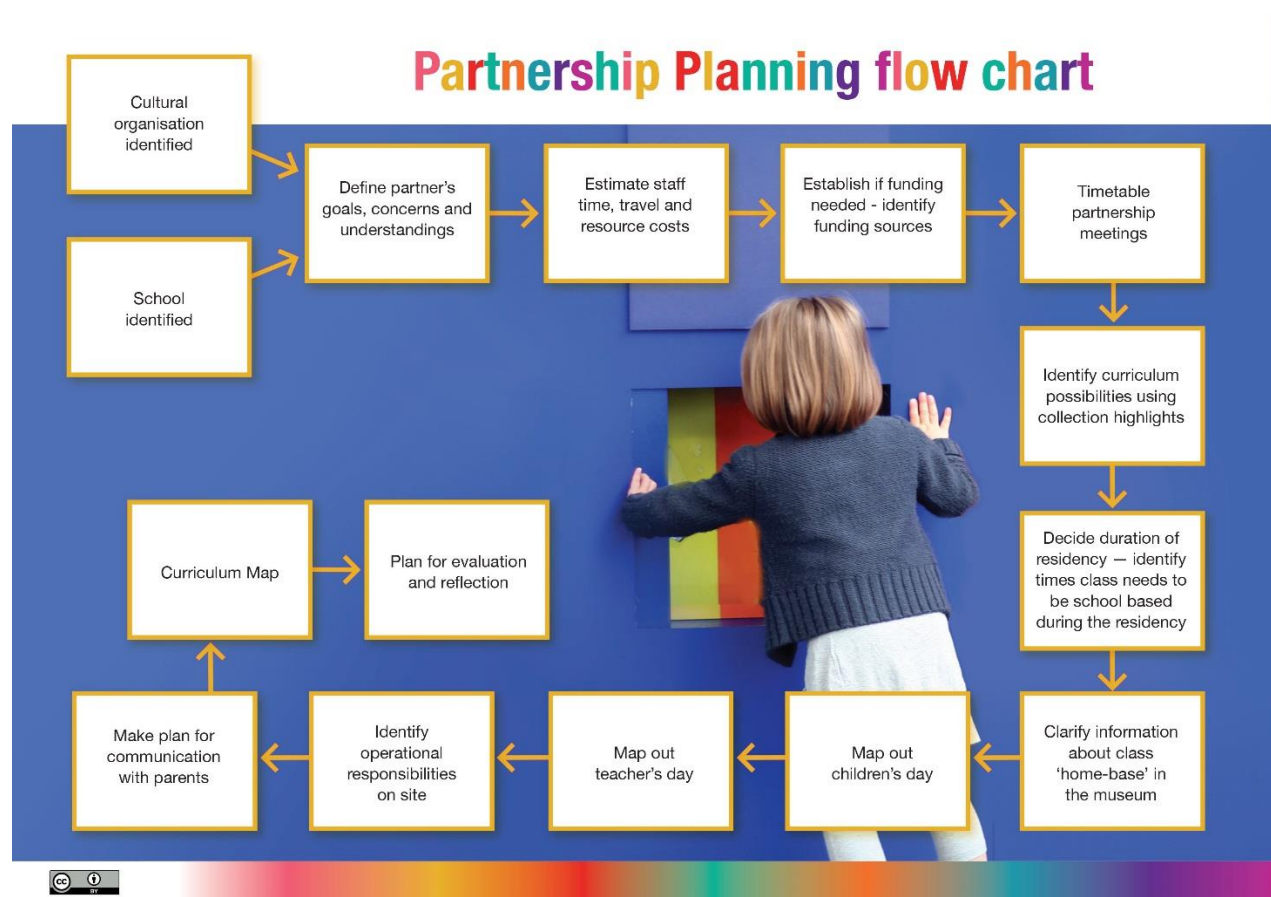
Information and Inspiration in 'Forming a great museum-school partnership'

- Partnership planning tool
- South East Museums Development Programme Cultural Partnerships Toolkit
www.artswork.org.uk/resources/south-east-museums-development-programme-cultural-partnerships-toolkit/
- Examples of museum-school partnerships

2.1 Partnership planning tool

The Partnership Planning Checklist will help you plan a residency between a school and a museum/cultural organisation. The model has already spread beyond museums and cultural organisations to residencies in organisations such as botanic gardens, designed landscapes and forests.

These elements have been identified as being useful as a result of the MPSM pilots where three schools partnered with three museums in Swansea, Liverpool and South Shields. Figure 2 gives the key milestones which need to be incorporated into your planning process. You might find that your circumstances mean there are additional issues that you need to consider. It is useful to work out where these additional considerations fit into the planning checklist. You can look in the useful links section to find a link to Learning Outside the Classroom Quality Indicators to help you as you plan.



