

Families, learning and culture

Inspiring families through museums,
libraries and archives



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NIACE has a broad remit to promote lifelong learning opportunities for adults. NIACE works to develop increased participation in education and training, particularly for those who do not have easy access because of class, gender, age, race, language and culture, learning difficulties or disabilities, or insufficient financial resources.

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

You can find NIACE online at www.niace.org.uk

Cover picture: Family Learning at Hendon Libraries © Museums, Libraries and Archives Council, 2008



About NIACE

NIACE is the national organisation for adult learning in England and Wales. We exist to promote 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

NIACE's vision for family learning is of the development of a broad range of intergenerational learning opportunities for all families. We define both the family and the family learning curriculum in its widest sense. Learning within the family and as a family is often the catalyst to many wide-ranging changes, not just in relation to individual skills and qualifications but also to community cohesion and well-being. We work to promote this vision through advocacy, development, research, support and project activities.

About the MLA

MLA (the Museums, Libraries and Archives Council) is the government's agency for museums, galleries, libraries and archives. We deliver strategic leadership in England and in each of its regions and we collaborate with partners across the UK. Our research identifies good practice, which we use to promote improvement. We offer advice, support and resources to funding bodies and other groups to incentivise innovation. Our aim is to raise professional standards and champion better services for users and readers of all ages and backgrounds, whether residents or visitors.

MLA is a Non-Departmental Public Body (NDPB), sponsored by the Department for Culture, Media and Sport (DCMS). Launched in April 2000 as the strategic body working with and for the museums, archives and libraries sector, tapping into the potential for collaboration between them, MLA replaced the Museums and Galleries Commission (MGC) and the Library and Information Commission (LIC), and includes archives within its portfolio.

Family learning at the MLA

Museums, libraries and archives have a strong tradition of working effectively with families and have taken enormous steps in the last decade to provide services that meet the needs of families and create family friendly spaces. MLA recognises this strong base and wishes to support the sector to realise its potential to contribute fully to the increased government recognition of the importance of family learning. To do this effectively it is vital that the sector moves beyond providing activities that support learning outcomes for children as the basis of their family learning activity and considers the learning outcomes for the adults too, in order to access new family learning funding streams. It is also important that the sector moves beyond offering family friendly services to offering family learning programmes that are an integral part of wider local family partnerships and strategies.

Acknowledgements

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Background to publication

The Museums, Libraries and Archives Council (MLA) has commissioned this joint NIACE / MLA publication to support the development of effective family learning provision in museums, libraries and archives. It is aimed at managers and practitioners in museums, libraries and archives and family learning services, whether funded through local authorities or the voluntary sector, to support collaboration and partnership in a rapidly changing environment.

We define family learning as parents, grandparents or carers¹ and children learning together. All are developing their skills, and parents are supporting their child's learning. It includes universal provision, targeted provision, informal learning events or more structured family learning programmes.

This publication builds on the key findings of the evaluation of family learning programmes in museums in the North West undertaken by NIACE in 2007–08 and funded by Renaissance. There is much innovative practice to celebrate but equally more strategic thinking is needed to: a) ensure the potential contribution of the cultural sector to support learning in families is fully exploited, and b) ensure museums, libraries and archives are integrated into family learning policy initiatives at a local level.

To support museums, libraries and archives to promote their services to families two mini-book resources, designed for families who are not regular visitors, accompany this publication. The first highlights what to expect and how to share the experiences of a visit to a museum or gallery, the second identifies how to share the experience of a visit to a library or archive together.

These resources are available for download at: www.niace.org.uk/Research/Family/Default.htm

and the publications section of the MLA website at www.mla.gov.uk

The policy context for family learning in museums, libraries, archives

We are at a time of rapid policy change leading to new organisational structures in local authorities, changes within and across directorates, learning organisations and within government departments themselves. Much of this change has resulted from Change for Children, the introduction of the five *Every Child Matters (ECM)*² outcomes and the linked restructuring of adult and children's services. The previous Department for Education and Skills (DfES) has now been replaced by the Department for Children, Schools and Families (DCSF) and the Department for Innovation, Universities and Skills (DIUS).

