



# Developing and supporting family learning in museums and galleries

A practical resource for museum  
and gallery staff, family learning  
tutors and managers and for early  
years practitioners

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# Introduction

**It is increasingly recognised that museums and galleries can play an important part in reaching out to families. The Guardian Family Friendly Museum Award has been a catalyst for services to think about families and how they can be made to feel welcome. Working in partnership with other organisations, museums and galleries can help to meet the needs of families, particularly through developing their learning. It is important that all those working with families in a learning context, whatever sector they are working in, have a shared understanding of the key principles and practices of family learning which underpins the work.**

This resource is for museum and gallery staff who want to develop their work with families, for family learning practitioners who want to work with museums and galleries and for early years practitioners whose work overlaps with family learning. It has come about as a result of a partnership between the family learning team at NIACE (the national organisation for adult learning) and Renaissance North West (a partnership of museums in the North West of England). It builds both on the key findings of the NIACE evaluation of family learning programmes in the North West in 2007-08<sup>1</sup> and *Families, Learning and Culture: inspiring families through museums, libraries and archives*<sup>2</sup> a joint publication of NIACE and the Museums, Libraries and Archives Council (MLA).



This resource is based on the pilot of a core unit of family learning practitioner qualifications organised by NIACE and the Renaissance North West Family Learning Network. The qualifications developed by NIACE on behalf of the Children's Workforce Development Council (CWDC) and Lifelong Learning UK (LLUK) are aimed at all those working with families in a learning context. The qualifications can be contextualized to meet the requirements of specific environments, for example museums and galleries or extended services. The unit 'Principles and Practice of Family Learning' at level 3 has been piloted by NIACE in partnership with Renaissance North West using this resource as course materials.

Working in partnership with museums and family learning agencies provides not only fantastic opportunities for developing inspiring family learning sessions, but also real opportunities for staff and organisational development. Partnership working develops a much more powerful way of meeting the diverse needs of families. This resource provides some ideas, information, tools and contacts to help you develop these important partnerships.

<sup>1</sup> Lamb, P, Spacey, R, Thomas, M (2008) *Renaissance North West: Evaluation of the North West Museum Hub Family Learning Initiatives*. Leicester: NIACE [available from [www.niace.org.uk/development-research/renaissance-north-west](http://www.niace.org.uk/development-research/renaissance-north-west)]

<sup>2</sup> Lamb, P (2008) *Families, Learning and Culture*. Leicester: NIACE



**“‘Family learning’ enables adults and children to learn together and involves explicit learning outcomes for both. It helps parents to help their children achieve, gives parents the confidence to go on learning for themselves and encourages progression to further learning.”**

# What do we mean by 'family learning'?



**It is important before examining the key principles and practice of family learning to look at what the term describes and where it came from. Wherever we refer to parents we mean mothers, fathers and other adults responsible for caring for a child.**

“‘Family learning’ enables adults and children to learn together and involves explicit learning outcomes for both. It helps parents to help their children achieve, gives parents the confidence to go on learning for themselves and encourages progression to further learning.”<sup>3</sup> The term is used in many different ways to describe a vast range of activities. It includes a whole range of informal and more formal learning opportunities that might include workshops in museums, libraries, sports and leisure facilities, children’s centres and family centres, groups run through voluntary, community and faith organisations, Family Literacy, Language and Numeracy programmes and Wider Family Learning provision funded through the Learning and Skills Council. Many programmes take place in schools and children’s centres and provision is tailored around the families who attend as well as wider community needs. Family learning is more than establishing a family friendly approach or facilitating a family engagement session (see typology page 11).

Family learning refers to learning approaches that engage parents or carers and children in learning or supports intergenerational learning. Family learning programmes aim to encourage family members to learn together.

The family learning pedagogical approach is one that:

- ★ promotes the family as a learning environment
- ★ builds on home culture and experience
- ★ encourages participatory learning
- ★ promotes learning as a change in or affirmation of skills, attitude and knowledge
- ★ promotes family relationships as supporting well-being and readiness to learn
- ★ promotes a culture of aspiration in adults and children
- ★ gives opportunities and builds confidence to try out new skills and ideas.