[Figure 1 Partnership Planning Flow Diagram]

2.1.1 Project partnership working team and responsibilities

- Background summary information about the ethos of the school and the ethos of the museum
- Initial concerns and goals
- Memorandum of Understanding.

2.1.2 Identify funding needs

- Look at what funding already exists that can be used for this partnership
- Initial summary of costs
- Identifying ways to access external funding.

2.1.3. Timetabling of partnership meetings

Identify time and meetings for:

- Sharing goals – when is the whole school going to be made aware about the residency so there is a shared understanding?
- Pre-visit for school staff and museum staff - opportunities to collect and discuss collection highlights and stories
- Joint risk assessment
- Logistics
- Curriculum mapping/planning and children's needs
- Evaluation and reflection
- Creating a 'live' project manual to share between the school and the cultural setting to ensure all elements are covered and considered.

2.1.4. Scoping of length of the partnership and parameters

Project timeline and map of times in the museum and at school base (e.g. pre and post residency, arrival and collection at beginning and end of the day)

- Participating year groups, classes and teachers and teaching assistants.

2.1.5. Class accommodation within the museum

- Where is a home base for the class?
- What can be offered and accommodated in the home base? e.g. interactive whiteboard
- How can we make the home base familiar and feel safe for the children?
- Where can children store their coats and bags?
- Where are the nearest toilet facilities?

2.1.6. Mapping out the children's day

- Transport arrangements
- Social time – when will there be other visitors in the museum/ when will there be dedicated space and time?
- Welfare
- Recreational time
- Lunchtime and preplanning with catering staff
- Safeguarding – procedures for safeguarding off-site for children e.g. accessing toilets, secure play environments and gallery learning time when the public will be in the museum space. Safeguarding routines/expectations for reporting concerns and addressing issues during the residency.
- Health & Safety – awareness of health and safety map of museum – concerns and risks of exhibits and accommodation e.g. floor, steps, lifts, trip hazards. Ensure everyone knows how to report concerns and the location of the accident book.

2.1.7. Mapping out the teachers' day

- Museum staff and resources e.g. volunteers, actors, curators, museum staff and Front of House staff, learning staff – timetable of when they are available during the residency and making sure they are introduced to the children and the school staff
- Teaching staff and teaching assistants – timetable of when more adults are required e.g. transport, lunchtime
- Materials needed – resources to be taken from school, resources available at the museum e.g. clipboards, paper, tablets, digital cameras, pens, pencils etc.

2.1.8. Operational responsibilities on-site

- Meet and greet
- Staff responsible for checking in and out – head count
- Fire safety procedures – exits and responsibilities
- Designating key people e.g. person with keys or who sets keypads/ keypad codes, can teachers have fobs etc.
- How will staff reflect during the residency and change plans when they need adapting?
- Communication lines at the museum – operational site managers' phone numbers, school mobile phones, phone numbers (museum and school), just in case communication (e.g. child sickness etc.)
- Default room layouts – adapting gallery/other spaces for learning.

2.1.9. Plan for parent communication pre/during/post residency

- Opportunities for feedback – both from school/museum and from families
- Opportunities for shared family learning - will parents be invited to the museum?

2.1.10. Curriculum Map – working document

- Establishing the curriculum requirements of the group (within the context of the children's age and Key Stage/learning needs)
- Leaving space for open ended spontaneous learning and following the children's interests
- Asking questions – what do you notice? So that this can be built on.
- Are there other aspects of the museum that the children want to know about e.g. shop, reception.

2.1.11. Reflection/ Evaluation

- What can we learn from this experience?
- What opportunities could we have built on further?
- What aspects/collections were missed out?
- How do we measure the impact of the residency?
- How did this residency fit in with the whole school long term learning planning?
- How can you share your experience with your cluster/ academy network or within your bridge organisation?
- How can we build a case for support for another project or widen the scope?

2.2 Cultural Partnerships Toolkit from South East Museums Development Programme:

This toolkit contains a range of useful and creative tools to help cultural organisations build effective and collaborative partnerships. The ideas are practical ways to create a shared sense of purpose.

www.artswork.org.uk/resources/south-east-museums-development-programme-cultural-partnerships-toolkit/

2.3 Examples of Museum - School Partnerships

These examples are real and practical insights into co-creation of learning activities by teachers and museum learning staff, using museum collections and heritage sites as inspiration.

2.3.1. Historic England - Heritage Schools

Inspiring case studies from the programme which aimed to inspire school children to develop understanding of their local heritage and its significance.

