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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Written by Clare Meade
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 2007-08¹ and Families, Learning and Culture: inspiring families through museums, libraries and archives² 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.

“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.”
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. 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.

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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]
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 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 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) 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. This Family Learning Impact Funding (FLIF) 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. Museums and galleries are well placed to work in partnership with family learning providers to extend and enrich the range of innovative provision available.

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6 www.excellence.qia.org.uk/page.aspx?o=108408
8 http://skillsforfamilies.excellence.qia.org.uk
9 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.
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). 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. In the current move towards integrated teams and services reaching out to families most at risk, museums and galleries play a key role in providing an accessible, welcoming environment and a rich source of materials and knowledge for family learning. The notion of “place shaping” and using spaces in the heart of communities is crucial to the work of museums, libraries and archives. The Lyons Inquiry 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 and the role of culture in place-shaping are set out by the Department for Culture, Media and Sport in their 2008 *Corporate Plan* and *Improvement Strategy*. 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*. 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.

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1. www.everychildmatters.gov.uk
4. www.guardian.co.uk/kidsinmuseums
5. www.communities.gov.uk/localgovernment/localgovernmentfinance/lyonsinquiryinto/
6. 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.
The Think Family approach advocated in the Cabinet Office review of services for families at risk \(^{20}\) 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 \(^{21}\) and the refreshed Skills for Life strategy document Skills for Life: Changing Lives \(^{22}\). 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 \(^{23}\) 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.

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\(^{21}\) [www.hm-treasury.gov.uk/d/leitch_finalreport051206.pdf](http://www.hm-treasury.gov.uk/d/leitch_finalreport051206.pdf)

\(^{22}\) [www.dius.gov.uk/skills/skills_for_life](http://www.dius.gov.uk/skills/skills_for_life)

Developing your family learning offer

NIACE has developed the typology 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.

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<table>
<thead>
<tr>
<th>Where you are now</th>
<th>Action plan to improve practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infrastructure</td>
<td></td>
</tr>
<tr>
<td>Engagement and audience development activities</td>
<td></td>
</tr>
<tr>
<td>Informal family learning</td>
<td></td>
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<tr>
<td>Structured informal and/or formal family learning</td>
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24 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

### Core infrastructure support
- Family friendly facilities
- Family friendly signage
- Child areas
- Exhibits at appropriate level
- Accessible entrances
- Suitable café facilities
- Child protection/safeguarding policies
- All museum staff training
- Strategic commitment

### Engagement and audience development (current and future audiences)
- eg marketing campaigns, family trails, activity boxes, group work with children from non-using families to develop future users, family events, some holiday events

### Outcomes
- Increased family usage
- Increased staff confidence
- Increased family confidence
- Increased staff ownership
- Increased internal/external support

### Universal drop-in and outreach activities for families
- eg activity boxes, memory boxes, treasure boxes, holiday events, one-off sessions linked to exhibitions, family events, holiday events

### Targeted drop-in and outreach activities
- eg work with parents/carers and children in specific schools, communities or specific target groups

### Linked programmes of activities/sessions
- eg art clubs, arty picnics, regular toddler and parent/carer sessions, using museum space for family learning programmes, focussed sessions with specific aims and/or target groups

### Integrated activities as part of partners’ programmes
- eg museum/gallery visits for families as part of family literacy/numeracy/language programmes for newly arrived families, visit integrated as part of programmes along with library visits, siblings and parents visit as part of afterschool club activities

### Outcomes
- Engagement outcomes plus:
  - Learning as a family around the event
  - Increased communications
  - Museum/gallery seen as fun learning environment
  - Shared ownership of museum/gallery space/artefacts

Activities and events focused at families and children aimed at engagement where the engagement is more important than the learning outcome. Can include children only activities.

Activities and events where parents/carers and children learn together and parents are able to support their children’s learning. Can include children only activities.

Activities and events where parents/carers and children learn together and parents are able to support their children’s learning. Can be one-offs, or activities to be completed at home, self-directed family activities. Does not include children only activities.