<sup>3</sup> Family Learning in Children’s Centres, Schools and the Community: literacy, language and numeracy and the broader offer for families, NIACE Briefing Sheet 74 [available from [www.niace.org.uk/sites/default/files/74-Family-Learning.pdf](http://www.niace.org.uk/sites/default/files/74-Family-Learning.pdf)]

## Benefits of family learning

**Family learning activities provide opportunities to build self-esteem and communication skills, to share experiences and cultures and introduce new areas of interest for the family.**

They encourage creativity and often enhance the culture of learning within the family itself. Longer programmes include sessions on advice about further learning and work opportunities. Children involved in family learning can experience many benefits including increased positive behaviour, raised achievement, and an increase in participation in social activities.

Family learning is effective in reaching and engaging parents and carers<sup>4</sup> and often gives them the confidence to progress on to further learning and gain accreditation. While family learning is generally intergenerational and involves adults and children learning together, with clear learning outcomes for both children and adults, a small proportion of courses can be adult only, such as courses about supporting children's learning and development at school.

The wider benefits and impacts of family learning are increasingly being recognised as contributing to a variety of policy areas. The *Families, Learning and Progression*<sup>5</sup> publication gives a framework for tracking progress and progression, enabling providers to chart and record the stories of learners' progress to capture a more comprehensive picture of the impacts and benefits of family learning.

## Quality of family learning provision

Learners, both adults and children, are entitled to excellent family learning provision. A key challenge in family learning is that of improving the quality across all types of provision irrespective of setting. Learning and Skills Council (LSC) funded family learning provision is inspected by Ofsted and providers produce an annual *Self Assessment Report (SAR)*<sup>6</sup> and an action plan for improving provision. The family learning practitioner qualifications will enable a shared understanding of quality provision across the wide range of professionals and organisations working with families both in adult and children's services.

## Funding of family learning

The major source of funding for family learning is through the Department for Innovation, Universities and Skills (DIUS). Additional funding for family learning was announced in the 2007 Children's Plan<sup>7</sup>. This Family Learning Impact Funding (FLIF)<sup>8</sup> is aimed at programmes specifically designed to reach and meet the needs of families at risk and fathers. Providers are required to track the progression of some learners over a three year period to collect evidence on the impact. Information about other sources of funding is available from the National Family Learning Network website<sup>9</sup>. Museums and galleries are well placed to work in partnership with family learning providers to extend and enrich the range of innovative provision available.

<sup>4</sup> Reynolds, J (2006) Parents' involvement in their children's learning and schools, Policy Paper National Family & Parenting Institute: London

<sup>5</sup> Lamb, P, Fairfax-Cholmeley, K. and Thomas, M. (2008) *Families, Learning and Progression*, Leicester, NIACE. [available from [www.niace.org.uk/development-research/families-learning-and-progression](http://www.niace.org.uk/development-research/families-learning-and-progression)]

<sup>6</sup> [www.excellence.qia.org.uk/page.aspx?o=108408](http://www.excellence.qia.org.uk/page.aspx?o=108408)

<sup>7</sup> [www.dcsf.gov.uk/childrensplan/downloads/The\\_Childrens\\_Plan.pdf](http://www.dcsf.gov.uk/childrensplan/downloads/The_Childrens_Plan.pdf)

<sup>8</sup> <http://skillsforfamilies.excellence.qia.org.uk>

<sup>9</sup> [www.campaignforlearning.org.uk/familylearningnetwork/index.asp](http://www.campaignforlearning.org.uk/familylearningnetwork/index.asp)



**Children involved in family learning can experience many benefits including increased positive behaviour, raised achievement, and an increase in participation in social activities.**



Manchester Art Gallery — Claire Wood

# The policy context

## Policies that relate to families and children are moving fast.

Many of these changes were set in motion by *Every Child Matters* (HM Government, 2003) and *Every Child Matters: change for children* (HM Government, 2004)<sup>10</sup>. These documents gave details of the government's agenda to change services in order to improve outcomes for all children and young people. The main element of the policy is to bring together all services for children and families in localities involving all the different professionals to ensure joined up provision. The role of Extended Services and Children's Centres is central to the *Every Child Matters* programme, providing integrated, multi-agency services. The aim is that they provide a universal point of access for family support, health services, support into employment, and links to other specialist services. Working in partnership across services is essential if organisations are to provide the best service to meet the diverse needs and interests of the participants.

Museums, libraries and archives provide a wealth of opportunities both in terms of resources and the skills and knowledge of the staff<sup>11</sup>. In the current move towards integrated teams and services reaching out to families most at risk<sup>12</sup>, museums and galleries play a key role in providing an accessible, welcoming environment<sup>13</sup> and a rich source of materials and knowledge for family learning. The notion of 'place shaping'<sup>14</sup>, and using spaces in the heart of communities is crucial to the work of museums, libraries and archives. The Lyons Inquiry<sup>15</sup> called place shaping: "The creative use of powers and influence to promote the general wellbeing of a community and its citizens".