<https://historicengland.org.uk/services-skills/education/heritage-schools/>

2.3.2 The Museum and Schools Programme Evaluation Report 2018

The Museums and Schools Programme was funded by the Department for Education and the Arts Council and involved long term partnership between national and local museums and schools. The report contains useful examples of relevant, cross-curriculum linked activities that worked successfully in museum-schools partnerships funded by this project. Place based learning was a focus of this project.

<https://www.artscouncil.org.uk/blog/museums-and-schools-enabling-quality-cultural-engagement-children-and-young-people-0>

2.3.3 GEM Online Edition about Museums and Schools Programme

This online edition is a treasure chest of case studies about museum and school partnerships. Each case study includes the outcomes and outputs of the partnerships, lessons learned and next steps. Case studies include Aviation Heritage Lincolnshire's cross-curricular Jamboree days and Pennine Lancashire Museum's programme development in collaboration with teachers.

<https://gem.org.uk/resource/gem-case-studies-museums-schools-working-together/>

2.3.4. Making a Mark in the Tees Valley

Collaboration between National Portrait Gallery, and eight museums in the Tees Valley. Information about the curriculum based resources and workshops developed for use in the classroom and at Tees Valley Museums.

<http://myschoolatthemuseum.site/2018/11/09/case-study-making-a-mark/>

2.3.5. Kids in Museums – Takeover Day

Inspiring case studies showcasing the activities primary school children participated in on Museum Takeover Days. Useful for thinking about the whole space and working departments of a museum and how primary school children can use these in their learning.

https://kidsinmuseums.org.uk/?post_type=mb_resource&source=resource_list&s=schools

2.3.6. Art Collaboration between Manchester Art Gallery, Interference-Art and Baguley Primary School

The project was part of the Baguley Primary School's ambition to become a Peace Mala school, a school that celebrates the diversity of faiths, cultures and lifestyles. Collaborative artworks were created following workshops at Manchester Art Gallery.

<https://www.interference-art.co.uk/portfolio-items/art-hubbs/>

2.3.7 *My Primary School is at the Museum* Literature Review by Louisa Hood

The Case Studies on pages 16-26 of this Literature Review cover UK and international examples of inspiring museum and school partnerships; including museum schools in the USA and the Eureka nursery in Halifax, Yorkshire.

2.4 Links to useful Toolkits, organisations and reports

2.4.1 South East Museums Development Programme: Cultural Partnerships Toolkit

This toolkit contains a range of useful and creative tools to help cultural organisations build effective and collaborative partnerships. It includes lots of practical ideas and activities to create a shared sense of purpose.

<https://artswork.org.uk/resources/south-east-museums-development-programme-cultural-partnerships-toolkit/>

2.4.2 Arts Council Bridge Organisations

Each region has an Arts Council Bridge Organisation. They aim to connect cultural providers - like museums - and the education sector, providing training and advice. They support schools, colleges and early years settings to develop and improve the quality of cultural education for their pupils. Each bridge organisation's website has a portal of helpful resources, case studies and sometimes a database of providers. You can find your local bridge organisation using the link below:

www.artscouncil.org.uk/children-and-young-people/bridge-organisations

Curious Minds is the Bridge Organisation for the North West of England. This 2-page document shows how Curious Minds supports schools and cultural organisations, aiming to make sure every child can experience arts and culture.

<https://curiousminds.org.uk/wp-content/uploads/2016/12/Schools.pdf>

This Curious Minds report gives ideas about how museums can work with schools to create a sustainable and meaningful formal learning offer.

https://curiousminds.org.uk/wp-content/uploads/2017/02/H5263_Curious-Minds-Formal-Learning-Museum-Report-FINAL.pdf

2.4.3 Now and the future – A review of formal learning in museums – Arts Council England

Chapter 3 has a useful summary of recent school reform and the teacher training landscape.

https://www.artscouncil.org.uk/sites/default/files/download-file/Now_and_the_future_formal_learning_in_museums_NOV2016.pdf

2.4.4 Curriculums

National Curriculum, England

The National Curriculum for England is to be taught in all local authority schools. This website contains information about the different subjects and programmes of study at from Key Stages 1-4.

<https://www.gov.uk/government/collections/national-curriculum>

My Primary School is at the Museum

National Curriculum for Northern Ireland

The National Curriculum for Northern Ireland has six subject areas for the primary phase. You can find links on the School Curriculum webpage to the curriculum for 4-11 year old's and the curriculum for 11-16 year old's along with assessment information.

<https://www.nidirect.gov.uk/articles/school-curriculum>

Curriculum for Excellence, Scotland

Outline of experiences and outcomes for pupils in the different curriculum areas of the Scottish Curriculum for Excellence.

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/Experiences%20and%20outcomes](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/Experiences%20and%20outcomes)

Curriculum for Wales

<https://hwb.gov.wales/>