Alongside the organisational change is a different way of thinking, relating to outcomes for users (adults, children and families together) with the focus on ensuring joined up services meet the needs of users and a range of new ways of joining up provision, for example through *Integrated Service Provision*, *Extended Services* and *Children's Centres*. This fundamental shift in service provision is supported by a comprehensive staff development programme for the children's workforce and the development of new ways of looking at the curriculum through the *Early Years Foundation Stage (EYFS)*. The background to these policy changes is well documented elsewhere,³ but all have an impact on how we effectively link learning, families and culture into the new policy priorities.

1 Throughout this report when referring to parents / carers we assume this includes the range of family members and siblings and those in the parental care-giving role.

2 See glossary for a definition of terms.

3 See Lamb *et al.* (2007).

Partnerships are crucial to all of the new structures and bring with them a distinctive language and method of working: *children's and young people's partnerships, local strategic partnerships, local area agreements, multi-area agreements, personal and community development learning partnerships* and the new *public sector agreements*. The reforms are a move away from a departmental approach to cross-cutting delivery mechanisms.

In addition, new duties have been placed on schools to promote community cohesion and well-being. This is a key priority for both adult and children's services and aims to promote understanding and a sense of belonging by all communities and the valuing of the diversity of people's backgrounds.

Skills development including literacy, numeracy and language remain a priority following the *Leitch review* and there are new targets for 2020: 95 per cent of adults to achieve basic skills of functional literacy and numeracy (currently at 85 per cent and 79 per cent).

Parents have risen to the top of the policy consciousness with wide recognition, based on research, of the crucial role they play in supporting their children's learning from the earliest age. Each local authority is now required to have a parenting support strategy. Linked with this, the anti-poverty debate recognises the importance of parent's learning and skills on the impact of family life, the aspirations of their children and child poverty. A high priority is given in policy terms to narrowing the gap between the highest achieving children and young people and the lowest achieving. The *National Academy for Parenting Practitioners (NAPP)* has been introduced to support training for the workforce and to complete research. Much debate has taken place about where government's involvement in family life should begin and end and the models surrounding parenting support.

The Social Exclusion Task force report (2008), *Think Family: Improving the life chances of families at risk* highlights the need for a joined up approach across services for the most vulnerable families with a focus on the needs of the family as a whole, rather than as a collection of individual family members. New funding for family learning programmes announced in the Children's Plan (DCSF 2007) is specifically targeted at the most vulnerable families and priority groups who are under-represented in accessing services.

Many new initiatives have been introduced, for example, the introduction of the *Family Pathfinders* to explore the most effective ways of working for families at risk and the *National Year of Reading*, which aims to encourage more families to enjoy sharing reading together.

In January 2008, DIUS announced a consultation on the future of informal adult learning across all sectors and types of learning, with a Green Paper due to be published in the late Autumn 2008.

Museums, libraries and archives are part of this change agenda. They offer inspiring services to children and families but are often not part of Children's Services directorates because of the wider service to adults that they also provide. It is vital for museums, libraries and archives to identify how they support the new joined-up outcomes approach introduced through *local area agreements* so that the potential of the sector is fully realised.

The Department for Culture, Media and Sport Corporate Plan (DCMS 2008) outlines the priorities to support cultural engagement in *local area agreements* and the role of culture in *Place-shaping. An improvement strategy for culture and sport, A Passion for Excellence* (DCMS, LGA 2008) sets out a framework for improvement. The strategy encourages self-improvement through peer review, challenge and support.

The Children's Plan, published in 2007, announced *Find Your Talent* a new government programme to pilot approaches to develop a universal five hour cultural offer for children aged 0–19 both in and out of school. The cultural offer aims 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.' The *Find Your Talent* programme will receive £25 million funding between 2008 and 2011 and will be piloted initially in ten locations. The pilots will explore the best ways of helping young people discover and develop their creative talents and personal skills through participation in arts and cultural activities.

Implications for practice

The new policy priorities that are fuelling the change agenda bring many exciting opportunities but an equal number of

challenges. Ignoring it is not an option! The major restructuring of local authority services that has resulted from Change for Children has meant the role of some of the services that are not mainstream children's services has appeared peripheral to the priority changes, for example, adult learning, family learning, museums, libraries and archives. Effective working relationships across services and departments need to be rebuilt as roles change following restructures.

Family learning in museums, libraries and archives can play a major part in contributing to the positive outcomes for children and their families envisaged by the reforms.