The priorities to support cultural engagement in local area agreements<sup>16</sup> and the role of culture in place-shaping are set out by the Department for Culture, Media and Sport in their 2008 *Corporate Plan*<sup>17</sup> and *Improvement Strategy*<sup>18</sup>. The strategy encourages self-improvement through peer review, challenge and support.

The government programme *Find Your Talent*, which is piloting approaches to a universal five hour cultural offer for children aged 0-19, both in and out of school, was announced in *The Children's Plan*<sup>19</sup>. The aim of the cultural offer is to ensure "all children and young people have the opportunity to engage with high quality cultural experiences no matter where they live or what their background." Ten pilots will explore the best ways of helping young people discover and develop their creative talents and personal skills through participation in cultural activities. Family learning, which involves adults and children learning together, enables families to get the most out of these creative activities.

*Renaissance in the Regions* is the Museums Libraries and Archives Council's (MLA) national £300 million programme to transform England's regional museums. For the first time ever, investment from central government is helping regional museums across the country to raise their standards and deliver real results in support of education, learning, community development and economic regeneration. Renaissance is helping museums to meet people's changing needs and to change people's lives.

<sup>10</sup> [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk)

<sup>11</sup> Lamb, P. (2008) *Families, learning and culture* Leicester: NIACE

<sup>12</sup> Cabinet Office: The Social Exclusion Task Force (2008), *Think Family: Improving the Life Chances of Families at Risk*, London: SETF

<sup>13</sup> [www.guardian.co.uk/kidsinmuseums](http://www.guardian.co.uk/kidsinmuseums)

<sup>14</sup> [www.communities.gov.uk/publications/localgovernment/strongprosperous](http://www.communities.gov.uk/publications/localgovernment/strongprosperous)

<sup>15</sup> [www.communities.gov.uk/localgovernment/localgovernmentfinance/lyonsinquiryinto/](http://www.communities.gov.uk/localgovernment/localgovernmentfinance/lyonsinquiryinto/)

<sup>16</sup> Local area agreements (LAAs) set out the priorities for a local area agreed between central government and a local area (the local authority and Local Strategic Partnership) and other key partners at the local level.

<sup>17</sup> [www.culture.gov.uk/reference\\_library/publications/5085.aspx](http://www.culture.gov.uk/reference_library/publications/5085.aspx)

<sup>18</sup> [www.culture.gov.uk/reference\\_library/publications/3571.aspx](http://www.culture.gov.uk/reference_library/publications/3571.aspx)





The Whitworth Art Gallery – Creative School

The *Think Family* approach advocated in the Cabinet Office review of services for families at risk<sup>20</sup> refers to adopting a whole-family approach. It acknowledges the positive impact of intergenerational learning and the importance of parental interest in a child's education to raising attainment. The skills agenda is still a government priority following the *Leitch Review*<sup>21</sup> and the refreshed Skills for Life strategy document *Skills for Life: Changing Lives*<sup>22</sup>. This strategy document establishes new targets for 2020 (95% of adults to achieve basic skills of functional literacy and numeracy) and family learning remains a key focus. The new global economic crisis has further focussed attention on skills for economic well-being and employment but there is also recognition that raising aspirations and increasing social mobility are heavily influenced by the family and community.

The importance of the role parents and carers play in supporting their children's learning from the earliest age is reflected in these policies and debates. Each local authority must have a parenting support strategy in place and a named parenting commissioner and the National Academy for Parenting Professionals (NAPP) is developing training and undertaking research. *Every Parent Matters*<sup>23</sup> set out policy initiatives both for developing services for parents and for involving parents in the shaping of services for families. Since then the Department for Children, Schools and Families (DCSF)

has piloted a range of initiatives to try to ensure that services work effectively together to meet the needs of families at risk and to continue to tackle child poverty.

The new Family Learning Impact Funding (FLIF) from the DCSF has brought a focus on reaching families at risk and fathers, testing out the most effective ways of providing services for families at risk by working in partnership with other organisations and services.

## Implications for practice

These wide ranging policy agendas have implications for practice at both strategic and operational levels. They highlight the importance of partnership working to reach out to meet the needs of families and require professionals to identify opportunities for collaborative and innovative work and to overcome challenges.

These include:

- ★ partnership working
- ★ working strategically within and across departments
- ★ understanding terminology
- ★ understanding the different agendas and the role each player has within these
- ★ clarity of focus for family learning activities
- ★ signposting to other provision.

