

INSPIRING LEARNING THROUGH ARCHIVES

ARCHIVES AND RECORDS COUNCIL WALES CONSULTATION REPORT AND RECOMMENDATIONS

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1. EXECUTIVE SUMMARY

This report and its recommendations forms two parts of the *Inspiring Learning Through Archives* Commission and details the findings of the consultation and research commissioned by the Archives and Record Council of Wales (ARCW) on 18 September 2007. The commission began on 15 October 2007 and was completed 14 March 2008.

The principles and processes of the **Inspiring Learning for All Framework** directed the *Inspiring Learning Through Archives* consultation and this report and recommendations.

This Report offers strategies and recommendations for actions to support ARCW in realising its vision, as far as the formal schools learning sector is concerned. The Report provides evidence that can be used to support future work and research and makes recommendations to support

- the archive domain in Wales in developing and delivering high quality services and resources to the formal learning sector (primary and secondary schools)
- developments both at an all-Wales level via ArchifauCymru– ArchivesWales and at a local level by individual archive services
- the embedding of the Inspiring Learning for All (ILfA) Framework within the work of Welsh archive services.

This report and recommendations inform a separate **Strategic Action Plan** recommending and prioritising actions to be undertaken both nationally by ARCW and at a local level by individual archive services.

The report presents **Section 2 Introduction** as the background and context for the *Inspiring Learning Through Archives* project and details the rationale and objectives of the consultation and research.

Section 3 Methodology details the philosophical approach and the tasks which were undertaken during the project and how the consultation process

altered to meet challenges which arose and limitations which affected the original research and consultation plan.

Section 4 Inspiring Learning For All creates the context for implementation of the Recommendations and Strategic Action Plan, defines learning for the purposes of this Report and the Strategic Action Plan, considers examples of how the Inspiring Learning for All Framework has been implemented in archives and how Welsh archive services can be supported in embedding the (ILfA) Framework within their work overall.

Sections 5 – 8 present the findings of the consultations and research and make recommendations for implementation within the context of the ILfA Framework. **Section 5 Defining the Formal Learning Offer** briefly considers current provision and practice and suggests ways of working which could create a structure to support the archives services in developing their formal learning provision.

Summaries of the consultation and strategies for communicating with, supporting and developing teachers' awareness and expertise in using archives in their teaching are incorporated into **Section 6 Talking to the Teachers** and **Section 7 Inspiring Learning Through Partnerships** concentrates on partnerships and project planning.

Section 8 Inspiring Learning through Archives looks in detail at delivery of formal education services onsite, online and outreach, considering both using new technology and more traditional methods. This section also highlights opportunities within the Welsh National Curriculum, GCSE, A Level and Welsh Baccalaureate qualifications and incorporates relevant policy and frameworks. Section 8 concludes with a consideration of initial teacher training in Wales and how archives might contribute to developing teachers' awareness of the potential for archive-based learning from the beginning.

The Report concludes with **Section 9 Conclusion**, a summary of the major findings of the consultation and research and **Section 10 Recommendations**

which makes recommendations for the provision of educational services and resources to the formal learning sector by ArchifauCymru-Archives Wales.

2. INTRODUCTION

BACKGROUND AND CONTEXT

Archives and Records Council Wales (ARCW) was established in 1995 (as *Archives Council Wales*) with the aim of influencing policy on archives and records management in Wales and providing a visible forum for the sector. Its membership consists of representatives from all the institutions in Wales that provide a public archive service, including 13 local authority archive services, five higher education archives and three national institutions.

ARCW's Vision

“The ARCW vision is to celebrate the cultural identity of Welsh people, by using archives in innovative and participatory ways, which inspires them positively to transform their lives and communities”.

To achieve this ARCW set in motion a number of inter-related projects to create *ArchifauCymru–ArchivesWales: a Virtual National Archive for Wales*, of which this commission is a part. During 2007 a number of pieces of research were commissioned relating to the infrastructure, content and delivery of the virtual national archive. CyMAL: Museums Archives and Libraries Wales is supporting and funding this programme of activity. The research underlying this Report and the Strategic Action Plan, forms one element of this, which up until February 2008, was managed and co-ordinated by a single Programme Manager.

CyMAL

Established in April 2004, CyMAL is part of the Welsh Assembly Government. Part of its remit is to develop and instigate policies appropriate to Wales and to give financial support in the form of grants to museums, archives and libraries in Wales.

The Welsh Assembly Government's principal aims for museums, archives and libraries are to

- Develop their potential as an educational resource
- Develop services fit for the 21st century
- Increase access to collections and facilities

The Record Offices and Archive Services

Archive services in Wales work within varying operational environments, with some services based in densely populated urban centres serving many diverse communities, while other services serve a geographically large, sparsely populated rural area with a widely distributed population.

ARCW's Strategic Priorities for 2008 –2010

“Our vision for archives in Wales is one of co-operation and inclusivity, where we work together as a domain to benefit all the citizens of Wales by making it a more prosperous and educated society”

ARCW Towards a strategy for 2008-2010

- **Creating** a national framework for archives in Wales
- **Improving** online resources for archives in Wales
- **Building** a marketing plan for archives in Wales
- **Enlarging and enhancing** archive collections in Wales
- **Increasing** capacity for public use of our services
- **Developing** our workforce
- **Preserving** records in non-traditional formats

INSPIRING LEARNING THROUGH ARCHIVES

In September 2007 Archives and Records Council Wales (ARCW) commissioned a piece of research for the purpose of providing evidence to support the archive domain in Wales in developing and delivering high quality services and resources to the formal learning sector (primary and secondary schools). The products of the research are

- A prioritised Strategic Action Plan recommending actions to be undertaken both nationally by ARCW and at a local level by individual archive services.
- A report making recommendations for the provision of educational services and resources to the formal learning sector by ArchifauCymru–Archives Wales.
- A robust and dynamic body of evidence that can be used to support future work and research

The principles and processes of the ILfA Framework directed the *Inspiring Learning Through Archives* commission which was issued by the National Library of Wales (NLW) on behalf of ARCW.

Rationale for the Study:

1. provide evidence to support developments both at an all-Wales level via ArchifauCymru–ArchivesWales and at a local level by individual archive services
2. support the embedding of the Inspiring Learning for All (ILfA) Framework within the work of Welsh archive services.

Objectives of the Study:

1. Map and evaluate current educational provision to the formal learning sector, across both the archive domain and the wider cultural sector, both in Wales and beyond, and identify examples of good practice.
2. Undertake a user and stakeholder consultation to identify their requirements, to identify barriers to the development and use of archival educational services and resources and to propose solutions to these barriers.
3. Identify the elements of the National Curriculum/Cwricwlwm Cymreig where archival resources could be used.
4. Analyse, evaluate and identify effective methods for the marketing of educational services and resources.

- 5.** Identify potential partners for developing and delivering archival educational provision.
- 6.** Identify methods to support the implementation of the Action Plan and the embedding of the ILfA framework by ARCW and by individual archive services, including identifying the training needs of archive service staff.

Note: this report uses the term archives to mean record offices and archives services

3. METHODOLOGY

The methodological framework detailed in the tender aimed to provide a philosophical approach for the consultation and research and the Project Tasks and Proposed Timetable aimed to provide a structure.

The brief prepared for this strategic plan required close liaison with stakeholder and user groups in the development of achievable and sustainable objectives for the provision of archive-based learning to the formal learning sector in Wales.

Consultation: Challenges and Limitations

Over the course of the project, from consultation with the Project Team and in response to challenges that arose in terms of communication and logistics, it became apparent that the model of consultation for teachers and other key people in the formal learning sector would not be possible and that a hierarchical research and consultation structure would not work in the time frame available. The amount of time taken to identify and contact teachers and advisers, the lack of responses to phone calls and emails, the long periods before getting responses, their very limited availability and the geographical challenges and the logistical organization taken to liaise with teachers and advisers meant that the consultation continued throughout the project until the final week. Ultimately, by necessity within the time frame, the research approach became a much more intuitive process, qualitative rather than quantitative. The consultation comprised face to face meetings with most county and borough school improvement, humanities and history advisers throughout Wales, informal discussions at the AGM of the Association for History Teachers in Wales, three workshop presentations, two group teacher consultations and visits to three schools to interview teachers who were already using archives in their teaching. Many more teachers and schools were contacted but failed to respond or were unavailable. While this may appear to limit the consultation, in fact the teachers were all saying the same things about what they wanted and needed!

All record offices were contacted and, with the exception of Dolgellau and Powys, were visited or consulted by phone and as many key record office and archives staff as possible were talked with, questioned and listened to.

1. Incorporate

- 1.1 Review background information and relevant literature including relevant earlier reports and studies and the ILfA framework and its current implementation.
- 1.2 Identify key education advisory staff across Wales for consultation, visit and meet with and/or consult with ARCW members and in the local and higher education archive services, key CyMAL staff, the National Library of Wales Education Service, education staff in local museums, Identifying key education advisory staff across Wales agreed cultural and education providers in order to map and evaluate current educational provision to the formal learning sector, across both the archive domain and the wider cultural sector, both in Wales and beyond, and identify examples of good practice.
- 1.3 Through research and consultation with education providers, identify the elements of the National Curriculum/Cwricwlwm Cymreig where archival resources could be used.
- 1.4 Identify education stakeholder and user groups for more formal consultation.
- 1.5 Analyse, evaluate and identify effective methods for the marketing of educational services and resources.
- 1.6 Identify potential partners for developing and delivering archival educational provision.

2. Include and Facilitate

- 2.1 A Discussion and Issues Paper was prepared based on the results of 1.1, 1.2, 1.3 above and circulated to ARCW members both via Officezilla at the beginning of January 2008 and by email to record offices and archive services.
- 2.2 To work effectively the Strategic Action Plan must be accepted by key stakeholders, not only within ARCW but within the archival services sector

and education providers across Wales. It is important to consult with teachers and education authorities to recruit potential partners and establish support and embed teachers' needs and learning strategies firmly within the Strategic Action Plan.

2.3 The users and stakeholders will be brought together in one or two facilitated consultation workshops (in the North and the South of Wales) to identify their vision for archival provision to the formal learning sector in Wales, and their requirements, to identify barriers to the development and use of archival educational services and resources and to identify opportunities, consider models and propose achievable and sustainable solutions to these barriers.

3. Innovate

Identify examples of innovative approaches to archive education provision across the country and beyond in national and local archive services. Consult with leading archive learning and education providers and strategic bodies across the country to inform the consideration of strategies, options and opportunities.

Inform, collect examples of and demonstrate to stakeholders innovative practice and approaches to archive-based learning and methods for embedding the ILfA framework into learning provision. Three workshop presentations were given during the process of the consultation – to a secondary teachers network, to the Society of Archivists in Wales and to the National Humanities Panel. Two group consultations with secondary and primary teachers were held to find out what teachers wanted and to consider models and possibilities for innovative archive learning.

4. Make it Implementable

Produce the final Report and Strategic Action Plan responding to the operational practicalities and resource levels of the various archives services so that as far as possible the implementation is achievable and sustainable. In order to support the implementation of the Action Plan, identify ways to

embed the ILfA framework into the work of the record offices and archive services, including identifying the training needs of archive service staff.