The review of informal adult learning by DIUS and intention to build a new vision for the 21st century provides a renewed opportunity to celebrate the place of informal learning with families in libraries, archives and museums. Museums, libraries and archives provide much valued public spaces with a broad reach into



communities. They provide access, often free, to inspiring collections, interesting activities and helpful staff who can also sign-post families to formal learning opportunities in their local area. Libraries have a strong tradition of working with families with young children through the regular rhyme time activities they run. The National Year of Reading 2008 provides another key driver for libraries to demonstrate how they can contribute to local Children's and Young People's Plans and support narrowing the gap, the government priority to close the attainment gap between the most able, middle class children and those on free school meals and living in more impoverished circumstances.

Family learning programmes in museums, libraries and archives are also effective in widening participation in the cultural sector, particularly for those families who have no tradition of using it. Adult family members who take part in family activities in museums, libraries and archives in order to support their children can discover that the cultural sector has something to offer them too, and this can have long-lasting benefits for future generations.

The MacMaster Review *Supporting Excellence in the Arts* (2008) clearly summarises an aim that embodies the essence of both the learning and cultural sectors. It states:

Excellent culture takes and combines complex meanings, gives us new insights and new understandings of the world around us and is relevant to every single one of us. It is why culture is so important to societies that flourish. If culture is excellent it can help us make sense of our place in the world, ask questions we would not otherwise have asked, understand the answers in ways we couldn't

otherwise have understood and appreciate things we have never before experienced. The greater its power to do these things the more excellent the cultural experience. The best definition of excellence I have heard is that excellence in culture occurs when an experience affects and changes an individual. An excellent cultural experience goes to the root of living.

Museums, libraries and archives have done much to advance their family friendly credentials in recent years,⁴ notably through initiatives like the annual *Guardian* family-friendly award and the introduction of new family learning activities in many localities. There are family-friendly spaces and opportunities for family activities in groups or as individuals in many locations. In 2007, of the events registered for Family Learning Week with the Campaign for Learning, 49 per cent were held in museums, libraries or archives. For example, in Leicestershire, 1524 parents and children attended Family Learning Week events in the County's libraries. Three-quarters of them were inspired to find out more about other learning opportunities.⁵

Responding to the strategic challenges

Managers and practitioners in museums, libraries and archives need to consider a number of challenges linked to the new policy priorities if they wish to make an effective case of how the sector contributes to key strategic aims and targets of local authorities and other potential partners. Museums, libraries and archives, in common with family learning programmes, can contribute to many policy areas but this cross-cutting ability can be both a strength and a weakness. A strength in that

4 See Lamb et al. (2008b) at www.niace.org.uk/Research/Family/MLA%20Evaluation%20report.pdf and Spacey (2005).

5 Source: http://www.leics.gov.uk/index/community/libraries/library_events/family_learning_week.htm

they can add value and contribute to many policy agendas but a weakness because they do not contribute to one policy priority in particular.

Local area agreements use the new *national indicator set* to select up to 35 indicators that reflect key local priorities. All local authorities' priorities were published in June 2008.⁶ A review of these indicators shows that the use of public libraries (NI 9) is a priority for 6.66 per cent of local authorities (10 out of 150) and visits to museums and galleries (NI 10) is a priority in only 1.33 per cent of local authorities (2 out of 150). However, the indicator for adults involved in an arts event, either by attending or participating, has been selected by 16 per cent of local authorities (24

out of 150). The definition of participation in an arts event includes informal learning activities, leaving much scope for linking the adult participation in family learning activities into local priorities. In addition, family learning activities in museums, libraries and archives can contribute to many of the other national indicators and local priorities, for example, in the areas of improving adult skills, raising achievement, addressing disadvantage and community cohesion.⁷ This highlights the need for the sector to prove how it can add value to a variety of other agendas, and particularly for those museums and galleries in the voluntary and private sectors, to make effective links with the local planning process. The examples on pages 12–15 provide inspiration.

6 For indicators and local LAAs see: www.idea.gov.uk/idk/core/page.do?pageId=8399555

7 For more details see Lamb *et al.* (2008a) at www.niace.org.uk/FLprogression



Centenary Gallery, Horniman Museum, London

Providing a whole-family approach to learning activities

There has been a strong focus on encouraging new audiences to access museums, libraries and archives, particularly those who have not traditionally used the sector in the past. Much of this activity has targeted family audiences. This has resulted in much effective work which has focussed on engaging children in activities and visits in order to build future audiences of families who may not otherwise access museums, libraries and archives but without the active involvement of parents or carers this work cannot be classed as family learning.