<sup>19</sup> [www.dcsf.gov.uk/childrensplan/downloads/The\\_Childrens\\_Plan.pdf](http://www.dcsf.gov.uk/childrensplan/downloads/The_Childrens_Plan.pdf)

<sup>20</sup> Cabinet Office: The Social Exclusion Task Force (2008), *Think Family: Improving the Life Chances of Families at Risk*, London: SETF

<sup>21</sup> [www.hm-treasury.gov.uk/d/leitch\\_finalreport051206.pdf](http://www.hm-treasury.gov.uk/d/leitch_finalreport051206.pdf)

<sup>22</sup> [www.dius.gov.uk/skills/skills\\_for\\_life](http://www.dius.gov.uk/skills/skills_for_life)

<sup>23</sup> DfES (2007), *Every Parent Matters*, London. Department for Education and Skills



## Developing your family learning offer

**NIACE has developed the typology<sup>24</sup> on the opposite page to show the range of facilities and activities that a museum can offer families.**

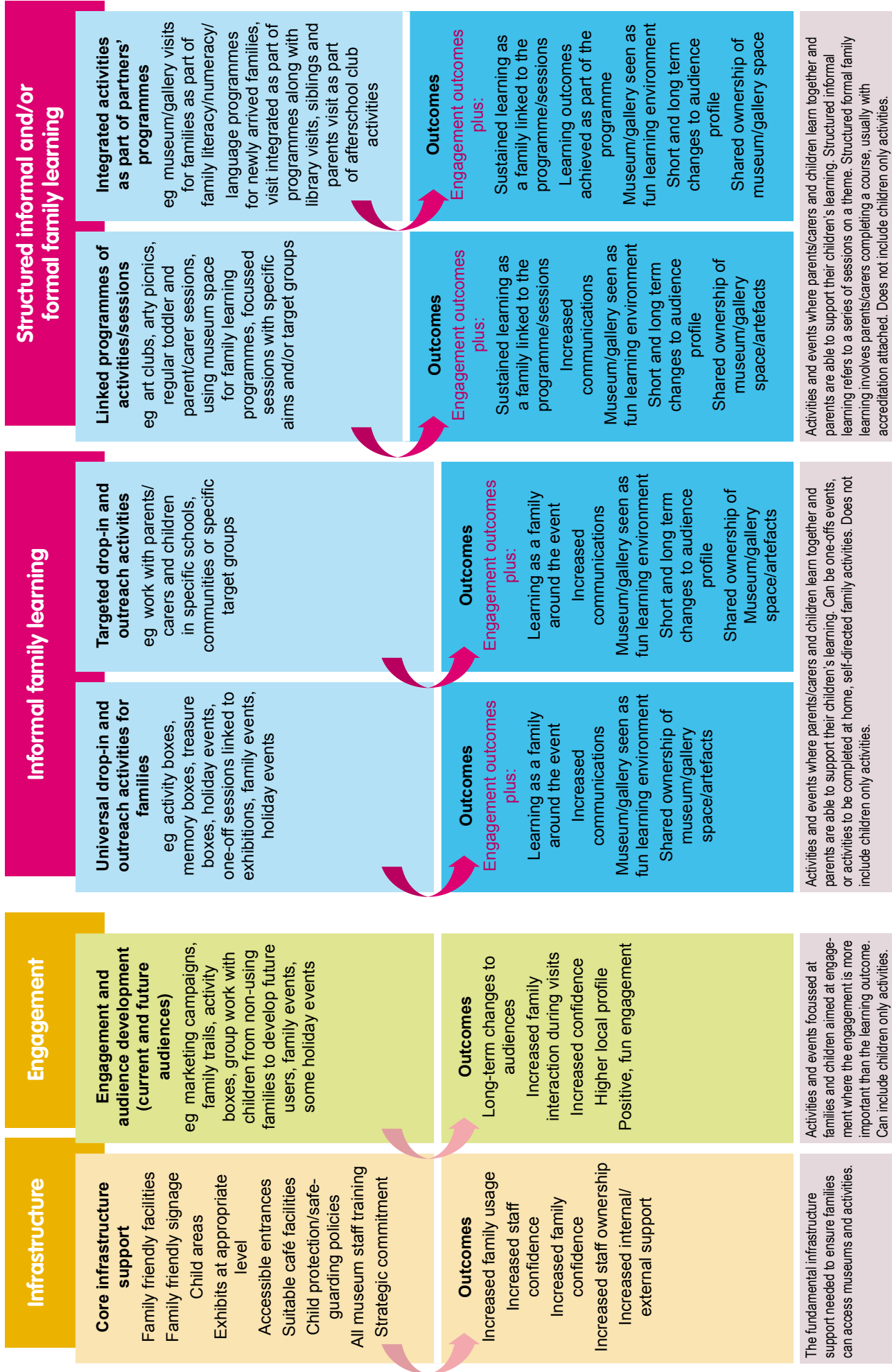
It should be read from left to right. It starts on the left with the fundamental infrastructure that a museum needs to ensure families can access museums. The right hand columns show the more advanced activities a museum can offer families to help them learn together.