Activities and events where parents/carers and children learn together and parents are able to support their children’s learning. Structured informal learning refers to a series of sessions on a theme. Structured formal family learning involves parents/carers completing a course, usually with accreditation attached. Does not include children only activities.
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’.

25 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.

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

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: Reading and following instructions, writing, taking part in discussions, giving an explanation, understanding shape and space, using numeracy vocabulary

26 www.mlay-skillsforlife.org.uk/gettingstarted.php?id=5
<table>
<thead>
<tr>
<th>Time</th>
<th>Tutor/museum/gallery staff</th>
<th>Parents/carers/children</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 10 mins | Introduction to museum and gallery and to the activity. Session aims, times etc  
Ground rules – up on the wall, talk through and brief discussion/add/amend | Complete course/session documentation | Course documentation  
Ground rules |
| 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 | Share what people have found – record on flip chart  
Talk through some of the vocabulary and give handout  
E.g. abstract, representational, portrait, textile, shapes and colours | Share findings with the group | Flip chart  
Vocabulary handout |
| 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 | With the family next to you, tell them about your picture, the choices you made, title etc.  
Then change and reverse roles, so both families have a chance to tell the other about their work | |
| 10 mins | Explain home activity sheet, ideas to do at home  
Evaluation  
Information on further opportunities for families locally | Home activity sheet about shape and colour  
Evaluation forms or post it notes for evaluation wall  
Activity sheet | Post it notes/evaluation forms |
What to look for in a family learning session

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

<table>
<thead>
<tr>
<th>Signposting/progression</th>
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<tbody>
<tr>
<td>The session ends clearly and information is given on other learning opportunities</td>
<td></td>
</tr>
<tr>
<td>Feedback from learners is gathered and used to improve practice</td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td>Record of answers</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>How do you think the session went?</td>
<td></td>
</tr>
<tr>
<td>How could you make the aims and outcomes of the session clearer to everyone?</td>
<td></td>
</tr>
<tr>
<td>Did you set and revisit ground rules for the session?</td>
<td></td>
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<tr>
<td>How did you identify the needs of those who participated?</td>
<td></td>
</tr>
<tr>
<td>How did you decide on the activities?</td>
<td></td>
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<tr>
<td>How did you differentiate the session for the adults and children taking part?</td>
<td></td>
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<tr>
<td>Did the adults take full part in the activities with their children?</td>
<td></td>
</tr>
<tr>
<td>What could you do to encourage the adults to take a greater part in the session?</td>
<td></td>
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<tr>
<td>How did you make sure that all participants felt included and valued?</td>
<td></td>
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<tr>
<td>Did you make best use of the space and resources?</td>
<td></td>
</tr>
<tr>
<td>How did you identify what adults and children were learning in the session?</td>
<td></td>
</tr>
<tr>
<td>Were there any aspects of the session that you would like to have done differently?</td>
<td></td>
</tr>
<tr>
<td>Did you give information to participants about other opportunities they could progress on to?</td>
<td></td>
</tr>
</tbody>
</table>
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

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.

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<th>Barriers</th>
<th>Actions to overcome barriers</th>
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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?
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.

Acknowledgements

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Useful contacts and websites

NIACE  www.niace.org.uk
For more information on Family Learning at NIACE
www.niace.org.uk/development-and-research/learning-context/
family-learning
Or contact: familylearning@niace.org.uk
For information about NIACE in your region
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
Skills for families  http://skillsforfamilies.excellence.qia.org.uk
National Family Learning Network
www.campaignforlearning.org.uk/familylearningnetwork/index.asp

Museums and Galleries
Renaissance North West  www.renaissancenw.org.uk
Museums Libraries Archives Council (MLA)  www.mla.gov.uk
Inspiring Learning for All  www.inspiringlearningforall.gov.uk
A framework to help museums, libraries and archives develop
their learning programmes
Culture 24  www.culture24.org.uk
Every Object Tells a Story  www.everyobjecttellsastory.org.uk
GEM (Group for Education in Museums)  www.gem.org.uk
Engage (National Association for Gallery Education)
www.engage.org
CLMG (Campaign for Learning in Museums and Galleries)
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