TASKS:

1. Project Scoping

- Development of a detailed project programme, milestones, etc in agreement with Project Team and Project Manager
- Liaison with ARCW Project Team to define stakeholder and user list and contact personnel
- Site and consultation visits (continued throughout the project)

2. Context/Resource Review/Background

- Review of recent documentation, publications and reports
- Review of Formal Education Sector user profiles, initiatives and programmes where they existed
- Review of Education and Access policies and Audience Development Plans where they exist
- Review of National Curriculum/ Cwricwlwm Cymreig
- Mapping and evaluating provision across Wales and beyond
- Identification of good practice

3. Stakeholder and User Consultation (continued throughout the project)

- Meeting with ARCW and CyMAL
- Contact with all stakeholders and user representatives including Education Authorities and providers
- Overall identification of concerns, opportunities and requirements for delivering high quality services and resources to the formal learning sector and embedding of ILfA Framework within the work of Welsh archive services.

4. Analysis and Concept Development – Issues and Discussion Paper

- Onsite evaluation of physical environments including access, facilities and resources
- Consideration of existing and potential primary and secondary visitor market and curriculum
- Identification of opportunities and constraints
- Consideration of available resources for learning initiatives
- Examination of both onsite and online/outreach learning options
- Preparation of Discussion and Issues Paper

5. Stakeholder Consultation – Feedback

- Following circulation of discussion paper and feedback from stakeholders review implementable ideas and options and incorporate.

6. Final Strategic Action Plan and Report

Note that after consultation with the Project Team, a presentation of the Report and Strategic Action Plan is to be scheduled later in 2008, possibly as part of an Inspiring Learning Through Archives Workshop Day.

4. INSPIRING LEARNING FOR ALL

4.1 WHAT DO WE MEAN BY LEARNING?

The broad, inclusive and dynamic definition of learning used to underpin **Inspiring Learning for All** has been used to inform the consultation work and this Report.

Learning is a process of active engagement with experience. It is what people do when they want to make sense of the world. It may involve the development or deepening of skills, knowledge, understanding, awareness, values, ideas and feelings, or an increase in the capacity to reflect. Effective learning leads to change, development and the desire to learn more.

MLA definition adapted from Campaign for Learning¹

“Learning is most effective when it happens at both a belief and an identity level so that we can make sense of something and can relate it to our own life experiences. Inspiring Learning for All is based on the firm belief that every experience in a museum, library or archive has the potential to encourage learning. People learn in different ways and require different stimuli to engage them.

Museums, archives and libraries are uniquely placed to provide varied, stimulating and enjoyable learning experiences for all ages and abilities through their artefacts, resources, stories and facilities

Inspiring Learning for All - Introduction

The Framework was launched by the Museums, Libraries and Archives Council (MLA) in 2004 as a national framework for accessible learning. The framework aimed to provide a structure for change which would support

¹ <http://www.inspiringlearningforall.gov.uk/introduction>

museums, libraries and archives in transforming the learning opportunities they provide.

What are the key principles of the Framework?

The ILfA Framework is designed to support best practice. Key principles:

1. Need for MLAs to be learning organisation themselves
2. Need to develop services based around identified community and individual needs
3. Need to consult, involve, collaborate, pilot and test initiatives
4. A focus on outcomes not outputs and on continuous improvement
5. Evidence of achievement coming from users of the service²

4.2 HOW CAN LEARNING BECOME A CORE FUNCTION OF ARCHIVES?

“You will need to win hearts and minds!”

Colchester Museums Service, 2006

“ILfA is about changing hearts and minds – not THE answer!”

Jill Barber, HALS Heritage Services Manager, 2008

“What we are going to concentrate on ... is one of the main parts of the Framework and that is Learning and how it can affect and shape what we do. The best way to understand how others learn is to understand how we ourselves learn best.”

Pat West, Principal Officer, Anglesey Museums and Archives Service, 2007

There is a scarcity of evidence available for assessing the impact of the ILfA framework in archives and record offices. A report by the Research Centre for Museums and Galleries (RCMG), University of Leicester in September 2005 found

“there is very little research on broad-based learning outcomes in archives; there fore there is no evidence on which to develop strategic

² Jonathan Douglas, MLA Head of Learning & Access, South West Museum, Libraries and Archives Council *Inspiring Learning for All Conference*, Exeter June 2004.
<http://www.mlasouthwest.org.uk/docs/ILFA-conference-summary.pdf>

*initiatives which would educate archive staff and others (including potential partners) about the different kinds of learning they already enable*³.

There was only one archive which applied to be part of the ILfA pilot in 2004.

4.2.1 Somerset Archive & Records Service (SARS) was the only local government record service that applied to be ILFA pilot.

In a talk given by Tom Mayberry, Head of Heritage Services, Somerset County Council at the South West Museum, Libraries and Archives Council *Inspiring Learning for All Conference* at Exeter in June 2004, he stated the purpose of Somerset Record Office: to find, preserve and make available. He outlined the challenge for the pilot: is learning, however broadly defined, what SARS is “really about”? He acknowledged that ILFA was a challenge and that learning can be a frightening concept.

For the pilot SARS chose Places: creating an accessible environment, one major component from People, Places, Partnerships and Policies, Plans, Performance.

As part of this SARS looked at the evidence of good practice such as building adaptation, customer care, marketing plans and consultation strategies. As a result they produced an action plan. They also used ILFA as an auditing tool to produce an Improvement Plan.

What changed as a result of the pilot?

- Focus group visits
- Access audits
- Improved access and operations
- Refurbishment
- Staff training

³ Research Centre for Museums and Galleries (RCMG), *Engaging Archives with Inspiring Learning for All Report* for the Museums Libraries and Archives Council North West (MLA North West), 2005: 7

- Promotional material⁴

In 2008 SARS works as a joined up service with museums and the Historic Environment Record and shares a Heritage Learning Manager across all services. Learning at the archive itself is the responsibility of the Senior Archivist (Learning) who has 60% of her time designated for learning in its widest sense. She has completed a City and Guilds 'Introduction to delivering learning' training course and will continue to update her skills via such courses. The joined up services plan events together and work with each to develop learning approaches. SARS will contribute articles for the Museum Loans for Learning outreach project.

Since 2004 more archives and record offices have started to work with the Framework, supported by MLA's regional agencies in England and by CyMAL in Wales.

4.2.2 Hertfordshire Archives and Local Studies (HALS) is one county archive service that has started to use the ILfA Framework.

Supported by MLA East of England HALS took part in an ILfA Development Project in 2005-06. The aims were to:

- Deliver one of the key targets in the Annual Business Plan ie to work through the ILfA framework and put it into action
- Participate in the process to see how we could use ILfA to work towards making HALS a learning organization
- Use ILfA champions within HALS to encourage and inspire whole staff to participate in the learning and the actions resulting from it
- Audit HALS against the ILfA framework, creating an action plan for change and improvement

The project outcomes have been:

⁴ Tom Mayberry, Head of Heritage Services, Somerset County Council, South West Museum, Libraries and Archives Council *Inspiring Learning for All Conference*, Exeter June 2004.
<http://www.mlasouthwest.org.uk/docs/ILFA-conference-summary.pdf>

- Organisational learning, changes/improvements in policies and programmes
- Change in perception from HALS as a knowledge/information point to a realisation that learning is at the centre of all that we do.
- Growth in awareness that users (and staff) are on a learning journey
- Using external facilitators has empowered staff and given them a voice
- Peer leadership of 'random' slice groups will be used in the future as an effective consultation tool
- Individual learning
- Better understanding of change process, including need for everyone to have time to talk through the issues and feel listened to
- Increased sense of confidence and empowerment (leading to 3 staff applying for new jobs!)
- Value in thinking about what we are doing and why we are doing it, rather than just doing!
- Less sceptical, and more open to new ideas and initiatives
- “We felt that the external structure imposed by being part of the project was crucial to its success. Without that we felt we would not have had a clear sense of direction”⁵.

4.2.3 Peterborough Museums, Libraries and Archives Service

Supported by MLA East of England Peterborough’s combined service took part in an ILfA Development Project in 2005-06 to use the Framework to audit the informal learning opportunities offered through Peterborough libraries and Heritage.

Among the learning outcomes the Service wanted to achieve were:

- Build and develop a cross service 'Learning Team' to lead and co-ordinate learning across the service, share best practice, cascade knowledge and skills.
- To use ILfA in establishing a Staff Development Strategy which effectively treated staff as 'learners' and established the service as a

⁵ <http://www.mlaeastofengland.org.uk/knowledge-bank/case-studies/view/15>

Learning Organisation, where staff feel valued and see change flexibility and 'self development as part of work/life'

- To embed the ILfA definition of Learning across the organization in order to ensure staff development opportunities were accessible and flexible so that they fit around the demands of a front line service
- To ensure that learning is built into everything we do and is at the core of our services.
- To use ILfA as an advocacy tool and framework to evidence, quantify and gain recognition for the contribution of the libraries, museum and archive services to the learning agenda and clarify our position as providers of learning in Peterborough as a 'Learning City'.

The Outcomes included:

- Participation in the programme has helped embed learning in the Heritage and Archives services and align with the learning agenda in recognising that both services are 'learning organisations'. Both services are incorporating ILfA into planning and evaluation for the service offer.
- the service has promoted positive dialogue and collaborative working between museum and archives services which started with working together on the family learning project.
- We will use ILfA to provide strong evidence as part of an Advocacy vehicle for services. Making use of GLOs, mapping of customer feedback, case studies and quotes along with the recognisable business measures for success such as visitor numbers.⁶

4.2.4 The John Murray Archive at the National Library of Scotland (NLS) and Library and Archives Canada

Since acquiring the John Murray Archive with the support of the HLF the NLS has undergone a process of dramatic change to make the Library and its collection more accessible, and through a comprehensive workforce

⁶ For more details see <http://www.mlaeastofengland.org.uk/knowledge-bank/case-studies/view/14>

development programme, to train and develop NLS staff to become more user focussed and the building more accessible and welcoming. The opening up of the building, the development of interactive and user-friendly exhibition and public spaces and the development of learning and outreach programmes and an inclusive Audience Development Plan have all been underpinned by the ILfA Framework. The NLS and JMA websites reflects the importance of learning and developing new audiences at NLS:

“A resource for learning and inspiration

Learning is at the core of the Archive. NLS runs regular workshops for schools and the public and can arrange visits for schools, colleges and universities, community learners and anyone else who is interested in learning more.

Workshops and visits to the John Murray Archive are inspiring people to write about their experiences of the archive. You can read some of the work produces by visitors to the archive on this website”⁷

The website of the Library and Archives Canada also makes a clear statement of its commitment to learning. In answer to the question posed on the Direction for Change section of its website *What will Library and Archives Canada be?* there is a clear statement of intent: “A prime learning destination” with “learners as a key audience for Canadian content, content and programs to support school-age and life-long learning and ensuring relevance, awareness and use”. This is an excellent model for defining overall what an archive service is and what it can offer⁸.

4.2.5 Anglesey Archives and Museum Service and ILfA

In Wales the Anglesey Archives and Museums Service has become an integrated service. For the past two years both services have been part of an ILfA pilot project which set up a ‘diagonal slice’ across the services and created a training day for all the staff of the museum service and a member of

⁷ See <http://www.nls.uk/> and <http://www.nls.uk/jma/learning/index.html>

⁸ <http://www.collectionscanada.gc.ca/about-us/016/012016-1203-e.html>

the archive service. The archives staff member was “encouraged by the experience” and all the staff found the opportunity to be “listened to” very helpful. If there was an opportunity to go through the process again, they would want to involve more of the archive staff.

The most valuable aspect of the training was that it created a positive platform for future training as the participants felt valued and that they had “ownership” over the process. One successful outcome was the creation of logbooks for the staff to communicate with each other across the services. This arose out of an identified need for a more formal structure in which to share people’s ideas on how to improve the service, for the front of house staff to communicate with other staff, record staff comments about exhibitions and events, etc.