Use the typology and the table below to identify the family learning you already provide and to identify actions for improving practice.

	Where you are now	Action plan to improve practice
Infrastructure		
Engagement and audience development activities		
Informal family learning		
Structured informal and/or formal family learning		

<sup>24</sup>This typology was developed as part of the evaluation of family learning activities in the Renaissance North West Hub museums. See Lamb, P. (2008) *Families, Learning and Culture*. Leicester: NIACE

# Museums and families – learning and engagement: a typology





A group of museums in Preston has developed a joint marketing and audience development strategy for families. This includes finger puppet characters, the 'Hands on Gang', as an identity for each museum.

# Examples of family learning from museums and galleries in the North West

**The following snapshots of practice show how museums and galleries in the North West are developing family learning provision, building strong partnerships through joint working and training. They show how the typology can be used to highlight good practice and identify actions for improvement.**

## Building the infrastructure for family learning in a museum

Tullie House Museum and Art Gallery in Carlisle carried out a family friendly audit and used the typology of family learning to develop a whole family approach to the museum. The Preston Consortium which consists of a group of five museums has developed a joint marketing and audience development strategy for families. This involves finger puppet characters, the 'Hands on Gang', as an identity for each museum and encourages children and parents to identify the links between the different museums.

## Building family engagement with the museum

'Colourful Sunday' workshops and 'Arty Picnics' at The Whitworth Art Gallery provide relaxed and fun activities for the whole family to enjoy together and to get to know the gallery and the collection. Art sessions at Manchester Art Gallery offer both universal drop-in activities and targeted family outreach activities.

Sunday family activities at Tullie House Museum and Art Gallery have been developed to encourage exploration of the collections, from contemporary art to geology. 'Sunday Safari', 'Flight and Voyage' and 'Mineral Magic' all explore the exhibits and space and there are also activities to take home, for example 'Growing Crystals'.

The Manchester Adult Education Service (MAES) Family Learning team have been working in partnership with the International New Arrivals/Travellers Team and with the Museum of Science and Industry (MOSI), Urbis (an

exhibition centre about City Life), Manchester Museum and The Whitworth Art Gallery to develop courses that reach new audiences. These are delivered in the venues over two days and families are given a bus pass for the whole week, together with a museums and galleries 'passport', to encourage them to visit other venues. During their visits, they can collect a stamp for their 'passport' and are rewarded with a small gift. Passports are returned to tutors with feedback at the end. At Manchester Museum about ten families took part.

## Enhancing partnership work through training

Building on initial partnership work, Manchester Museum, Manchester Art Gallery and The Whitworth Art Gallery have worked with Manchester Adult Education Service (MAES) to identify ways of working more closely together. These include training sessions for tutors. Half day sessions at the three museums enabled MAES tutors to understand the museum and gallery contexts and identify how they could develop programmes together. For example, at Manchester Museum the tutors experienced the 'Animal Explorer' sessions which are part of their Early Years programme. These sessions are based around 'collecting' animals featured in a children's book and participants dress up as explorers equipped with binoculars, magnifying glasses and other tools to help them focus as they visit different sections of the Museum. This has already resulted in an increase in planned visits by family learning tutors across the museums and galleries and further plans for collaborative work.

NIACE has worked with Renaissance North West to provide contextualised family learning training for museum and gallery staff, piloting the family learning practitioner qualification unit 'Principles and practice of family learning'.

<sup>25</sup> The Museum of Lancashire, the National Football Museum, the Queen's Lancashire Regiment Museum, the Harris Museum and Art Gallery and the Ribble Steam Railway Museum.

# Planning a family learning session linked to museums and galleries using the typology of family learning

This is an example of the planning for a two hour, structured informal family learning session in a museum or gallery.