As part of the evaluation of family learning activities in the North West Renaissance Hub museums, we developed a typology for museums and galleries that identifies the different types of learning and engagement on offer. This is designed to clarify the different types of provision museums, libraries and archives offer and the associated outcomes of each type of activity. It is included inside the back cover.⁸

The typology identifies the distinction between:

- **Infrastructure:** *the fundamental infrastructure support needed to ensure families can access museums and activities.*
- **Engagement and audience development activities:** *activities and events focused on families and children, aimed at engaging more families in the sector and where the engagement is more important than the learning outcome. This can include children-only activities.*
- **Informal family learning:** *activities and events where parents/carers and children learn together and parents are able to support their children's learning. These can be one-off events, activities to be completed at home or self-directed family activities. This does not include children-only activities or activities*

where adults are passive observers.

- **Structured informal and/ or formal family learning:** *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. This does not include children-only activities or activities where adults are passive observers.*

This typology will support managers in museums, libraries and archives to plan effectively by identifying which of their current activities are family learning; which activities could be developed into family learning, with clear learning outcomes and appropriate resources for both the adults and the children; and when and where structures and space do not enable effective learning as a whole family. For example, a very busy holiday session with a rapid flow through of families is more likely to have a focus on engaging children through activities, rather than on family learning or may be used to signpost onto other family learning activities. Activities that engage families are valuable in their own right but are not family learning activities.

Clear learning outcomes for adults as well as children are an essential element of family learning provision. Discussing these at the planning stage of sessions and activities and being very specific in publicity materials and at the start of sessions supports adults in their own learning role. When setting learning outcomes for adults, it is useful to consider how they can also support their children's learning in the planned activities and how the learning can be transferred to activities at home.

⁸ There is a blank template of the typology included on the NIACE website at www.niace.org.uk/Research/Family/Default.htm. Colleagues have found this useful to complete for their own teams and environments.

Providing quality learning sessions whilst maintaining the integrity of collections and stock

Museums and archives can maintain the integrity and intellectual challenge of their collections whilst making them accessible and fun for families with the youngest children. There are exciting examples of family learning activity where families have been supported to develop their own interpretation of collections and artefacts plus examples of imaginative practice that has linked collections to home cultures and developed exhibitions using the families' own stories. Many libraries offer storytelling linked to creative activities which enable the families, particularly non-traditional library users, to build *cultural capital* in an easy and enjoyable manner. The archive sector has a particular challenge when designing family learning programmes to shift preconceived ideas and ensure families identify archives as a place of fun learning and not just as collections of records. Developing family learning programmes across museums, libraries and archives can help to break down silos and broaden participation.



It is crucial to ensure that families experience a consistently high quality of family learning provision across museums, libraries and archives to secure their continued engagement and enjoyment of learning in the cultural sector. One bad experience can lose a vulnerable family forever. The *Inspiring Learning for All Framework* provides both an organisational and a learner-focused outcomes framework. Effective planning of learning activities is needed to set the proposed learning and generic outcomes for both the adults and children in family learning sessions and events. More focus is now being placed on generic skills development in Learning and Skills Council funded family learning provision, with a new emphasis on tracking social and personal progression as well educational and economic progression.⁹ This links well with the programmes provided by museums, libraries and archives.

⁹ See Lamb *et al.* (2008a).

Proving it: data and evidence

Providing evidence of outcomes from family activities that support a range of indicators is now critical to working successfully across integrated, joined up partnerships. These outcomes should be set at the beginning of joint working to ensure they meet the requirements of all partners. For example, if the main aim of a project is to increase usage of services from families defined in the C2DE social categories, then there has to be a method of capturing or sampling this data. This need not be intimidating or intrusive to the families, for example, a simple sample of post-code analysis can provide a 'fuzzy' matching indicator to the small areas defined as having the highest levels of deprivation. Inspiring

Learning for All offers examples of a range of different evaluation methods including how to run effective focus group discussions or how to use observations from artists, practitioners or staff to help form an effective picture of the learning taking place. Simple systems such as providing families at group sessions with postcards and a box or notice board to return these can provide indications of positive outcomes if they return as independent users. Joint end of programme reviews with partners often provide information on access to other programmes and the different types of progression. All information and data needs to be analysed to help shape the planning of future provision.

