

Inspiring the Next Generation of Teachers

Initial Teacher Training partnerships with museums,
galleries and archives in the North West of England





Senhouse Roman Museum

KWS Design

Introduction

This publication has been written to encourage ITT providers to use museums, galleries and archives in their teacher training programmes.

Why get involved?

Student teachers who work with museums, galleries and archives will gain:

- ★ a broader and more creative range of ideas
- ★ an understanding of the practicalities of working with cultural organisations
- ★ the confidence to influence practice in their future schools.

Research shows that student teachers influenced at this stage of their career are more likely to draw on a wider set of partners outside the classroom to transform the learning experience for young people¹.

Teachers who use museums, galleries and archives throughout their career:

- ★ connect their pupils to a wealth of inspiring stories, objects, spaces and people
- ★ keep their teaching fresh and innovative
- ★ develop teaching strategies suitable for a range of learning styles and abilities.

Museums, galleries and archives offer teachers a continuum of exciting professional development opportunities available throughout their careers from ITT to NQT to AST.

“

Students really mature through their 'Alternative Placements' – they develop knowledge and make contacts which are extremely beneficial to them in their future careers...students begin to understand the potential of these places for developing learning and making it fun – it adds considerably to their experiences at university.

Sue Temple, Senior Lecturer,
University of Cumbria

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Working with museums, galleries and archives will support student teachers in working towards all the QTS standards particularly:

- Q5 recognising and respecting the contribution of colleagues
- Q6 commitment to collaborative work
- Q8 creativity and innovation of practice
- Q10 knowledge and understanding of pedagogical strategies
- Q19 personalising provision for pupils (diversity, equality and inclusion)
- Q24 planning out of class work to extend learning
- Q30 identifying opportunities for pupils to learn in out of school contexts
- Q32 team working and sharing practice.

¹Learning Outside the Classroom Manifesto, 2007



Whitworth Art Gallery

Sharing good practice

In the North West, there are many museums, galleries and archives that can offer a range of experiences for student teachers. Here are some examples of successful partnerships that have already provided valid and transformational experiences for everyone taking part.



Exchange skills

GOAL

To commit to a long term partnership between student teachers, practising teachers, the provider and cultural sector staff where skills, ideas and knowledge are shared.

ITT PROVIDER

Edge Hill University –
BEd Early Years students

PARTNERS

National Museums Liverpool (NML)

ACTIVITIES

Student teachers take part in immersion days and longer term placements at NML venues.

In exchange NML staff have access to professional development provided by Edge Hill University, planned around their priority development areas.

OUTCOME

“Our partnership with Edge Hill University has ensured that there are clear expectations, communication and planning for ITT programmes. This has resulted in a more meaningful and coherent experience for the students involved.”

Kate Johnson, Senior Education Manager, National Museums Liverpool

Assure quality

GOAL

To ensure direct links with the QTS and core teaching standards.

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Manchester Metropolitan University –
PGCE History specialism students

PARTNERS

Greater Manchester Archivist Group

ACTIVITIES

A programme focusing specifically on QTS Standard Q30, to support student teachers to achieve more and create exciting new ways of working ‘out of school’.

Collaborative training with tutors and archive staff.

Intensive placements of up to two weeks for student teachers.

OUTCOME

“It’s not just about letting student teachers know about the fantastic archives in your collections – it’s about helping them develop the interpretation skills and the confidence to use archives to bring the curriculum alive for pupils.”

Katharine Carter, County Archivist, Greater Manchester County Record Office

Widen partnerships

GOAL

To develop professional learning networks consisting of provider staff, cultural sector staff, student teachers and teachers from partner schools.

ITT PROVIDER

Manchester Metropolitan University
SCITT – third year BEd students

PARTNERS

A consortia of museums, galleries and heritage venues in Manchester

ACTIVITIES

Student teacher placements in a range of venues.

Developing triangular relationships between cultural venue staff, students and teachers from partner schools. (This aspect is critical to sustainability, quality and the process of embedding practice).

OUTCOME

“I found it very valuable planning with Jen (student teacher) and Andy (from museum) and felt that our combined ideas led to a richer session and experience for the children. Everybody brought their own expertise and experience to the project.”

Teacher from partner school, Museums and Galleries Pilot in Education (MAGPIE) project

“Providers of ITT should be encouraged to consider how they prepare new entrants for the wider roles and partnership-based work in which teachers are placed....Placements within...organisations engaged with young people’s learning would help student teachers to think about alternative approaches to teaching and learning.

Nurturing Creativity in Young People report 2006



“ Once I got used to using and interpreting objects the ideas just flowed and I began to see the potential in exploring particular subjects and how to adapt these for different key stages.

Student teacher, working with Manchester museums ”

“ We very much enjoyed working in partnership with the students and teacher. We are keen at the museum to build up relationships both with the teachers of the future and those of today. The project enabled us to forge a close relationship between the school and teacher which will continue into the future.

Educator involved in the Cumbria MAGPIE project ”



Museum of Science and Industry

KMS Design

Embed practice

GOAL

To commit to long term shared planning, evaluation and embedding new strategies into everyday practice.

ITT PROVIDER

University of Cumbria – student teachers from three campuses on a variety of courses

PARTNERS

Museums and archives across Cumbria, Preston and Lancaster

ACTIVITIES

Roadshows and immersion days.

Taught sessions led by cultural sector staff.

Student and tutor placements.

OUTCOME

“Student experiences have shown us how valuable it is for them and tutors to engage with museums, galleries and archives and over the past few years we have been embedding these opportunities into the ITT Programmes. We are very well supported by colleagues in the cultural sector who help us design innovative ways to give students experiential opportunities.”