## Exploring Shape and Colour

**Aim of the session** (children and adults): to encourage mothers, fathers, carers and their children to develop an interest in visual arts and artefacts.

<b>Outcomes (children and adults)</b> By the end of the session learners will:	<b>Links to generic outcomes</b> (social, personal, economic, educational)
Have developed an interest in exploring visual art work and artefacts through galleries and museums	Gains in confidence and understanding Improved communication
Have increased awareness of the use of shape and space in art work and the built environment	Gains in confidence and understanding
Have developed vocabulary to talk about visual art and artefacts using mathematical terms	New skills Gains in confidence and understanding Improved communication
Have explored creative activities using shape and space	New skills Changed relationships with family and community
Be aware of further learning opportunities	Gains in confidence and understanding

**Example links to ECM outcomes:** Enjoy, Achieve and Stay Safe.

### **Example links to children's curriculum:**

**Early Years Foundation Stage:** Areas of Learning and Development – Knowledge and understanding of the world, communication, language and literacy, personal, social and emotional and creative development, problem solving, reasoning and numeracy

### **Key Stage 1 and 2:** Art and Maths Curriculum

To explore, talk about, recognise and recreate simple patterns seen within the different objects on the galleries (MD8)

To 'describe and respond to what they see and touch in the Museum in a variety of ways' (CLL5, CD3)

To be interested, excited and motivated to learn (PSE1)

**Example links to adult core curricula<sup>26</sup>:** Reading and following instructions, writing, taking part in discussions, giving an explanation, understanding shape and space, using numeracy vocabulary

<sup>26</sup> [www.mlay-skillsforlife.org.uk/gettingstarted.php?id=5](http://www.mlay-skillsforlife.org.uk/gettingstarted.php?id=5)

## Programme for the session

Time	Tutor/museum/gallery staff	Parents/carers/children	Resources
10 mins	<p>Introduction to museum and gallery and to the activity. Session aims, times etc</p> <p>Ground rules – up on the wall, talk through and brief discussion/add/amend</p>	Complete course/session documentation	<p>Course documentation</p> <p>Ground rules</p>
20 mins	Activity sheet with examples of colours and shapes, titles, medium (differentiated for different age groups)	In family groups go around the gallery looking for colours and shapes and completing the activity sheet	Activity sheet
10 mins	<p>Share what people have found – record on flip chart</p> <p>Talk through some of the vocabulary and give handout</p> <p>E.g. abstract, representational, portrait, textile, shapes and colours</p>	Share findings with the group	<p>Flip chart</p> <p>Vocabulary handout</p>
30 mins	Explain activity and help families with the activity	In family group, produce a picture using colour and shapes	Paper, pens, paint, templates, scissors, glue sticks
10 mins	Explanation of activity – title, medium, names of artists and date	Discuss in your family group what title you are going to give the picture and add names of artists, mediums, date etc	Paper, pens
10 mins	Exhibition and tidy up time	Finished pictures with titles and names of artists/families to be displayed	Blue tac, pins, display area
10 mins	Viewing the exhibition	Families to look at all the art work produced and note down any particular things they like or that interests them	
10 mins	Explain the activity – to share with another family and talk to them about your picture	<p>With the family next to you, tell them about your picture, the choices you made, title etc.</p> <p>Then change and reverse roles, so both families have a chance to tell the other about their work</p>	
10 mins	<p>Explain home activity sheet, ideas to do at home</p> <p>Evaluation</p> <p>Information on further opportunities for families locally</p>	<p>Home activity sheet about shape and colour</p> <p>Evaluation forms or post it notes for evaluation wall</p> <p>Activity sheet</p>	Post it notes/ evaluation forms

## What to look for in a family learning session

Before the session	Tick if present
There is clear publicity about the session	
There is a session plan with aims and outcomes, mapped to the Every Child Matters (ECM) outcomes and generic outcomes	
The session plan has appropriate and achievable learning goals with activities for adults and children	
Equipment, resources and materials are available, prepared and of appropriate quality	
During the session	
The ground rules are set out and agreed (e.g. mobile phones off, adults working with child on activity etc)	
Families know what the aims of the session are	
The session is at the right level for adults and children	
Learners are interested, engaged and enjoying the session	
The facilitator/tutor has a good relationship with learners, based on trust and respect	
Facilitator/tutor is enthusiastic and inspiring, and offers frequent praise and encouragement	
Facilitator/tutor has excellent subject knowledge and expertise and gives clear instructions and explanations	
There is a good use of the environment and museum, library, archive resources	
The session and activities are coherent and logical	
Accommodation is suitable and accessible	
Facilitator/tutor checks on understanding and learning	
Diversity and home culture are valued, and equality of opportunity is positively promoted	
Learners listen to each other and value each others' contributions	
Signposting/progression	
The session ends clearly and information is given on other learning opportunities	
Feedback from learners is gathered and used to improve practice	