Snapshots to inspire

The examples on these pages are snapshots from practitioners in museums, libraries and archives who have developed a whole-family approach that links to a range of policy areas and activities. There are numerous other examples: this is just a small selection to act as a starting point.

Galleries as a social space

At the Whitworth Art Gallery in Manchester there is a clear strategic lead from the Gallery Director on the importance of family learning and taking a whole-family approach to the use of the gallery space, collections and targeted outreach. This approach encourages operational staff to take risks and innovate with provision. For example, regular *Arty Picnics* take place in the gallery space. Picnics are a familiar social activity to families, a relaxing and fun activity for the whole family to enjoy together. The aim of *Arty Picnics* is to socialise families with the gallery so they view it as their social space. While families are relaxed enjoying their picnic they are also introduced to the gallery and its collection through doing a fun, creative activity based on the collection. The picnic mat is an effective family learning tool as the family all sit together on the same level and so are encouraged to interact with each other, work together and socialise. This has become a regular activity for many families who meet up with the friends they have made at the picnics.

For more information contact: Novae Lee, Family Friendly Coordinator
(novae.lee@manchester.ac.uk)
www.manchester.ac.uk/whitworth

Home cultures, journeys of migration and museums

'Every Object Tells a Story' is a partnership project between MLA Yorkshire and the School of Education, University of Sheffield, Sheffield Family Learning and the Burngreave Community Learning Campaign. The project has explored how stories are linked to objects in the home, the links between objects in the home and objects in museums and how the stories can be used to develop family learning and design a method engaging diverse communities and cultures. It was built on the research findings of a project, 'Ferham Families', funded by the Arts and Humanities Research Council's Diasporas Migration Identities fund. 'Ferham Families' aimed to look at the relationship between objects in the home and the narratives of migration of families of Pakistani heritage. Five families shared their stories and objects with the research team, and these were collected and displayed in an exhibition in Rotherham Arts Centre in March 2007.

For more information see
<http://www.everyobjecttellsastory.org.uk/index.html>



Ferham Families Exhibition, © Steve Wright 2007 Ferham



Families Exhibition. Steve Wright © Wright 2007

Bringing local records to life

In Hertfordshire a partnership between the archives team, and the local studies and lifelong learning librarians provides an effective means of bringing local records to life and illustrating how archives can be used for exciting family learning projects. Using the local Bishop's Stortford library on a Sunday afternoon, an activity event centres around the Victorian archive records from a local tailor's shop. The records include pattern books, swatch books and the records of a royal visit to Bishop's Stortford in the 1850s. Families explore literacy and numeracy skills when using the archive patterns. Family learning activities include using the records to design costumes, dress a paper doll and design a frieze with the models along the route of the royal visit.

For more information contact: Daphne Knott, Learning and Access Officer (daphne.knott@hertscc.gov.uk)



From the *Tailor and Cutter*, ©Hertfordshire Archives and Local Studies



From Tissiman's order book, ©Hertfordshire Archives and Local Studies

Linking Family Learning and the summer reading challenge

The Dorset Library Service working with the family learning team in the county invite the whole family to a series of activities linked to the summer reading challenge. The events are based around specific themes: this year it is on Team Read/Sport and includes an introductory focus on numeracy. These events provide a starting point for many learning journeys and the family learning team and library staff signpost families on to other learning activities after the summer.

For more information contact: Reading and Community Learning Manager (readingcommunitymanager@dorset.cc.gov.uk)

Contributing to community cohesion

Many partnership activities linking museums and galleries support community cohesion in Manchester. An example of this is a multi-agency project between Manchester Adult Education Service (MAES), the East District New Arrivals Team (EDNAST) and the Museum of Science and Industry, that has used the fabric of the city itself as a resource to support family language sessions. Another example is the Early Years Consortium led by Manchester Museum which links galleries and museums to local children's centres and, in partnership with MAES, has developed a city-wide family language programme for bi-lingual families.