With no room in the Record Office for schools, Anglesey has developed a ‘shop window’ at *Oriel Ynys Mon* at the History Gallery. The aim is to provide an integrated service with staff experiencing elements of both services. During the ILfA training project staff from *Oriel Ynys Mon* spent time in the archives.

Learning in its most inclusive and integrated sense appears to be at the core of what is happening in Anglesey with learning materials developed with multiple audiences in mind. The History Gallery reflects this integrated approach with story sacks and flipbooks combining stories, objects and archives, some based on actual people using diaries and oral testimonies found in the archives. Some are developed specifically for schools, some for borrowing. There is always an archive element in whatever activities, events or resources are developed, for example the loan boxes.

The training has also identified the need to ensure that archives are, and are perceived to be, fully equal partners in the service. This means that the archive collection has to be made more accessible as either “Schools don’t

know they're there" or teachers have unrealistic expectations of what is in the collection⁹.

The development of the Discovery Den was the starting point for using the Inspiring Learning Framework in the Museum and Culture Service:

"We looked at the different ways that people like to learn and tried to give a variety of opportunities there and in the History Gallery that would help people to learn.

We started measuring that using the Generic Learning Outcomes looking at things such as Knowledge and Understanding, Skills, Enjoyment, Attitudes. We used things such as face to face questionnaires and observational diary ...

What we didn't do that is important to using the Framework, and that was because of time, was to involve the public in the development and only a limited number of staff, not everyone.

Through a partnership with CyMAL the chance has come for us to extend what we've started and to develop the way of working that we have begun. This means involving everyone in the organisation in the development of the service that we provide. The team put together to lead this reflects this.

Working with consultants we have come up with a set of aims for what we want to achieve over the coming years:

- *Get officers within the Education Department and the local education environment to value the Museums Service contribution to learning/or value it more*
- *Bring about a change in the way we work for staff at all levels.*

⁹ Conversations with Pat West and Ceri Jones between January and March 2008.

- *Measuring learning meaning the quality not quantity of what we do that has always been the easier of the two and then use that to advantage.*
- *People learning from each other in the organisation.*
- *Recognition by others in the sector, seen as good practitioners.*
- *Help achieve funding.*

... we want to develop a way of working that includes everyone¹⁰.

4.3 WHAT DOES THIS MEAN IN TERMS OF WHAT WE ALREADY DO?

If Archives, whatever their size and type, are to become centres for learning and develop powerful educational initiatives, then archive-based learning, like museum-based or object-based learning, needs to become a core function of archives services.

This may not be as daunting as it sounds. It is about a new way of working and a new way of looking at the way we work. It is about 'adding value' to what we do and opens up great opportunities for additional funding and increasing capacity.

For example, in his *Catalog Cymru* report for ARCW, Gareth Williams comments on one of the core tasks of archives and record offices:

“ ... cataloguing cannot exist in a vacuum. It is a pointless activity unless it not only allows access but also leads to use of records, hopefully by new classes of user. By making archives available, however, new opportunities for this arise. A major consideration in any grant funding applications should be added value outputs. Some examples of this are given at 6.3 below. This will facilitate the attraction of grants, raise the profile of archives and justify the cataloguing work, while giving funders a return that fits their agenda. This removes

¹⁰ Pat West, *Workshop Introduction Notes on using ILfA Framework*, Anglesey Museums and Archives Service, 2007

archive funding from the purely heritage context and gives it a more general social focus that is good for archives and assists the search for funds”¹¹.

Thinking strategically about what we do, why we do it and who it is for are key aspects of the ILfA Framework. But the Framework needs to be embedded into the way people work not simply used to tick funding boxes. This point has also been made by Pat West:

“... it should remain high on CyMAL agenda. ... one of the issues that gives this a possibility of being so is the Inspiring Learning Grant. Having spoken to a colleague in England who was trying to push unsuccessfully for the use of the Framework she commented that it would make it so much easier to get backing from senior management if money was associated with it. In truth it can be a strong carrot but should not be a tick in the box exercise by those applying for grants”¹².

The *Catalog Cymru* Report makes the following recommendation about setting priorities for cataloguing:

“Recommendation 4

Topics of current interest or those germane to socio-political agendas (e.g multiculturalism, promotion of the arts) or otherwise likely to attract non-archive specific funding should be identified from among collections across a range of repositories or a single repository as appropriate”¹³.

It might be easy to see this as a cynical ‘tick box’ response to current social policy but working within the ILfA framework means that this process will be identified as part of a strategic and inclusive access and learning policy.

¹¹ Gareth Haulfryn Williams, *CATALOG CYMRU An audit of uncatalogued collections in the Record Repositories of Wales together with a survey of cataloguing and indexing resources*, ARCW 2008: 38

¹² Pat West, Notes/observations/suggestions, *Inspiring Learning Grant Final Report*, 2007

¹³ *Catalog Cymru*: 39

Catalog Cymru gives an example of how this inclusive approach might work in considering a cataloguing-based project:

Strategy stream 2

<p>Scenario</p> <p>A county archives service has several discrete collections of deeds emanating from one area a good distance from the record office. Together they create an excellent picture of landholdings from 1700 to 1950.</p>
<p>Project description</p> <p>About 3.5 linear metres of deeds and allied estate records relating to small estates and farms require full listing. This is achieved with co-operation of a local Millennium history group who, after specific training (e.g. in reading period-specific handwriting and data entry), can support an archivist by performing para-professional tasks. After the listing is complete, the two local schools will be involved in visits to the record office and school-based project work, including remote access to catalogue via the internet.</p>
<p>Non-archival benefits</p> <p>Life long learning opportunities and multi-discipline teaching for primary children, together allowing cross-generational involvement in local heritage in an area with dispersed population and incomers.</p>
<p>Potential funding</p> <p><£5k from Big Lottery Fund Awards for All Wales, <£500 PTA/school, £100 local history group, £200 from RO outreach budget to pay transport costs for group, local computer access point, local event to conclude project, overtime for RO staff for evening visit, local material costs. RO in-kind contribution of professional time, computer access at RO, consumables¹⁴.</p>

Informed by the IIfA framework and IIfA-based Learning and Access Policies and Strategies such a project would be partnership-based and would also look at funding streams for teacher release and involvement in the project from the beginning. It would even be possible to involve the two schools in the whole point of cataloguing from the start! Why is cataloguing important? What

¹⁴ *Catalog Cymru*: 40-41

might we find out from these documents, what might they tell us and what questions would we like to ask of them?

If archives and record offices need any further rationale to win local authorities' support for embedding the ILfA Framework in their work practices then the Welsh Assembly Government's vision for public services established during the second Assembly term, *Making the Connections: Delivering Better Services for Wales* October 2004 provides that justification. *The Making the Connections* programme sets out the Assembly Government's vision for a prosperous, sustainable, bilingual, healthier and better-educated Wales and outlines four main principles:

- **Citizens at the Centre:** services more responsive to users with people and communities involved in designing the way services are delivered.
- **Public Engagement:** every person to have the opportunity to contribute and connect with the hardest to reach.
- **Working together as the Welsh Public Service:** more co-ordination between providers to deliver sustainable, quality and responsive services.
- **Value for Money:** making the most of our resources¹⁵.

RECOMMENDATIONS

1: In consultation with ARCW, CyMAL develop and implement an in-depth training and mentoring programme for all archives and record office staff in Wales in ILfA Framework to learn how to use ILfA to work towards making each archive and record office a learning organisation

2: All Record Offices and Archives in Wales undergo training that will embed ILfA Framework in their work practices. That CyMAL support the archives and record offices in undergoing this training, that all sections of staff are involved in the audit and diagonal slice and that Senior LA staff responsible for archives and record officers are included.

3: Showcase archive services in Wales and UK which have already participated in ILfA training to share impact, outcomes and experience.

¹⁵ Welsh Assembly Government, *Making the Connections: Delivering Better Services for Wales* October 2004 <http://wales.gov.uk/about/strategy/makingtheconnections/?lang=en>
<http://www.welshconfed.org/companyData/1898/resources/MakingTheConnections.pdf>

5. DEFINING THE FORMAL LEARNING OFFER

5.1 WHAT ARE ARCHIVES OFFERING TO TEACHERS AND STUDENTS?

“It would be advantageous if organisations across Wales were to work within the same standards and guidelines. ...”

Pat West, Principal Officer, Anglesey Museums and Archives Service, 2007

- What can archive and record offices in Wales offer to teachers and students?
- Why should teachers use archives and record offices?
- Why should they come for familiarisation sessions or INSETs?
- Why would teachers want to work with archives and record officers?
- Why should children and young people engage with archives?
- What can you offer which is different to the offer from museums and other cultural/heritage organisations?

The questions are key to developing and delivering an innovative, responsive, transformational service to teachers and schools. The focus here is on defining what archives and record offices can offer and deliver right now, what they would like to offer and deliver in the future – their vision – and what they need to do and who they need to be to get there. This process of ‘defining the offer’ requires a willingness to look candidly and strategically at the way archives and record offices are currently structured and how they work and what they need to do to become ‘learning institutions’.

5.1.1 Current Provision and Practice

Currently the formal learning offer across Wales is patchy and difficult to define. Archive services in Wales work within varying operational environments, with some services such as Glamorgan, Gwent and West Glamorgan based in densely populated urban centres serving many diverse communities, while other services such as Pembrokeshire, Powys and Gwynedd serve a geographically large rural area with a sparse and widely

distributed population. The services have varying priorities and operating environments.

There are no dedicated Archive Learning Officers but there are learning or education specialists attached to some joint services which work with the archives and museums service. There are 2 part-time education officers in Gwynedd and one fulltime learning officer in Anglesey. A teacher is to be seconded from April 2008 in a part time education post for Conwy Museums and Archives. There are two fulltime education posts at the NLW.

The provision of learning spaces and resources is also very varied across Wales. While Gwynedd and the NLW have learning spaces with interactive whiteboards, Pembrokeshire, Ceredigion, Wrexham, Gwent, Glamorgan and Carmarthenshire would not be able to comfortably accommodate a full school class in the public reading rooms without considerable disruption to all.

Partly because of the lack of spaces, partly because of staffing and partly because teachers don't know what is available, most record offices and archives services in Wales have operated a reactive service, responding to requests from teachers as they occur but not actively seeking partnerships or projects. They have offered intermittent teacher familiarisation sessions and Insets and have supported the regulars (usually senior GCSE and A Level teachers and students) with introductions and research skills.

Some larger record offices such as Glamorgan and West Glamorgan have archivists designated to support the development of learning and access in their services. Other smaller services such as Wrexham, Flintshire, Denbighshire and Conwy have joined together to develop learning capacity and this has resulted in an *Inspiring Learning Grant* application to CyMAL in early 2008. Gwynedd and Glamorgan co-operated on the development of the *Strike!* CD-Rom to produce a joint education resource. For both these

initiatives, much effort was made to consult with advisers and teachers and to base projects and resource development on what education users want.¹⁶

Partnership working, developing joint projects, networking and reaching out to new audiences are positive initiatives which support mutual learning and the development of staff skills and knowledge. Certainly many of the archivists and staff consulted had lots of ideas for resource development and areas of the collections to which they would like to see greater access.