## Some questions to ask the facilitator or tutor after an observation of a family learning session

Questions	Record of answers
How do you think the session went?	
How could you make the aims and outcomes of the session clearer to everyone?	
Did you set and revisit ground rules for the session?	
How did you identify the needs of those who participated?	
How did you decide on the activities?	
How did you differentiate the session for the adults and children taking part?	
Did the adults take full part in the activities with their children?	
What could you do to encourage the adults to take a greater part in the session?	
How did you make sure that all participants felt included and valued?	
Did you make best use of the space and resources?	
How did you identify what adults and children were learning in the session?	
Were there any aspects of the session that you would like to have done differently?	
Did you give information to participants about other opportunities they could progress on to?	

**There are organisations and professionals working in family learning in every area.**





# Working in partnership: museums, galleries and family learning

## Finding out about family learning in your local area

There are organisations and professionals working in family learning in every area. To find out how family learning is organised in your area try contacting:

- ★ your local authority
- ★ local colleges
- ★ local voluntary organisations

And ask for:

- ★ family learning provision/service
- ★ family learning manager/coordinator
- ★ adult learning/adult community learning
- ★ lifelong learning.

## Finding out about museums and galleries in your area

There are many types of museums and galleries. To find out what is in your area, a good place to start is the Culture 24 website which gives information on museums, galleries and the broader cultural sector.

[www.culture24.org.uk](http://www.culture24.org.uk)

Not all museums and galleries will have a named person who leads on family learning but it is recognised in the sector as being an important aspect of the work.

To find out about who the contact person is try asking for:

- ★ the family learning lead
- ★ the learning team
- ★ the access and education department
- ★ audience development.

## Developing partnerships

You need to establish trust between partners and this will take time.

### How you might initiate joint working:

- ★ make initial contact
- ★ meet up with the relevant person or perhaps go to a team meeting
- ★ explore what your services/organisations offer
- ★ identify other people/organisations that could be involved
- ★ set up a meeting to explore how you could work together and identify common targets from the local area agreement.

### You will need:

- ★ creative thinking
- ★ open and honest communication
- ★ respect for others' targets
- ★ respect for others' skills and knowledge.

### Ideas for developing joint working:

- ★ raising awareness sessions in both sectors
- ★ set up joint training/workshops for museum staff and learning services
- ★ identify differences and the benefits of joint working
- ★ explore the jargon and terminology of both sectors
- ★ set up regular meetings
- ★ discuss how specifically you could work together
- ★ identify a particular project/piece of work that you could develop
- ★ joint training.

### Working together strategically:

- ★ develop a strategy and policy
- ★ establish sound protocols between services
- ★ establish a programme of joint training and development opportunities.



# Identifying the factors

that stop people from participating in learning opportunities in your setting

Thinking about your organisation, identify what are the institutional, personal, cultural and language barriers that can affect the participation of adults and children in family learning.

Looking at the barriers you have listed identify steps to take to overcome them.

Barriers	Actions to overcome barriers



Manchester Museum – Claire Wood

## Recruiting and engaging mothers, fathers, carers and grandparents in family learning

### Points to consider:

- ★ Who are you aiming at?
- ★ Why are you engaging them?
- ★ Time of activities – does the time fit in to other commitments and routines?
- ★ Accessibility of activities – how easy is it to get to the venue?
- ★ Is the publicity suitable (language, literacy levels, images etc)
- ★ Layout of materials, are they too complicated?
- ★ Is it interesting and exciting?
- ★ Where are you publicising?
- ★ Are you working in partnership with other organisations?
- ★ How do people sign up? Do they need to book, is this too complex?
- ★ Is it clear that the activity is for parents/carers and children?
- ★ Are there cost implications for participants?



Harris Museum & Art Gallery – Norwyn

The excavation revealed six graves - four men and two women. Each grave contained a selection of objects placed there at the time of burial. These included brooches, swords, keys, horse harness and strike-a-light for lighting fires. The objects help to confirm dating of the 10<sup>th</sup> Century AD.

Partnership working across organisations and departments is a powerful and effective way of meeting the diverse needs of families.