For more information: on the Early Years Consortium contact Elaine Bates, Early Years Co-ordinator (Elaine.Bates@manchester.ac.uk)

For Manchester Adult Education contact Sarah Royds, Family Literacy, Language and Numeracy Manager (s.royds@manchester.gov.uk)

Taking the collections to new families

Manchester art gallery runs art club sessions in the gallery that operate both as universal drop-in activities and as targeted family outreach activities. An example of this is a session with families in a special school that links the gallery exhibits to families' home cultures. A picture from the gallery, 'Hopes at Home' by Howard Hodgkins, was used as the basis of the activity, with the families encouraged to discuss and create their own picture of home or a favourite place. The children were aged from three to eleven with a variety of learning difficulties and special needs, and only one parent from the seven families involved had ever been into a museum or gallery before.

For more information contact Alex Thorp, Family Learning Manager (a.thorp@manchester.gov.uk) or web <http://www.manchestergalleries.org/families/family-art-clubs/>



© Manchester City Galleries 2008

Making it happen at a strategic level

Newcastle libraries and family learning team have a clear strategic approach to their work. Libraries are used fully as a resource to support family learning activities. The city has a Family Learning Advisory Group where all key players support and shape activities. Senior managers from the Library and Family Learning Services link with the key Children Young People's contacts, the Children's Centres agenda as well as the voluntary sector. Their activities are clearly recognised in enriching the Enjoy and Achieve strand as well as other ECM Outcomes. Family learning is built into the Parenting Support strategy. Library staff have awareness training for literacy and numeracy needs and are able to signpost parents to further provision when needed.

For more information contact Janice Hall, Access to Learning Manager
(Janice.Hall@newcastle.gov.uk)

Developing new partnerships

Kent Libraries and Archives has effective methods of working with partners to ensure family learning activities are both universal and targeted. Working closely with Children, Families and Education, they have developed additional activities to complement the Booktime gifting sessions to ensure that children are enthused by other books, that parents are inspired to play a part in their child's education and that families develop the library habit. Family Liaison Officers and Parent Support Advisers have been provided with awareness training on activities based in libraries. All families with reception age children – about 16,000 – receive leaflets about libraries and family learning during the Booktime promotion. The library service works with the Adult Education Service to provide family learning activities linked to *Harry and the Dinosaurs go to School*, including scrapbooking events where parents and children work together to create their own memory of the first day at school. These events are targeted in 20 libraries where a high level of need has been identified. Family Liaison Officers and the Looked After Children Team support targeted recruitment at these events, and the Adult Education Service offers further learning opportunities.

For more information contact Janet Davies,
(Janet.Davies@kent.gov.uk)



Moving forward

We hope that this publication supports practitioners in museums, libraries and archives, to work effectively with family learning practitioners to develop inspiring outcomes, focused family learning programmes in the sector and supports a more joined-up approach at local level.

What next? The following checklist outlines a number of activities that you could undertake to develop your practice further. We hope it provides a useful starting point for further discussion and helps you develop your own action plan.

Good luck and happy strategic linking.

Activity	Reviewed?	
	Yes	No
1. Complete a review of your provision against the typology of infrastructure, engagement and family learning activities.		
2. Identify any gaps in local provision and consider strategies to address these.		
3. Check your Local Area Agreement priorities and identify how your services can link with these.		
4. Check other local strategic plans, such as Children's and Young People's Plan, Parenting Strategy and identify if you are included.		
5. Identify local 'key players' and partners who share your priorities to develop further partnerships with.		
6. Review whether or not you have all the relevant information you need to work effectively with and negotiate with partners.		
7. Identify methods / times / approaches for effective liaison including the most effective method of 'selling' your activities.		
8. Review activities and identify learning outcomes for both adults and children and build this approach into your future planning process.		
9. Review the content of the planned activities – do they maintain the integrity of the collections and resources? Are they appropriate for both adults and children? If not, what needs to happen to ensure they are? How do activities link with the families' home cultures?		
10. Review the involvement of families in the planning and evaluation of activities – how and when is feedback gathered?		
11. Review methods of data collection – do you have the evidence to show that you have achieved what you set out to achieve? Can you provide data for partners that you have contributed to the relevant agendas? Have you a plan to agree what is needed at the beginning of the project?		