5.1.2 How to build on this developing good practice?

The ILfA Framework provides a pragmatic approach to developing and defining what it is that archives and record offices do:

- People – providing more effective learning opportunities
- Partnerships – building more creative learning partnerships
- Places – creating inspiring and accessible learning environments
- Policies/Plans/Performance – placing learning at the heart of the archive

The consultation process which informed this Report set out to discover what teachers want and how this can best be delivered by the record offices and archives in Wales. But while it is important to define through consultation what users and potential users want and to respond to that wherever appropriate, it is also just as important to recognise that users and potential users don't always know what is possible, and don't always 'think outside the box' of what they already know.

This is why the development of a service and offer to the school learning community needs to be both responsive and creative, innovative and transformational. If it is not to be 'more of the same', then the process of developing the offer and service will also be transformational for archives and record offices themselves. This is the challenge that ARCW faces. Embedding ILfA in the archive services and record offices in Wales through workforce

¹⁶ The consultation process in the north-east also revealed how much work is involved in consulting with teachers and getting surveys and question sheets returned.

development and training is the best way to begin the process.

Inspiring Learning for All embraces the vision that museums, archives and libraries have an important social role in encouraging and supporting learning. By developing socially and culturally relevant opportunities for learning, museums, archives and libraries can contribute to:

- increasing learning abilities, skills levels, employability and enterprise in communities
- adding value to community cohesion, economic regeneration and other initiatives
- improving attainment levels in the formal education sector.

RECOMMENDATIONS:

4. As part of developing and responding the ILfA Framework, brainstorm with archive staff

- what is **special, unique, exciting about archives and documents** – the personal, the local, the detail, the story or narrative, the ‘moment in time’, the witness, the ordinary lives, the sensory, the construction, the writing/printing/making process, the survivors, evidence of use, the texture, the provenance, the history, etc.
- What is unique about archives, what can archives offer that students/teachers can’t get from textbooks or museum objects?

5. Communicate this to teachers, use for promotion and embed in any resource development so that students can be inspired to learn.

6. That ARCW with the support of CyMAL ensure that all archives and record offices start to define what they offer by developing Learning and Access Policies and Strategies informed by and incorporating the ILfA Framework and training and the commissioned research reports and plans. Strategies should include actions which are Specific, Measurable, Achievable, Realistic & Time related.

5.2 BUT WHO IS GOING TO DO ALL THIS?

“There are not many training opportunities for education and learning in archives.”

Margaret McBryde, Education Officer, National Archives of Scotland

5.2.1 Working collaboratively and not reinventing the wheel

Archive Learning Groups have been set up in many of the MLA regions in England and SOA has an *Archives for Learning and Education Group (AfLEG)*. These meet several times a year, invite relevant speakers and share good practice. Members of such groups support each other strategically and professionally, disseminate information about projects, funding and opportunities and provide inspiration and ideas, and as partners, can enhance collaborative working.

During the consultation process it became obvious that record offices and archives were often either unaware or mostly unaware of what was happening regarding learning and formal school education in other parts of Wales. Good practice where it occurs is not being shared and there is a tendency for ‘reinventing the wheel’. Consultation with staff in record offices and archives throughout Wales found that those archive services which were closely connected to a museum service or part of a joint service tended to be less isolated as far as learning and education are concerned and benefited from the museum’s experience of working with the formal education sector. There are also opportunities for archives staff to develop greater partnership working with the museum sector. In some areas where this has not happened up until now, this may take some determination on the part of the record offices to change the perception of archives among some museum education officers, particularly those who have been in post for a long time. This is a case of ‘you need them more than they need you’ so strategic working is important. Effective and productive partnership working will be the best way to change these perceptions. For example the heritage and education sector in Swansea have been meeting for about an hour every quarter since 1994. According to one museum, the meetings have been useful for sharing what’s

happening across the sector and some joint working has resulted such as simple guides to collections for the public, but the feeling was that the group “has not done much”.

5.2.2 Suffolk Museums Education Network (SMEdNet): This group is comprised of the few designated Education or Learning Officers (2 from district borough council museums, 2 from HLF-funded projects, 1 National Trust) and representatives from the mostly volunteer-run museums across the county. It was set up by the Museum Development Officer (MDO) and then taken over by a PT Heritage Learning Officer (HLO) funded by Renaissance in the Regions. The group originally met 3 or 4 times a year for 2 hours in various venues and the meetings consisted of going around the table and sharing what each museum was doing plus updates from the MDO. The HLO made a strategic decision to focus the meetings to meet identified education training needs for the museum sector, particularly the volunteers. Invited speakers, presentations by group members and workshops replaced the reporting and sharing sessions with the result that attendance increased dramatically and was sustained. Despite the lack of a county museums service and no national museum in the county, the group started to develop a sense of county-identity and working together which was reflected in joint projects like a county-wide schools loan box leaflet. The volunteers benefited from the training and sense of common purpose with the group and the small number of paid education officers who work in quite isolated circumstances were able to network, consult and contribute.

5.2.3 MLA East of England Archives Learning Group: this group meets quarterly, covers Norfolk, Suffolk, Essex, Hertfordshire, Bedfordshire, Luton, Peterborough and Cambridge. Only two of the archive services in the region have education staff so this forum provides opportunities to share best practice, training, funding opportunities, and find out about strategic archives learning programmes and initiatives outside the region.

5.2.4 Edinburgh Heritage Learning Forum: In Edinburgh education and learning staff from national organizations have formed a cross-sector Heritage

Education Forum which meets regularly and supports partnership working. The Scottish Education Authority, *Learning and Teaching Scotland* (L&TS) now recognises the group as their means consultation and communication with the heritage learning sector and the group can respond to consultations as a group as well as individually. For the 2007 anniversary of the Act of Union, the group responded to a request from L&TS and put together a joint funding bid for a website and DVD for primary and secondary schools throughout Scotland for which L&TS provided quality control and distribution.

From an archives point of view these partnership opportunities are invaluable for networking, training and professional support. The National Archives of Scotland, the John Murray Archive and the National Library of Scotland each has one Learning and Outreach or Education Officer.

5.2.5 Wales Archives Learning Group would become a steering group for embedding learning, sharing good practice, providing advice and support, developing advocacy and implementing *Inspiring Learning Through Archives*. Each archive or record office (or cluster or pair of record offices depending on staff numbers) could nominate a staff member with a responsibility for and an interest in learning and education. These nominated staff form a Wales-wide learning and education consultation group. For practical reasons the group could form 2 subgroups, one for the north and mid-Wales and one for the south and west.

This role should be part of the staff's core work recognised in Performance Development Reviews and Professional Development Plans. The group would

- meet quarterly, preferably by a mix of both videoconferencing and actual meetings, invite speakers where appropriate for training opportunities, including advisers from local education authorities, ensure representatives attend relevant AfLEG meetings and courses, GEM conferences and training days, History curriculum (eg those organised nationally by The Historical Association) and other relevant subject-based courses, and report back to the group and to ARCW and SOAW.

- represent archives on any local heritage learning groups and on national heritage learning bodies in a strategic capacity.
- identify potential partnerships for joint and regional funding applications and promote and facilitate collaborative working between archives services, with museums and other heritage and cultural organizations and with appropriate LA staff and other learning organisations.

RECOMMENDATIONS:

7. Form a Wales Archives Learning Group consisting of representatives from CyMAL and from each archive service and NLW.

8. Develop and document the North East Wales collaborative learning project as a case study in joint working including ILfA-based outcomes and impact on the archive staff and the record offices and the role of the project officer in facilitating the partnerships with advisers and teachers and the archives. Informed by the case study develop further collaborative funding applications which include employment of learning and access officers shared between record offices and services.

9. Ensure each record office and archive service is included in any local area or county heritage or museum learning group where they exist. Where these do not exist, look at the feasibility of setting one up with local museums including volunteer-run museums and heritage sites.

6. TALKING TO THE TEACHERS

6.1 WHAT DO THE TEACHERS AND ADVISORY SERVICES WANT?

“Really keen to use local archives more – but it is the time to plan ...”

Secondary history teacher, Pembrokeshire

“It makes the learning ‘real’ for the children & you can get many skills from such work”.

Primary history teacher, Pembrokeshire

“Primary schools won’t visit – too old fashioned”

Humanities Adviser, Wales

“For lower years the facilities are not adequate”

Secondary history teacher, Rhondda Cynon Taff

Consultation with teachers showed that the lack of awareness of archive collections and the lack of time and expertise to access those collections either onsite or online are two of the biggest barriers to teachers using archives in their teaching. Teachers do not have the time, nor in many cases, the inclination, to do primary research and most record office hours do not support people wanting to access collections outside of working hours if they did. The perception among some archives staff that teachers ‘should’ come and use archives is unrealistic and offers no opportunity for different approaches to working with teachers.

This problem is not confined to archives. The way teachers have used museum collections and historic sites has traditionally been via an established programme, tour, pack, trail or class workshop, developed by the museum and delivered by a third party, either an education officer, a guide, a volunteer, a freelancer or some other member of staff. The traditional school visit has been based on a relationship of provider and consumer, not partnership. This is changing partly in response to MLA’s *Inspiring Learning For All* framework

which changes the focus from service to user, partly because of the lack of capacity of many cultural providers (particularly outside the national organizations) to offer developed education packages, partly in response to the perception that traditional approaches are no longer the most effective way for teachers and students to access cultural experiences and heritage collections, partly because of logistical, financial and health and safety considerations. The increasing emphasis on 'learning to learn', on empowering learners, on personalised learning and on process rather than product also supports the changes.

The other barrier is the result of a traditional way of teaching using documents known in the history teaching profession as 'death by sources'! Collections of printed 'Select Documents' and those printed in textbooks, transcribed (with perhaps an image of part of the original for illustration), often out of context and often only in 'gobbits' were followed by mostly closed questions many of which were limited to comprehension skills, on using the document only as an information source and on reliability. This approach has not supported the development of 'Archival Intelligence'¹⁷ nor to a positive and enthusiastic perception of the potential of archive collections for teaching and learning.

6.1.1 Summary of consultation with secondary history teachers and advisers¹⁸

- Most teachers use record office collections and archives in teaching but do not necessarily connect the documents and sources with an archive or local collections. Some in south Wales, particularly in the south-east, used their local studies libraries and heritage centres, finding them more accessible than the Record Offices.
- Secondary teachers were less likely to be using local records than primary teachers, partly because of the nature of the National Curriculum topics.

¹⁷ Andrea Johnson, *Ask the People* (2007):26

¹⁸ This is a summary based on informal meetings and interviews with secondary teachers and advisers across Wales including the History Network Meeting at Neyland, Pembrokeshire 21 February 2008 (See Appendix 1)

- Where they are using Welsh material they tend to be about well-resourced topics or 'generic local areas' such as the Merthyr Rising or Rebecca Riots.
- All teachers wanted to use more local collections in their teaching
- Secondary teachers want online and CD Rom delivery rather than onsite although some wanted packs as an alternative
- Video-conferencing outside of Welsh-medium schools is still not seen as a viable delivery method by many of the teachers spoken to either because of lack of facilities or lack of familiarity with the technology and its potential
- All teachers would use digital images either on interactive whiteboards or via computer projectors onto whiteboards in their classroom
- Many would also print out facsimile copies.
- Teachers used a range of websites from Weales and beyond to access documents. Most teachers consulted mentioned Welsh sites included [NGfL Wales](#), [Gathering the Jewels \(GTJ\)](#), and fewer added the Swansea University Archives Coalmining site, the Rhondda.co.uk, data-Wales, Wales on the Web, Welshpedia and the National Library site.
- Most teachers said they would like more training in using archives in the classroom
- Priorities for all were local and national Welsh history at KS3, and development of resources to support the Welsh Baq and some A Level courses. National also meant a Wales wide spread.
- Incorporating the Skills Framework into all resources was important
- Teachers were keen on the notion of working in partnership with the record office and other teachers to develop teaching and learning resources as part of a paid release programme
- There was support for the notion of using teachers who had developed resources to train other teachers in how to use the resources via workshops and INSET sessions.