# Overview

## of the family learning practitioner qualification framework

**The Family Learning Practitioner Qualification Framework has been developed to fill the gaps between the existing qualifications and accreditation.**

There are many partners and organisations increasingly involved in family learning including early years, health professionals, social care, museums, galleries, libraries, sports centres, theatres. The complex skills, knowledge and understanding required by professionals specializing in family learning need to be acknowledged and supported to ensure the quality of provision wherever it is provided.

The new Qualifications and Credit Framework (QCF) will help learners build up credit towards qualifications that will be recognised across the country. It will also permit professionals working alongside each other but in different roles (e.g. Wider Family Learning, Family Literacy, Language and Numeracy, parenting support, extended schools services, teachers, museums, libraries, archives staff) to share training and development relevant to their roles and responsibilities, and for that training to count towards a nationally recognised qualification.



This will build mutual respect and an understanding of the range of skills available in the wider workforce and the clear transferability of units and qualifications will assist professionals who are looking to employ new staff or take on a post in a different area.

The units can be used as part of continuous professional development or as part of a qualification. Training staff across sectors helps develop useful contacts and networks across the relevant professions establishing strong partnership work from the beginning.





# Conclusion

**Working in partnership across museums, early years and family learning provides fantastic opportunities for developing inventive and inspiring family learning sessions.**

Partnerships also give real opportunities for staff and organisational development. The family learning qualification framework will further strengthen understanding and transferability of skills.

Partnerships across organisations and departments develop a much more powerful and effective way of meeting the diverse needs of families.

This resource provides some examples, ideas, contacts and tools to continue developing these important partnerships.



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# Useful contacts and websites

NIACE [www.niace.org.uk](http://www.niace.org.uk)

For more information on Family Learning at NIACE  
[www.niace.org.uk/development-and-research/learning-context/family-learning](http://www.niace.org.uk/development-and-research/learning-context/family-learning)

Or contact: [familylearning@niace.org.uk](mailto:familylearning@niace.org.uk)

For information about NIACE in your region  
[www.niace.org.uk/about-us/regions](http://www.niace.org.uk/about-us/regions)

The Family Learning Local Authority Group (FLLAG) is an email group for local authority family learning managers and lead professionals [FLLAG@niace.org.uk](mailto:FLLAG@niace.org.uk)

Skills for families <http://skillsforfamilies.excellence.qia.org.uk>

National Family Learning Network  
[www.campaignforlearning.org.uk/familylearningnetwork/index.asp](http://www.campaignforlearning.org.uk/familylearningnetwork/index.asp)

## Museums and Galleries

Renaissance North West [www.renaissancenw.org.uk](http://www.renaissancenw.org.uk)

Museums Libraries Archives Council (MLA) [www.mla.gov.uk](http://www.mla.gov.uk)

Inspiring Learning for All [www.inspiringlearningforall.gov.uk](http://www.inspiringlearningforall.gov.uk)  
A framework to help museums, libraries and archives develop their learning programmes

Culture 24 [www.culture24.org.uk](http://www.culture24.org.uk)

Every Object Tells a Story [www.everyobjecttellsastory.org.uk](http://www.everyobjecttellsastory.org.uk)

GEM (Group for Education in Museums) [www.gem.org.uk](http://www.gem.org.uk)

Engage (National Association for Gallery Education)  
[www.engage.org](http://www.engage.org)

CLMG (Campaign for Learning in Museums and Galleries)  
[www.clmg.org.uk](http://www.clmg.org.uk)

## NIACE (National Institute of Adult Continuing Education)

NIACE is the national organisation for adult learning in England and Wales, promoting excellent practice in the delivery of learning and to encourage more and different learners to engage in all kinds of learning activities. NIACE's activities include dedicated research, development and consultancy; advocacy to inform and influence public policy; the provision of information and dissemination services; publications and conferences. We are also actively involved in campaigning to promote and celebrate the achievements of adult learners. NIACE is an independent non-governmental organisation, a registered charity and a company limited by guarantee.

### Family Learning at NIACE

The family learning team at NIACE work to support the development of a broad vision of intergenerational learning for all families.

## Museums for changing lives

Renaissance is the Museums, Libraries and Archives Council's (MLA) national £300 Million programme to transform England's regional museums. For the first time ever, investment from central government is helping regional museums across the country to raise their standards and deliver real results in support of education, learning, community development and economic regeneration. Renaissance is helping museums to meet people's changing needs and to change people's lives.

For more information and further copies of this booklet, please contact the Renaissance North West team on 0161 235 8825



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