Donna Hurford, Senior Lecturer, University of Cumbria

Challenge and inspire

GOAL

To see each participant as an equal contributor in developing challenging and innovative practice for all partners involved.

ITT PROVIDER

Liverpool John Moores University – PGCE Art, Information Technology, Leisure and Tourism, Design Technology and Modern Languages students

PARTNERS

National Museums Liverpool

ACTIVITIES

Post graduate student placements to develop digital curriculum learning resources.

Paired placements with undergraduate student teachers to review and extend these learning resources.

All students invited to take part in a dedicated CPD project to complete during their NQT year.

OUTCOME

“Evolving educational policy and theory consistently reinforce the need for learning experiences for young people to be relevant, engaging and relate to the wider world. Making better use of galleries, museums and archives is a challenge to existing pedagogy across the curriculum but an essential part of equipping students to be effective teachers of the future.”

Sandra Hiatt, Senior Lecturer, Liverpool John Moores University

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Whilst leading my session I noticed how every child in the class could be involved. Group work really encouraged interaction and sharing ideas and so lower ability children weren't inhibited by being forced to create single pieces of work.

Student teacher, working with the Whitworth Art Gallery, Manchester ”

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We believe that these direct experiences with the cultural sector can inspire student teachers to think outside the box and plan for creative and cross curricular approaches to learning.

Donna Hurford, Senior Lecturer, University of Cumbria ”



“ Children were more confident to share and follow their ideas which prompted their own independence. Student teacher, working with the Walker Art Gallery, Liverpool ”

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Whitworth Art Gallery

Students and ITT provider staff reflect on their experiences

“ Student teacher confidence

I feel more confident about managing visits outside of school...I had a lot of fun, as did the children.
Student teacher,
Edge Hill University

Many of our students are now feeling confident to plan and implement visits to museums as part of their school placement...this will have a lasting impact upon their professional practice as teachers..

Cait Simpson, Senior Lecturer,
Edge Hill University

At the end of the placement the students showcased a wide range of activities they had trialled and developed with museum colleagues; they were confident ambassadors for the cultural sector and the creative contribution it can make to children's and teachers' learning.
Donna Hurford,
Senior Lecturer,
University of Cumbria

Developing ideas, resources and networks

I have learnt about the benefits of children being introduced and encouraged to learn in new environments. I am particularly excited about the cross-curricular aspects of museums and galleries...
Student teacher, working with the
Whitworth Art Gallery, Manchester

The Engaging Places day provided student teachers with an invaluable opportunity to explore a range of exciting and creative learning environments in their local area. This in turn will lead to a more vibrant learning experience for pupils and a greater awareness of life outside the classroom.

Lynn Campbell, Senior Lecturer,
Liverpool Hope University

The students benefit from gaining the knowledge and confidence to approach these organisations for help and support with the curriculum once they are teaching. They are experiencing 'Learning Outside the Classroom' for themselves so they really understand how much more powerful learning can be in these circumstances...and I have learned more about different aspects of some topics... alongside the students.
Sue Temple, Senior Lecturer,
University Of Cumbria ”

Museums, galleries and archives add value to student teachers' experiences and transform teaching and learning for children and young people.

Connecting with real stories, objects, spaces and people in museums, galleries and archives can:

- ★ help students to develop their own interests, passions and excitement for learning
- ★ help students to develop the skills qualities and values to develop alternative and creative approaches to teaching
- ★ help students and ITT providers to address new curriculum changes and an evolving understanding of pedagogy
- ★ connect students and ITT providers to partners outside the classroom to address the Every Child Matters agenda
- ★ support providers to develop the breadth of course 'offers' to students
- ★ provide inspiring professional development for ITT provider tutors.

“ Our PGCE programme has been greatly enhanced by the opportunity to work with museums, galleries and archives in the region. It has introduced students to creative and innovative teaching and learning experiences and opened their eyes to the wealth of resources available.

Lynn Campbell, Senior Lecturer,
Liverpool Hope University

“ From participating in the session I learnt that gallery based learning actively encourages learners to take risks, have fun and discover new things for themselves. Student teacher, working with the Whitworth Art Gallery, Manchester

“ I noticed how the enthusiasm of the pupils changed from being in a classroom to being in the museum. From the moment that we went up to the room where all the Roman artefacts were, their eyes lit up and they wouldn't stop talking and asking questions!

Student teacher, working with
Senhouse Roman Museum,
Maryport

Contact your local museum, gallery or archive to discuss potential partnership work.

For more information about the Renaissance North West regional learning programme, including the Initial Teacher Training and MAGPIE programmes, contact:

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Learning Development Manager
Renaissance North West
email: ella.l.sutherland@manchester.ac.uk

In 2010-11, the regional Initial Teacher Training programme offers:

- ★ information and advice
- ★ partnership building and support
- ★ advocacy to build the profile of activity in the North West
- ★ professional development opportunities for students, teachers, tutors and cultural sector staff.

Web links

The following web pages support student teacher placements outside the classroom:

Teaching Outside the Classroom supports the development of placements for student teachers in settings other than schools. This website helps you set up and evaluate placements, and provides case studies of existing good practice. www.teachingoutsidetheclassroom.com

My Learning contains teaching and learning resources created by museums, libraries and archives in the North West and Yorkshire. You can search for resources by age group, key word or specific cultural organisation.

www.mylearning.org

The Museums Libraries and Archives Council's (MLA) Strategic Commissioning Programme supports Initial Teacher Training partnerships with museums, libraries and archives.

www.mla.gov.uk/what/programmes/commissioning/Initial_Teacher_Training

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 standards and deliver real results in support of education, learning, community development and economic regeneration. Renaissance is helping to meet people's changing needs – and to change people's lives.

For more information visit www.renaissancenw.org.uk or contact the Renaissance North West team on 0161 235 8825.

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