6.1.2 Summary of consultation with primary history teachers and advisers¹⁹

- Primary teachers had used a greater variety of sources and documents and seemed to have more awareness of collections and the local record office than secondary teachers. Some in south Wales, particularly in the south-east, used their local studies libraries and heritage centres, finding them more accessible than the Record Offices.
- Many had used local documents and the record office as part of school centenary celebrations and were aware of log books and other education collections
- Primary teachers were more likely to be using local records than secondary teachers
- All teachers wanted to use more local collections in their teaching
- Primary teachers want their resources in a variety of forms including online and print. They were also more interested in onsite provision and less interested in CD Roms
- Video-conferencing in primary schools is still not seen as a viable delivery method by many of the teachers spoken to either because of lack of facilities or lack of familiarity with the technology and its potential
- All teachers would use digital images either on interactive whiteboards and access to computer suites
- Resources should include interactive whiteboard activities
- All would also print out facsimile copies although some didn't have access to colour printers or colour photocopying
- Teachers used a range of websites to access documents including [NGfL Wales](#), [Gathering the Jewels \(GTJ\)](#), [CastleWales](#) and BBC Wales. The majority of sites mentioned were not Welsh-based
- All teachers said they would like more training in using archives in the classroom and would like to learn about the types of material in record offices and how to locate them quickly and efficiently

¹⁹ This is a summary based on informal meetings and interviews with primary teachers and advisers including the Primary History Network Training Day at Neyland, Pembrokeshire 15 November 2007 (See Appendix 2)

- Priorities for all were local Welsh history and geography, cross-curricular resources which targeted literacy and language and development of resources to support the Skills Framework – questioning, thinking, enquiring. For Foundation Phase pictorial identification skills would be valuable and for KS2 more recent local history such as the 1950s and 1960s and resources which allowed for comparison of different periods.
- At KS2 teachers are required to use examples from the local area – defined as walking distance from the school and there is a need for Snapshot-type activities for years 3/4
- The use of story sacks including archive material
- Teachers were keen on the notion of working in partnership with the record office and other teachers to develop teaching and learning resources as part of a paid release programme

6.1.3 General comments from the consultations:

Generally teachers are being asked to ensure that materials used are relevant and meaningful, that pupils can associate and connect with. The use of ICT is important as pupils are encouraged to research and select relevant documentation that supports their line of enquiry. Materials that are used in the classroom need to become more interactive with more thought given to how they are accessed, presented and used. Online masterclasses, web-based conferencing eg asking the expert and videoclips of archives staff talking about documents were suggested by several advisers.

Online documents need to be transcribed as well as scanned and in a live format (not just PDF) which allows students to interact with the text. Flexibility of presentation is important in different platforms. Data, such as census returns, needs to be transcribed into searchable databases as well as included as images. If provided as building blocks for lessons, documents have to be viewable, downloadable and clearly labelled. Among teachers and advisers there is also a perceived lack of archives' expertise and time for digitising and producing education resources, the lack of facilities to digitise

large maps and other copying and access issues. These issues were also raised by teacher training providers (see Section 8.9).

Links with NGfL Cymru were recommended by advisers with examples of how documents could be used to build up investigations eg the WW1 and Edward Clement sections on NGfL. Interactive classroom activities using documents for whiteboards also suggested. Being able to use real or facsimile documents onsite was also recommended eg the Chartist documents held in Newport Library.

The need for Welsh examples for topics such as Chartism was stressed as much of the material available in textbooks and online is English.

The response of Pembrokeshire teachers to teaching topics such as the Tonypany and Penrhyn Strikes indicated that developing local resources and expecting them to be used nationally may not be realistic. The micro-local approach is recommended. This would support the view that online resources are best rather than producing packs and CD Roms which may have to be charged for. Other local topics or approaches suggested included the Ty Nant coalmine, industrial Pontypridd (Rhondda Cynon Taff), Newport Chartist documents (Caerphilly and Gwent), maritime history, Tryweryn, Investiture of the Prince of Wales, Cymdeithas Yr Iaith, a more accessible and local Welsh biography site than 100 Welsh Heroes (Gwynedd), emigration and migration, multicultural sources (Cardiff). All wanted 20th century materials available made available and accessible online.

The need for an investigative structure was stressed by advisers, looking at patterns, having a problem to solve or a mystery to investigate, a personal story about the daily lives of people who get caught up in an event, using mindmapping and planning tools. Many schools are using the Think2Learn, an innovative thinking skills programme and the TASC principle – Thinking

Actively in a Social Context - where students design their own line of enquiry²⁰.

Gather/organise	What do I know about this?
Identify	What is the task?
Generate	How many ideas can I think of?
Decide,	Which is the best idea?
Implement	Let's do it!
Evaluate	How well did I do?
Communicate	Let's tell someone!
Learn from experience	What have I learned?

This process and structure is useful for thinking about how to develop learning resources using archives.

6.2 HOW CAN ARCHIVES INSPIRE TEACHERS' LEARNING?

Teachers are 'crying out for guidance and help'

Cardiff secondary history teacher at *Association of History Teachers in Wales AGM Dec 2007*

"Teachers rarely use us ..." Archivist, Local Record Office

"I would like to visit a record office for a formal teaching session where students can see and touch original documents but it is very difficult to manage particularly with year groups' equal access"

Pembrokeshire secondary history teacher

"I would like to know more about what range of materials can be used for education"

Pembrokeshire primary history teacher

²⁰ Meeting with Martin Williams, School Inclusion Services, Caerphilly 30 January 2008

Both primary and secondary teachers identified their lack of knowledge of archive collections and lack of time to do so as major issues in accessing collections for their students. They also acknowledged archives' potential for inspiring learning. As well as lack of time to visit local record offices for lesson preparation, the lack of familiarity with archives and finding aids, meant that teachers are not engaging with original archive material.

In 2000 DCMS claimed that museums can

“bring classroom teaching to life” ... at the moment, museum education provision is “patchy” and, where it is provided, many teachers are likely to view it as an optional extra, rather than an integrated part of the learning process. DCMS recommended museums should have a nominated person to take responsibility for educational work, as well as training for all staff on current education initiatives²¹.

This comment about museums in 2001 is more applicable to archives in 2008. A study in 2005 commented that

“for museums a lively debate about learning, their impact on learning experiences and social role has emerged. Both formal and informal education provision is well developed ... in the archive domain similar debates are lacking ... even with the bias to schools, formal education services in archives are underdeveloped. Archives are likely to produce one-off packs ... but education or learning work is rarely sustained for long”²².

For many museums, learning and access have become a recognized core function and though many are still struggling to address their learning potential, museums have moved on in the past decade with IIfA, advocacy, resource commitment, etc. Archives can learn much from their museum

²¹ Resource, *Children, Access & Learning: Resource-based Learning and the Impacts of Environment and Learning Cultures* (2001) London: Resource:128

²² Research Centre for Museums and Galleries (RCMG), *Engaging Archives with Inspiring Learning for All Report* for MLA North West (MLA North West), 2005: 36

colleagues about working with schools. The challenge for archives and record offices, as it has been for museums and libraries, is to find strategies to embed and integrate archives into teachers' practice and programmes of work.

6.2.1 Who are the key players?

Most record offices have some knowledge of advisory staff and several including the North East and Glamorgan are already working in informal partnerships with them, utilising their education and contacts knowledge. Admittedly, there are fewer advisers working in Wales than there used to be and very few with a history remit only. But many School Improvement Services have advisory teachers who have a humanities or history background as a teacher and although their remit is now wider, still retain an expertise and interest in history. The National Humanities Panel consists of advisers with a history and geography remit which meets several times a year. Advisers also coordinate local history teachers network meeting (possibly only once a year) and know who the key players and schools are in terms of innovative teaching and learning.

The consultant located advisers in most parts of Wales who have an interest in history or the humanities. These varied from very busy practising teachers to School Improvement Officers and those with remits for ICT, Environmental Studies, PSE and Religious Studies as well. There is a list of advisers consulted in Appendix 1.

A key strategy in developing inspiring learning resources is effective and creative partnerships with advisers. Archives need to look at how they can help advisers deliver their strategic targets in terms of the new National Curriculum Orders and other learning agendas²³.

Norfolk Record Office has a Teacher's Working Group who meet termly to discuss and finalise selections of documents for packs and provides ideas for

²³http://www.cultureandschoolseast.org.uk/_uploads/documents/MLAClarksonProjectEvaluation_2_.pdf

topics for future resources. They have one group for KS1 and 2 and are in the process of setting up a KS3 group.

The John Murray Archive (JMA) at the National Library of Scotland set up a Teacher Advisory Group to meet four times annually a year before the JMA opened. This consisted of teachers from primary and secondary schools, FE colleges, teacher training providers and offices from Learning and Teaching Scotland (L&TS). The group was involved in the project from the very beginning, advising on education resources, directions and opportunities. One pitfall was that the group was not part of the original education planning for the HLF application and so had to work with an action plan already in place. When the hoped-for secondary history market didn't materialise and workshops were not booked, the group was consulted for direction and recommended that a targeted secondary education advisory group be recruited for the next three meetings with the original group still meeting once a year. This group resulted in a rethink and different direction for the development of high school programmes and resources.

London Metropolitan Archive (LMA) have 'Partner Schools' with whom they develop their education programmes. Being an LMA Partner School means that LMA will work with the schools to develop bespoke sessions, often with take-away resources charged at preferential rates. Partner schools are also the first point of contact when funding has been secured for extra events such as costumed interpretation. In return the partner schools are asked to engage in a dialogue about what LMA are doing and help to improve services to them and other schools²⁴. This opportunity is advertised on their education web pages and may be a possible manageable model for archive services in Wales. But it does depend on defining and articulating what archives can offer to teachers and schools.

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http://www.cityoflondon.gov.uk/Corporation/leisure_heritage/libraries_archives_museums_galleries/lma/education_lma and conversations with Jan Pimblett, LMA 29 February 2008

RECOMMENDATIONS:

10. Research the structure of your local Education Service and find out who the key players are in terms of curriculum support, the skills framework, 14-19 Pathways and school improvement. In particular develop a creative working relationship with the humanities/history adviser wherever they exist.

11. Develop county-based, local consultant or project directed **Learning Advisory Groups** or **Partner Schools** along the LMA model for archives. These could consist of school teachers, advisers, FE teachers, key LEA Children and Young People's staff, ITT providers, Careers Wales, Education Business Links, etc.

6.3 WHAT ABOUT INSET AND FAMILIARISATION SESSIONS?

Several archives services in Wales have held teacher Insets or familiarisation sessions in the past. These have had mixed results in terms of teachers returning to use the service or bringing students into the record office.

Gwynedd offers INSET sessions after school depending on demand. Anglesey Archives and Museums Service has forged links with *Careers Wales* (CW) and recently held a very successful multi-site training day with 33 participants but with a largely museum and ICT focus and held on a day when all schools were closed. Glamorgan Record Office is currently organising day-time INSETS in partnership with CW, *Education Business Partnerships* (EBP) and history advisers from Cardiff and ESIS with funding from CW and EBP. Despite this, it has often been a struggle to get enough teachers to come to the sessions and without return visits or follow-up, it is hard to assess the impact of these on teachers' practice.