Further information and useful resources

24 Hour Museum	www.24hourmuseum.org.uk
Bookstart	www.bookstart.co.uk
Booktime	www.booktime.org.uk/Home
Boys into Books	www.boysintobooks.co.uk
City London Archives – Family Learning resource pack	www.cityoflondon.gov.uk/Corporation/LGNL_Services/Leisure_and_culture/Records_and_archives/Education_at_LMA
Communities and Local Government	www.communities.gov.uk
Every Child Matters	www.everychildmatters.gov.uk
Every Object Tells a Story	www.everyobjecttellsastory.org.uk/index.html
Inspiring Learning for All	www.inspiringlearningforall.gov.uk
Learning and Skills Council	www.lsc.gov.uk
Literacy Trust	www.literacytrust.org.uk
Museums and Library Archive Council (MLA)	www.mla.gov.uk
National Family Learning Network	www.campaign-for-learning.org.uk/familylearningnetwork
National Year of Reading	www.yearofreading.org.uk
NIACE	www.niace.org.uk
Skills for Families	www.skillsforfamilies.co.uk

Glossary

Children's and Young People's Partnerships were established as a result of the Children's Act (2004), which places a duty on councils to promote co-operation between named partners to improve the well-being of children.

Children's Centres are a one-stop service providing parents-to-be, parents and carers with information and integrated services which are family-focused and flexible to meet families' needs.

Cultural capital is defined as forms of knowledge, skills, education, and advantages that a person has, which give them a higher status in society. Parents provide their children with cultural capital by transmitting the attitudes and knowledge needed to succeed in the current educational system.¹⁰

Early Years Foundation Stage (EYFS) is for children aged 0–7. It builds on the Every Child Matters outcomes. It divides into six areas: personal, social and emotional development; communications, language and literacy; mathematical development; knowledge and understanding of the world; physical development; creative development.

Every Child Matters is an approach to the well-being of children and young people from birth to age 19. Five outcomes for children are placed at the centre of all policies and approaches involving children's services. It aims to ensure that all providers of services involving children work together in integrated and effective ways.

Extended Services. By 2010, every school in England will provide a range of extended services either on its own or in partnership with other schools or community organisations. This will enable children and young people, their families and carers to access a range of services and will provide opportunities for increased community access to schools.

Inspiring Learning for All describes what an accessible and inclusive museum, archive or library looks like – one that stimulates and supports learning. It is designed to improve services in museums, libraries and archives and to measure the impact of these on people's learning.

Integrated service provision is part of the Every Child Matters change agenda and describes a team of professionals from different backgrounds and agencies working together in a locality to provide an outcome focused agenda for local families.

Leitch Review of Skills was published in December 2006. It argued that improving skills and qualifications benefits the individual, the community, the employer and the economy as a whole.

Local area agreements (LAAs) set out the priorities for a local area agreed between central government and key partners at the local level.

Local strategic partnerships (LSPs) review and steer public resources in local areas and develop a long-term vision to improve the quality of life and services in their area. They bring together local authorities and key local partners including the police, health services, local businesses and the community and voluntary sectors.

10 Bourdieu, P. (1986) 'The forms of capital', in Richardson, J. G. (ed.) *The Handbook of Theory and Research for the Sociology of Education*, Greenwood Press.

Multi-area agreements are designed to be cross-boundary local area agreements (LAAs). They bring together key players in flexible ways to tackle issues that are best addressed in partnership at a regional and sub-regional level.

National Academy for Parenting Practitioners (NAPP) aims to transform the quality and size of the parenting workforce across England so that parents can get the help they need to raise their children well.

National Indicators – the new national indicator set for local authorities and local authority partnerships was announced as part of the Comprehensive Spending Review in October 2007. The indicators are the means of measuring national priorities.

Personal and community development learning (PCDL) partnerships were introduced in the Further Education White Paper (Further Education: Raising Skills, Improving Life Chances) in 2006 as a new method of planning PCDL through local multi-agency partnerships.

Place-shaping is a term used in the Lyons review¹¹ to mean the wider strategic role for local government defined as 'the creative use of powers and influence to promote the general well-being of a community and its citizens.'

Public Sector Agreements (PSAs) – the October 2007 Comprehensive Spending Review will be implemented via 30 Public Service Agreements (PSAs) that commit central government departments and their partners to achieving agreed cross-government outcomes in the following areas: sustainable growth and prosperity (PSAs 1–7); fairness and opportunity for all (PSAs 8–17); stronger communities and a better quality of life (PSAs 18–26); and a more secure, fair and environmentally sustainable world (PSAs 27–30).

11 Lyons, M. (2007) *The Lyons Review of Local Government*, Norwich: TSO.

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