

Art Fund workshop

Connecting museums, galleries + teachers



Agenda

- Summary of Teacher Art Pass (TAP)
- Research results to date
- Breakout discussion groups:
 - What barriers do you face when communicating with teachers?
 - What works well for you when communicating with teachers?
- 2022 TAP plans
- Discussion groups:
 - How feasible and useful are the TAP plans?
 - Would you provide content, and how would this best work?
- Feedback and discussion of next steps

Aim

Increase teachers' engagement with museums and galleries as places of inspiration, learning, fun, exchange and wellbeing for themselves and their students, with a particular focus on students experiencing disadvantage

Research: 3 areas of focus driven by teachers

What services could Art Fund + Teacher Art Pass provide teachers that would increase their use of museums + galleries as places of inspiration/learning/fun/exchange for themselves + their students?

1,000 teachers recruited

Term 1 survey across the 3 research areas

CPD workshop with 30 TAP members

Workshops booked for Nov

Merged into the other two research strands

1. Professional development (CPD) resources: how to use museum and gallery collections and visits within your teaching

2. A national listing of museums + galleries highlighting:
-the support + services on offer for schools / teachers
-curriculum links with museum + gallery programmes/collections.

3. Local curriculum planning between schools and museums and galleries within their area

Key research findings

Who are the 1,000 TAP teachers?

School type	
Secondary	511
Nursery	14
Primary	322
All stages	38
SEN	31
Post 16	22
Middle	5
PRU	7

Region	
Northern Ireland	1%
Scotland	3%
Wales	1%
England	95%

Subject	
Art and Design	597
English	115
Design and Technology	35
Science	30
History	29
Maths	24
Modern Foreign Languages	22
Computing/ICT	19
Music	16
PE	16
Geography	14
Religious Education	13
Drama	10
Classics	6
Dance	4

Research drawn from CPD workshop, two focus groups and TAP survey
Consistent results.

232 Teachers responded to the
survey

Primary 80

Secondary 124

PRU 3

SEN 12

Ethnic group

86% White

5% mixed ethnic groups

5% Asian

1% Black

4% prefer not to say

TAP Teachers are already engaged with museums & galleries

- 99% believe UK museums, galleries and historic houses are places of inspiration and learning
- 95% believe they are places that contribute to their personal wellbeing & 94% to their pupils' wellbeing
- 93% visited museums in their leisure time and 70% took pupils on school visits
- 78% of teachers consider how they can use museums and galleries in their teaching when planning their curriculum
- Over half (58%) visited museums more than five times a year for leisure
- 59% visited museums for professional reasons, including school trips 1 to 2 times a year

Barriers to using museums and galleries

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- **Transport costs** - The cost of transport is a limiting factor for professional visits, which includes school trips, with 50% of teachers giving it as a reason for not visiting more.
- **Cost of entry and workshops** - 41% of teachers said the cost of tickets or workshops were a barrier.
- **Lack of knowledge about museum offer to schools**

Barriers to using museums & galleries

- **Evidence of impact for school senior leadership** - Need to set out the benefits of a museum visit to pupil outcomes and delivery of the curriculum to get permission to take students out of school.
- **Admin required to arrange a trip** - One teacher estimated it took 6 hours to plan and arrange a trip, and they had 1.5 hours a week to do all their planning for teaching. Having pro forma risk assessments was mentioned as useful.

What do teachers want from museums
& galleries?

What do teachers want from museums & galleries?

Information about museums and galleries

- Knowing where and what local museums offer:
Practical workshops, artists from local area, types of crafts on offer
- Knowing what virtual visits are available across the UK

What do teachers want from museums & galleries?

Making the case to SLT to go to museums

- Demonstrate how a museum could deliver curriculum or exam specification content. (info for visit permission forms at secondary)
- Showing how a trip to the museum could develop other skills and be enjoyable.

What do teachers want from museums & galleries?

- **Contact details** for museum education teams
- **Partnerships:** local teacher networks, develop curriculum opportunities, upskill teachers to run visits
- **CPD**
- **Digital support** for teachers and students: online training, virtual tours for students, access to experts

Continuing Professional Development (CPD)

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Only 32% of teachers say they are aware of professional development opportunities outlining how to use museums in their teaching, of those 63% have attended training. Those that did not 50% said it was not offered at a time they were available.

What topics of CPD training do teachers want?

The professional development topics featured in the survey were of relatively equal importance to respondents:

- | | |
|--|--------|
| 1. Using works of art in my teaching | 65.90% |
| 2. Subject specific training e.g. on a specific artist or historic event | 68.52% |
| 3. How to plan an effective museum, gallery or historic house visit | 69.90% |
| 4. Planning a curriculum using museum resources | 74.07% |
| 5. Using museum handling collections in the classroom | 72.35% |
| 6. Science of learning: object-based learning pedagogy | 69.30% |

How could museums be more useful to your development, helping you deliver high quality teaching + learning?

Training needs to be free or affordable, cost is a barrier

Timely CPD advertisement - this often comes too late to plan effectively

Clear relevance to national curriculum content as well as to key term dates.

Offer more CPD remotely. Offer free CPD. Give more options for how to attend (e.g. not just after school!)

Case studies of the importance of trips in increasing students outcomes, ultimately these are the cold hard figure I need to go to my SLT with.

Make museums more accessible for children to feel comfortable in surroundings and allow for artists to be exhibited from a diverse background to ensure association of identities between our pupils and artists

More advertising needed of what's available – direct to schools + on social media

Joint Newsletter from all venues in local area of what's available over the next year for pupils specific to age and teachers. Info on resources to borrow with suggestions for use.

Podcasts, smaller bite size training

Flag up educational opportunities in newsletters and have proforma risk assessments available, this would aid planning.

If local museums etc. contacted schools to share what they offer a little more then I would be more likely to use them. We don't have time for searching for things that might not exist.

The top channels for finding out about professional development

Subject specialist association website or newsletter	53%
Museum website or newsletter	48%
Social media	47%
Google search	43%
Education news websites or magazines	38%
Teaching Union newsletter or website	25%

Exam boards also mentioned in focus groups.

Top formats of professional development

Joining a network with termly CPD meetings	54%
Online two hour twilight training	52%
One day in person training at a museum	49%
Two hour twilight in person training at a museum	47%

Communicating with teachers

Communicating with teachers

Planning where to visit, important or very important channels are:

- 60% museum websites
- 60% other teacher recommendations
- 43% social media

Communicating with teachers

Important information that the majority are looking for includes:

- Instructions on how to book a school group visit
- Museum education team contact information
- Pro forma risk assessment
- Workshops or tours and the subject and areas of the curriculum they support
- Facilities eg lunch room, toilets, cafe, access