Feedback from teachers who do come is that these days are enjoyable and even inspiring but often daunting and do not lead to action or a change in teaching practice. Many are overwhelmed by the variety and amount of material and the lack of focus of 'familiarisation days' as far as curriculum or skills are concerned, makes any productive outcome more unlikely.

This is not a problem confined to Wales. The Education Officer at NAS reported that the INSET take up was very low even when sessions were scheduled for after school. TNA also finds it difficult to attract sufficient numbers of teachers to its INSET courses and is looking to develop webcam and videoconferencing technology to reach teachers in their schools²⁵. Somerset Record Office will do sessions but haven't for the past few years – they reach teachers via workshops at teachers' conferences run by the county council which are *“a great place to reach teachers”*.

Where familiarisation sessions have been provided or an individual link has been established, the response has been very positive but sustaining such links and building on them to develop resources and services has been a challenge for both the teachers and archives staff. Familiarisation sessions on their own do not necessarily lead to follow-up work, visits or partnerships.

Most teachers do not have the skills nor the time to familiarise themselves with or locate relevant collections and documents. Archives' staff need to do the initial locating for them but this also requires understanding of what will work in a classroom and how teachers might use a document or collection. One adviser commented that *“knowing the archives is not enough; INSETS and training sessions require good presentation skills, understanding learning processes and the ability to inspire learning”*.

6.3.1 Is there another model?

Advisers working in School Improvement in Wales have found that just holding or attending INSET sessions alone does not guarantee results or impact. “INSET on its own has little lasting effect on teaching and learning in the classroom”. Essential ingredients in this model include

- Commitment, based on the project being seen as valuable, for the training and/or placement by the Head Teacher/ School Management Team

²⁵ TNA are working with a company called Taecanet based in Liverpool which uses e-luminate software to create online and virtual classrooms. <http://www.taecanet.com/> and <http://www.taecanet.com/virtualclassroom/index.html>

- high quality input – the ‘what’, the teaching and learning approach, training, ideas
- involving the teachers and ensuring they own the project – commitments and agreements for timescales, choices of strategies from lots of powerful or exciting ideas, trying out and piloting, working with colleagues or team work, sharing ideas, experiences, outcomes and evaluating impact, using the training rather than just thinking about it: “Knowing that they will be attending a meeting, and knowing they will be expected to contribute, provides a powerful incentive to use the ideas from the training rather than just thinking about them!”
- Coaching and a time frame that allows for exploring: “translating the ideas on the INSET into the day to day realities of a particular topic in a particular classroom often depends on explicit support, and takes time”.
- Evaluation – observing and recording the impact of the project/placement on teaching and learning and sharing this

“Powerful ideas in INSETs, combined with a strategy such as the above for putting these ideas into practice in the face of classroom realities, can have a substantial impact on raising standards ... in many cases the most immediate next step and the most immediate impact is when these teachers become powerful advocates for the methods they have tried out within their own school, helping to convince others that those strange ideas on the INSET day ... are really worth trying.”²⁶

This is also the model that MLA (England)’s Strategic Commissioning Learning Links Programme has developed to ensure effectiveness of its archives and museum projects (see Section 7 below).

RECOMMENDATIONS:

12. Construct a new model for teacher INSET and training sessions in consultation with advisers which has outcomes/impact built in rather than the

²⁶ Vale of Glamorgan School Improvement Service, “What are the essentials for raising standards in schools?”
http://www.basic-skills-wales.org/bsastrategy/en/secondary/mike_ross_vale_article.cfm

more traditional passive recipient and familiarisation model. For example, the development of a specific project or resource, piloting and evaluating a resource, etc. Embed one-off INSETs or workshops into special projects so that something new, exciting and innovative is available.

13. Provide teachers who have worked with archives with opportunities to share good practice with other teachers. When a partnership has produced a resource, use the partner teachers to deliver the training in a workshop. Showcase teachers' work at workshops, INSET sessions and on archive websites. This is the best way to market or promote the resource.

14. Concentrate on current issues and needs in curriculum and practice and focus on specific content or skills eg using archive-based learning to deliver aspects of the new subject orders and Skills Framework particularly Thinking Skills, opening up the archives to subjects other than history - such as English, geography, sociology.

15. Ask to attend INSET sessions run by local providers, your local authority's education service and other cultural organisations to see what works and to look at other models.

16. Offer courses in partnership with other cultural organisations or training providers which have more resources and 'pulling power' or which already have a developed teacher base eg ESIS, local museums, NMW or NLW. Ensure archive-based learning is equally embedded and acknowledged in these partnered courses.

17. Find out where the teachers go for training (eg specialist subject area courses, conferences, Humanities Network Meetings) and offer sessions at these or offer to host a meeting at the record office or archive.

6.4 HOW CAN TEACHERS AND STUDENTS FIND OUT ABOUT ARCHIVE COLLECTIONS?

"I would like to know more about what range of materials can be used for education"

Pembrokeshire primary history teacher

“I think students have limited knowledge of what archives are kept, how they can gain information from them and what they could do with that information. Also, they would need to be able to get easy access and support to help them make good use of the information”.

Jane Williams, lecturer University of Wales, Newport BA (Hons) Education,

6.4.1 The Toolkit or Guide

The *Ask The People* Consultation Report pointed out that for inexperienced or novice users, finding a place to begin, knowing what questions to ask and being able to interpret what they find are key issues to developing confidence in accessing and using archives²⁷.

Teachers and advisers consulted wanted accessible information about archive collections designed for and relevant to the needs of teachers and students and the curriculum. The opportunity to look again at archive collections from a particular user perspective is already familiar to archivists in their response to the needs of family historians. The *Ask the People Consultation Report* suggested a toolkit for beginners²⁸ and this could be adapted as a toolkit for teachers and students.

A possible model for this is *A Guide for Teachers & Students to The Donegal County Archives Collection*²⁹ which has been produced in full-colour booklet form and online as a downloadable PDF file. Acknowledging that *“Local archives have been under-used by students and researchers at all levels”*, the Guide aims to provide *“information to schools and colleges, teachers and students on the rich sources available and accessible at local level ... particularly for history but also ... for other subjects such as sociology and geography”*³⁰. The Guide includes a simple summary of each of the major collections held and a short note for teachers (and students) outlining possible

²⁷ *Ask the People* (2007): 23-26

²⁸ *Ask the People* (2007):108

²⁹ Cultural Services, Donegal County Council, *The Donegal County Archives Collection, A Guide for Teachers & Students* (2006) and <http://www.donegalcoco.ie/services/communityculturalenterprise/Archives+Service/archiveseducation.htm>

³⁰ *A Guide for Teachers & Students* (2006):3

uses for study and where the collections could fit in the curriculum. Good quality full colour images of documents both illustrate the Guide and give teachers an idea of what documents look like.

The booklet is also an excellent promotional tool, both for the collections and for schools services. The lack of space for other than very small groups at the County Archives Service is counteracted by what the service can offer and publications designed to provide greater access such as their Schools Facsimile Pack.

Another model is on <http://www.collectionscanada.gc.ca/education> LearningCentre, the website of Library and Archives Canada. The resources included on the website are designed as a practical guide to using archival sources – research skills, oral interviews, analytical writing, primary and secondary sources, etc.

Teachers, advisers and ITT providers all indicated that they would find such a guide very useful. Both formats have their advantages, A hard copy, while more costly to produce in full colour, would be an excellent promotional tool for teacher INSETs, courses and ITT providers. The compact size and simple format of the Donegal example is very accessible and not intimidating. The online guide could be added to and updated, adapted for different curriculum areas, allow for tools as per the Canadian example and would allow separate guides for each record office using a standard template.

RECOMMENDATION:

18. ARCW investigates the feasibility of producing a Wales-wide annotated online and/or hard copy Archives Guide for Teachers and Students. The Guide could include types of records found in most collections that are relevant to the National Curriculum in Wales and the Curriculum Cymreig and also relevant small collections and private records which are unique to particular record offices (eg particular estate papers, mining records, photographic collections, personal papers, etc). It would be accessed through all record offices' and archives' websites. An online guide could also include

training materials and guidance on interpreting and understanding documents as these are developed.

6.5 HOW DO ARCHIVES SERVICES COMMUNICATE WITH TEACHERS?

“I have raved about the visit to my fellow year 5 teachers. Being able to go and look at real documents from real schools in our own area really excited my pupils and stimulated great discussion and learning. We took digital images back to school ... I am very grateful”³¹.

Clive Maddison, Deputy Head Ravenswood Primary, Heaton

“Partnership! Partnership! Partnership!”

Jenny Duke, Regional Learning Officer MLA East of England

As museums have more recently discovered, the key to promoting services and resources to teachers lies in partnership working, joint services, advocacy, strategic planning, building networks and communicating. It lies in finding out what teachers want and in inspiring them to look beyond that, in involving them and their classes in the interpretation of collections, in planning, piloting, delivery and promotion of innovative resources, and ultimately, in offering them experiences and opportunities that they otherwise don't have (and often didn't know they wanted them!).

This means involving teachers (and students) in the process of resource and programme development as partners, in developing displays, in events and in workshop development and delivery. Empowering teachers (and students) to learn new skills and new ways of working creates learning champions for the cultural and heritage sector which it sorely needs.

The ILfA Framework and partnership models offer new ways of working with schools and reaching teachers, with promotion as a built-in outcome of the project (see Section 7).

³¹ Clive Maddison, Deputy Head Ravenswood Primary, Heaton quoted in *Everyone likes a good story and we are the key to 1000s*, MLA North East 2006

6.5.1 What about marketing then?

Communicating about and promoting programmes and resources to teachers is perceived by many archives as an important issue. NLW posts a newsletter to Heads of History in secondary schools and Heads of Primary Schools.

Gwynedd emails out to all Head Teachers in the county in the summer term asking them what they would like for the coming year. Many archives have small leaflets or information on their websites which market their service to schools.

Archives need to have an articulated and defined offer with opportunities, services and products to offer schools and teachers before they become too involved in marketing activities. *The Marketing Consultancy Project Report* for ARCW recommends several marketing strategies including the creation of a national brand identity expressed through a national archive website³².

With local schools, a personal approach is often the most effective means of communication – requesting to attend a Head Teachers Network or Cluster or staff meeting, offering the archive as a venue for a staff meeting where facilities exist, developing links with local advisory and professional development centres and setting up Teacher Advisory Groups. Requesting to attend a National Humanities Panel meeting and working with local museums which often already have well-developed links with schools are other ways to connect with teachers eg Swansea Museum posts out an A4 booklet *4Site* detailing all of its programmes and services for the coming term.

The best marketing to schools is via established subject networks – conferences and INSETs organised by advisers and county services, subject associations and journals such as *Teaching History*, and advisers' e-bulletins and newsletters. Articles for education magazines and local media which are focussed on impact on learning and outcomes, which reflect the collection of evidence including teacher and student voice, photographs, examples of work

³² Martin Ludlow Metamarketing, *The Marketing Consultancy Project Report for ARCW*, January 2007: 3-4

are powerful marketing tools. Phil Star (WJEC) can distribute history material to schools and WJEC runs a programme of insets.

Marketing resources and projects which have a contemporary relevance, which are topical, which recognise current social policy and offer teachers and students something new is not so difficult. The 2007 Bicentenary of the Abolition of the British Slave Trade was such an opportunity. Teachers wanted the resources developed and were excited about what they could do with them. When a secondary school in Haverhill, Suffolk was piloting the Clarkson Project, and finding out about a previously undiscovered local grocer who advertised a sugar boycott in the national press in 1792 (the source was found in the Suffolk Record Office) the local newspaper interviewed the students about their work and their ideas about how the grocer's stand against slavery should be remembered in Haverhill. Both BBC Radio Suffolk and Anglia ITV interviewed and filmed students working in the Suffolk Record Office and visiting local sites relevant to Clarkson. BBC Radio Suffolk trained Year 8 history students in making radio interviews and broadcast these in March 2007 in a week-long special programme during which the students were also live in the studio. This is the best marketing possible!³³

6.5.2 E-bulletins and emails

Much of the communication between local authorities and teachers is now via e-newsletters and email bulletins. These are filtered through school administration staff and forwarded onto relevant recipients or pinned up in staff rooms but many teachers do not seem to respond or even be aware of material that is sent via these bulletins. Many teachers still do not access email regularly at school and do not have school-based email addresses. This is slowly changing. Collecting email addresses at workshops, insets and conferences works but again becomes outdated. Emails sent by the consultant to the schools' generic email address or admin, even with the teacher's name in the Subject Box, did not get to the targeted recipient in most cases. Many emails failed to be delivered and were automatically sent

³³ See also "Raiders of the lost archives" about Gloucestershire Archives' 2007 partnership project, educationguardian feature, *The Guardian* 26 June 2007 for

back. This was also a challenge for consultants working on the Environmental Design Course Project:

Currently communications with schools and colleges can be very difficult for outside organizations because schools are not organised in such a way as to facilitate teachers being contacted easily by organizations outside the school, even during projects to which the school is committed. The lack of an e-mail system for individual teachers or departments is significant in this. Frequently emails sent to the schools reception do not arrive ... until recently it has not been seen to be the role of schools to be concerned much with external contacts ... this issue needs to be addressed³⁴.

Norfolk Record Office emails three 2 page quarterly newsletters 'It's About Time' to colleges, secondary and primary schools with images of students using the record office, news about partnerships with schools, events, exhibitions, local historical anniversaries and how schools are using the record office. These also appear on the education and outreach pages of the record office website³⁵. They are short and colourful and can be printed out and pinned up on staffroom noticeboards. They also advertise half-term activities and their Education Working Group activities.

London Metropolitan Archives has a Learning Lines section on its website which tells teachers what is happening in education at LMA. Like the Norfolk newsletters, it tells teachers what other schools are doing with LMA – this is a good strategy to inspire more participation³⁶. Reading about the activities of another school participating in an After School History Club, for example, will stimulate other teachers to see this is a good idea!

³⁴ Penarth Management, *Developing Creative Industries and Conservation Skills in Environmental Design and Future Careers*, Report for Caerphilly Borough Council, 2007: 10

³⁵ <http://archives.norfolk.gov.uk>

³⁶ http://www.cityoflondon.gov.uk/Corporation/leisure_heritage/libraries_archives_museums_galleries/lma/education_lma/learning_lines.htm

6.5.3 Direct Mail

Teachers consulted said they do not respond to general mailed information or indeed even read it most of the time, as they get too much of it. One Head Teacher said most of it goes into the recycling! Printed material needs to be targeted specifically at the secondary or the primary market, and the best way to reach a teacher is to have a name! But as teachers move around a lot, the mailing list soon becomes outdated.

One way to publicise resources is to produce colour posters which teachers will put up in their classrooms. When TNA wanted to get teacher feedback for their website in 2007, they offered a pack of posters for teachers who responded – they had 1649 survey forms returned and had to print more posters! These included wonderful images of documents which teachers were intending to use as resources as well. Promotional material in the form of A2 or bigger posters are also recommended by respondents on the Group for Education in Museums mail list.

6.5.4 Is a website the best way?

Websites are probably the best way to reach teachers but they must be known (that is promoted), targeted, managed, updated and useful!

A recent initiative of MLA East of England is the website that connects culture to classrooms in the East of England. On this site designed for teachers, as well as museums, libraries and archives staff, there is information about what museums, libraries and archives have to offer to children and young people and how teachers can maximise the potential of these local resources.

“Whether you’re a teacher, a researcher or a professional working in the MLA sector, this site will offer new ideas and lead you to new opportunities”.

<http://www.cultureandschoolseast.org.uk/home>

The website promotes and shares good practice and offers toolkits, case studies, an interactive county directory of what is on offer for schools

throughout the region, quotes from teachers, ideas for planning, trainee teacher programmes and strategic links.

The process of developing the website also required that, with the support of MLA, regional museums, libraries and archives had to look at what they were offering and define that offer, they had to collect data and evidence and record what they were doing. This was a learning process for all!

RECOMMENDATIONS:

19. In the event that Glamorgan Record Office's Inspiring Learning Grant application to CyMAL to develop strategies to promote its online and CD Rom resources to schools, is accepted, that the process of consultation and implementation is recorded as a case study and disseminated via the Learning Group or website etc to all other archive services.

20. That CyMAL in partnership with ARCW and the museums and libraries sector look at the feasibility of developing a website for teachers and schools which promotes learning in the cultural sector including programmes, toolkits, case studies, etc.

7. INSPIRING LEARNING THROUGH PARTNERSHIPS

‘Partnership and co-ordination are the way forward – they are the keys to creating strong, successful services.’

Respondent to the Archives Task Force 2004

“Partnership working is key to developing museums, archives and library services, be it on a local, regional, all-Wales basis or between countries.”

Alan Pugh, Minister for Culture, Welsh Language and Sport ³⁷

“Sharing is needed – archives, museums education services”

Humanities Adviser, Carmarthenshire

“Joined up approach to learning (between museums, heritage bodies and archives) is great for record offices! “

Archivist, Somerset Archives and Record Service

7.1 VALUING AND PROMOTING THE LEARNING POTENTIAL OF ARCHIVES

Archives and record offices are often overlooked, marginalised and poorly connected with other community agencies and heritage bodies such as museums, monuments and galleries. Teachers, schools and other learning providers either ignore or are unaware of what archives can offer. There is insufficient research into and recognition of the role and value of learning through archives and insufficient promotion of innovation and good practice.

There is potential for greater connections between archives and learning providers and institutions. There is potential for greater collaboration between archives and other cultural agencies particularly museums, libraries and galleries and performing and visual arts organizations.

³⁷ CyMAL *Museums, Archives and Libraries Wales 2* Summer 2006: 2

The lack of specialist learning staff in archives was identified by other cultural or heritage organizations in Wales³⁸ as a major stumbling block for effective partnerships to develop learning resources and programmes. Given this, then how can archives and record offices move towards more partnership working?

7.1.1 MLA Learning Links and Strategic Commissioning

Over the past four years MLA through its regional agencies has developed a model for partnerships between teachers and museums, archives and libraries funded through Strategic Commissioning funds. Although these Learning Links partnerships have been utilised by organisations with education and learning staff, they have also been particularly valuable for increasing capacity in smaller, volunteer-based museums and archives where there are no specialised learning staff. The partnerships recognise the skills and expertise of all the partners – the teachers provide the specialist education expertise and the museums and archives their knowledge of collections of artefacts, documents, etc. The partnerships follow the model that many School Improvement services have developed for successful learning and partnership working:

- Commitment from the teachers to the project, the process and outcomes – what they will do – owning the project
- Commitment from the archive service to the project – what they will do
- Signed commitment from the Head Teacher to the project and agreement to the teachers' release and involvement
- Mutual agreement to the teaching and learning approach, use of the collection, ideas, timeframe
- Commitment to trying out the ideas and strategies and piloting them with their class
- Evaluation – observing and recording the impact of the project/placement on teaching and learning including student evaluation, photographs, comments on post its, and impact on standards of students' work

³⁸ This was also identified in *Engaging Archives with Inspiring Learning for All Report* 2005: 28-29

- Promotion and sharing the impact via INSET or staff meeting, project launch, parent nights, display of students' work, case studies on websites, etc.

This model works because it creates 'champions' for the museum or archive, ownership of the work by the teacher, involves learning by both teachers and museum/archive staff and from each other and because use of the museum or archive collection is embedded in the teachers' work. There is £1500 for each project, most of which is for supply cover for the partner teachers with small amounts for resource costs. A Learning Links grant can also be added to a different project to create additional teacher partnerships.

Most of the MLA regional agencies run these reciprocal placement programmes. For examples of the forms used to structure the Learning see

<http://www.cultureandschoolseast.org.uk/learning-links>

Examples of archives and record offices in England which have used reciprocal placements to develop partnerships with teachers and schools:

- Gloucestershire Record Office has used Strategic Commissioning to work with schools to develop a citizenship programme for secondary students and 'Master and slave' a KS2 cross-curricular pack and drama which links slavery with bullying and 'Social and Emotional Aspects of Learning' with a literacy teacher who came up with the idea for the links between the archives and the curriculum³⁹;
- Lincolnshire Archives has worked with a rural primary school to create a local history unit that builds pupils skills in historical enquiry;
- Northamptonshire Archives worked with a college to create 6th form and G&T resources for evidence-based research.

³⁹ See also "Raiders of the lost archives" about Gloucestershire Archives' 2007 partnership project, educationguardian feature, *The Guardian* 26 June 2007

- Years 5 and 6 from a local primary school used an 8 day reciprocal placement with the Record Office for Leicestershire and Rutland to pilot two new local history-source based sessions at the record office
- Suffolk Record Office used Learning Links funding to supplement and add value to its *Home Front Heroes* primary schools project which was part of a bigger Home Front Recall project grant. This meant five teachers could be released to work with two record office branches – three history, 1 Special Educational Needs (SEN) and one English teacher.
- Somerset Archives and Record Service (SARS) is currently working with a local primary school to develop a 'generic' Victorians session which will compare work, schools, social life, housing and transport in a successful market town with those in a rural areas with several villages. The museum is also involved in the partnership as they will be providing objects fro the session.
- Cumbria Record Office has completed one learning links reciprocal placement with a Secondary School piloting the new hybrid history GCSE and ran two other programmes 2007-08.
- Norfolk Record Office has worked with teachers from four different primary schools to review, redesign, make more accessible and pilot two of their existing primary workshops. Also in 2007-08 NRO is working with a secondary school teacher to select documents about a particular local soldier and others relating to World War 1. Twelve Gifted and Talented (G&T) students came to the RO to learn about the records before choosing a selection to photograph. They will produce a documentary as part of the project.

7.1.2 Clarkson and Abolition Learning Links Project 2005 -2007

This MLA East of England-funded project brought together the collections of three local archives services, five teachers, the Humanities Adviser, local schools in a productive learning partnership. A freelance project coordinator managed the project.

Phase 1 Research Sept – December 2005 research identified relevant local archive collections in Suffolk, Cambridgeshire and Hertfordshire concerned with Thomas Clarkson's work and the abolition of the transatlantic slave trade and slavery itself. An annotated list of the selected sources suggested their value in terms of teaching and learning and was circulated to the Humanities Advisers from Cambridgeshire and Suffolk for further selection for digitisation.

Phase 2 Planning, Training, Trialling and Evaluating May 2006 – Sept 2007 liaison with archives and record offices, digitisation and copyright clearing, planning with advisers and representatives from African community, recruiting four partner teachers from four Suffolk schools (1 primary Y6, 3 secondary Yrs 8 and 9), training workshops for teachers (including ways to make archives accessible in the classroom and guidance on the importance of language and terminology, the selection of teaching materials and other guidelines for teaching this sensitive subject), transcribing and development of schemes of work and lesson plans. The teachers developed schemes of work focussing on Thomas Clarkson and abolition based on the archival material and trialled and evaluated these with their students. Coinciding with the bicentenary of the passing of the bill, local media became involved, filming and interviewing students at a workshop in Ipswich Record Office, training students in radio interviewing and programme development and students used these skills when they visited Thomas Clarkson's home, church and grave at Playford near Ipswich. The teachers were released for a final half-day Evaluation meeting with the project co-ordinator and adviser where they brought examples of students' work. The adviser's detailed evaluation of the project, including outcomes and impact on learning, is a powerful advocacy tool and can be downloaded from

<http://www.cultureandschoolseast.org.uk/In-the-classroom/ideas-and-plans/history>

Phase 3 October 2007 – March 2008 the development of a website hosted by E2BN on Clarkson which includes all the digitised documents, the

teachers' schemes of work, teaching guidance and the interactive museum box. Students in the project also contributed to workshops at Ipswich Museum focussing on the museum's development of its 2007 exhibition *Abolition! The Thomas Clarkson Story*.

<http://abolition.e2bn.org/index.php>

What makes the Clarkson Project particularly valuable as a model is that all of the teaching ideas and plans based on the use of original documents and archives were written by teachers who used them with their students in school and then evaluated both the teaching and learning. All five teachers involved chose to focus on different sources and developed very different and creative approaches. These are all downloadable from the website as examples of good practice and how teachers used the original sources.

7.1.3 Hidden Histories – Hertfordshire Archives and Local Studies Project 2007 - 2008

For another innovative partnership project for an archive without a specialist learning officer, see Hertfordshire Archives and Local Studies' HLF funded **Hidden Histories** project. The project included volunteer archive researchers, creative workshops with children, young people and adults, talks, events and archive visits, film-making training with young people, production of a DVD and touring exhibition, a booklist and heritage trail booklet and worked alongside another local school project for the restoration of the Thomas Clarkson Monument. This brought together local history, schools and teachers and theatre company.

<http://www.hertsdirect.org/libisleisure/heritage1/HALS/hidden/>

http://www.theatreis.org/site/Hidden_Histories.html

The key to these projects is that they were partnership-based, they have made accessible local collections and developed local teaching resources

which otherwise were not accessible or in Hertfordshire's case, even known about.

They also provide the opportunity for Archives to address difficult and challenging subjects by working in partnership with BME and other community groups. 2007 provided opportunities for archives to develop challenging resources for teaching slavery and abolition within a British and local context and at the same time to support teachers in teaching sensitive subjects.

Hidden Histories and the *Clarkson and Abolition Archive Project* are just two examples where teaching and learning have been transformed by archive projects. The Royal Geographical Society's HLF funded *Crossing Continents, Connecting Communities*⁴⁰ project is another where schools have worked alongside West Indian, Muslim, (Afghanistan), African-Indian, Chinese and Sikh communities to reinterpret sensitive historical material in the Society's archives, contribute to exhibitions of the archival material and provide a contemporary relevance to archives. All of these projects have relied on freelance or temporarily-funded learning specialists to coordinate or deliver them.

In terms of planning for partnership projects with schools, record offices and archives could follow this model, ensuring that enough real time is allocated for all aspects of the project:

7.1.4 A Possible Project Plan

1. Look at the opportunity – eg funding available for 2007 Bicentenary, *Home Front Recall* and *Their Past Your Future* funding, HLF priorities, media interest, etc and possible partners
2. Establish the need – eg teachers and schools not using local archive sources or teaching local aspects of abolition; local material not available digitally; archives not inclusive; need to reinterpret collections from a different viewpoint, etc and talk to partners
3. Research the resources and establish links with partners

⁴⁰ <http://www.rgs.org> and <http://www.unlockingthearchives.rgs.org/>

4. Recruit and train the teachers, enthuse them with the sources and opportunities available
5. Plan the teaching programme and teachers write the schemes of work
6. Pilot the programme with students, evaluate with students and teachers
7. Promote the outcomes – eg Website, HLF funded St John's College Cambridge Project, Ipswich Museum exhibition consultation, ITV news coverage, BBC Radio Suffolk project, etc

RECOMMENDATIONS:

- 21.** Archive services continue to develop or extend partnership working with Careers Wales & Education Business Partnerships (EBP) and actively seek funding for teacher release programmes
- 22.** Plan for partnership projects that are longer-term, over more than one school year, to ensure that all aspects of the project including piloting, evaluation and promotion are an integral part of the process. Develop future funding bids which acknowledge and support this longer term embedding process
- 23.** CyMAL investigate the MLA Learning Links model and the feasibility of offering strategic funded short-term placements for teachers working with archives and record offices
- 24.** Successful placements and partnerships be developed into published case studies to disseminate good practice and partnership working.

8. INSPIRING LEARNING THROUGH ARCHIVES

8.1 HOW DO WE DEVELOP RESOURCES FOR INSPIRING AND INNOVATIVE TEACHING AND LEARNING ACROSS THE CURRICULUM?

“...there is always a danger that children will come away from their course of work with the impression that history – however interesting – always happens somewhere else”. Powys local history for teachers webpage

“... people don't need to encounter everyone when exploring history but encountering anyone who is similar to themselves is important”.

Maureen Roberts quoted in *Workshop*, newsletter of AfELG, Winter 2007

Archives have mostly offered a reactive service to schools rather than a proactive approach to learning provision and resource development but many archives services across the country are now beginning to find new ways of working with their users and potential users, to develop innovative resources for formal learning.

Consultation with teachers is a vital preliminary step in the process of resource development but this can lead to resources which are 'more of the same', traditional text-book style approaches rather than transformative and inspiring. Teachers respond enthusiastically when they are given opportunities to learn, to be creative and inspired. Resource development needs to build on what is **special, exciting** and **unique and personal** about archives, to go beyond safe textbook, information-based and comprehension/worksheet type approaches.

No archive in Wales including NLW offers standard programmes for schools. Gwynedd and NLW deliver what individual schools ask for. Like most services, West Glamorgan has an 'open door' policy for schools. While this bespoke and personal service has merits (shown by Gwynedd schools' repeated requests and returning regularly), there is a danger that a reactive

service is defined by what teachers already know and want and does not lead into more challenging, transformative areas. A reactive service is also at risk of catering for established users and not ensuring that new audiences are generated. For smaller services, a responsive approach is unsustainable, based on very few schools using the service and time-consuming preparation for each visit.

8.2 HOW CAN INSPIRING LEARNING RESOURCES BE DELIVERED?

“You mean that you have Padraig Pearce’s real letter to his mother? Oh can we see it?”

KS4 history student at The National Archives

“What is important is children engaging with primary sources – coming to the record office to see what is collected, the different forms of evidence, handling the documents!”

History Adviser, Wales

“It is of great importance that pupils have the opportunity to see, touch and visit places in order to experience artefacts and archive materials”.

Primary History Teacher, Welsh Medium School, Pembrokeshire

8.2.1 Engaging with the real

As museums have discovered, there is no substitute for being able to engage with real objects, materials and documents. In consultation with teachers and advisers, the experience of ‘the real’ was a primary reason for taking students out of the classroom to historic sites, museums, galleries and record offices. Handling collections, loan boxes and onsite workshops have all been developed to enhance students’ access to real artefacts, buildings and experiences. Using sensory exploration, developing good questioning, thinking and problem solving skills, and building interactive and reflective tasks into onsite programmes, allows for quality learning and memorable experiences which can translate into higher standards of achievement⁴¹.

⁴¹ See for example Research Centre for Museums and Galleries (RCMG), *engage, learn, achieve – the impact of museum visits on the attainment of secondary pupils in the East of England 2006-2007*, University of Leicester 2007. An archive project was included in this study.

However there are real obstacles to onsite provision in record offices and archives in Wales as teachers noted in consultations – time, travel costs, difficulties of taking children out, teachers’ lack of knowledge, lack of facilities and space available, etc. For these reasons, online provision is the preferred method of delivery for many teachers.

But working with real documents, as teachers and advisers have suggested, allows more sensory engagement with them – letting the documents speak. The smell of old documents and bindings, of carbon paper and ink, the feel of different materials and papers, the sound of parchment being unfolded, seeing the thickness or thinness, the unrolling of maps and charts, the quality of the paper, watermarks, and folds and how they were written and with what – all of these allows students to personally connect with both the writer, the intended reader and the process of creating the document.

Some archives in both England and Wales mentioned that they do sometimes take documents out and the John Murray Archive organised insurance and procedures so they could also take some material offsite.

While some archivists may be concerned at children and young people having access to and handling original documents⁴², experience at local record offices and The National Archives has shown that children and young people value the opportunity for access to real documents and respond well to training and awareness-raising about the need to preserve and conserve our archival heritage. Understanding the rules for using real documents and that they are the same rules for adult readers is part of the learning process, as is the reason why gloves are sometimes necessary. Understanding the need for using pencils only, for the use of weights, wedges, etc and the importance of storage conditions and document numbering and cataloguing is also part of the learning process.

⁴² Jeanette Ovenden, *Learning Links Project with Kilby School*, ARC 22 (February 2008): 10-11.

If it is necessary for students to work with facsimiles rather than original material onsite, then the originals should be displayed and accessible for the students to look at. A Suffolk Year 7 English class who had worked solely with facsimile copies of letters in a literacy project at school were excited and moved to be able to touch and read the original letters at the record office in Bury St Edmunds. Year 8 History students from another Suffolk High School studying abolition of the slave trade and using facsimile copies of documents, came to Suffolk Record Office in Ipswich to see real documents and copies of Thomas Clarkson's books from his own library. During evaluation, their teacher, the Humanities Adviser and the students all said that the visit gave them a personal connection with Clarkson which helped them become more involved in his story and go far deeper into his character than would have been possible from textbooks⁴³.

RECOMMENDATION:

25. ARCW ensures that teachers and students in Wales have access to working with real documents wherever space and capacity allow. Nominate record offices and libraries in Wales where there is space and opportunity for handling real documents and promote this service. Build in possible workshops with real documents alongside the development of online learning resources. These workshops can cover issues to do with selection, conservation, cataloguing, storage, digital archive challenges, etc as well as specific subject materials.

8.2.2 Facsimile and teacher resource packs

For record offices and archive services with limited or no space for group workshops and access to real documents, the development of printed facsimile packs (and more recently CD Roms or a combination of both) has been a traditional response. There are many such packs collecting dust in school storerooms and some record offices! Some of the pitfalls of producing packs include:

⁴³ *engage, learn, achieve* (2007): 31.

- Too much material which makes any pack daunting for teachers and requires too much time for them to negotiate
- Poor quality printed material and reproductions
- Lack of purpose – why is a pack the best way to do this?
- Lack of clear focus and audience – they have been developed for everyone and no one
- Lack of teacher input into the choice of materials and presentation
- Too many similar tasks for each document or source and reliance on generic or repetitive comprehension and knowledge-based questions
- Lack of local relevance
- Being a textbook in another guise
- Relying on curriculum and teaching strategies which soon become outdated or are too specialised or difficult to adapt
- Lack of piloting and evaluation of materials before they are published.

However for some situations a pack might be the best access solution. Most packs today include digital material on CD Rom or are linked to websites from which images can be downloaded. Printed packs containing good quality facsimile documents were favoured by some teachers and they can provide an instant tangible, visual and promotional ‘hit’ that is more difficult with web-based resources. The combination of digital and print is a solution.

There are some recently developed resource packs from throughout the UK which do provide examples of good archive-based learning practices. A few examples are:

Exploring Archives Packs – developed as part of MLA London’s Archives and Education Innovation project 2004-2006 funded by DfES and DCMS Strategic Commissioning Programme. *Exploring Archives* focuses on four archives and considers how a range of archival items can be used to discuss citizenship, particularly in relation to its more difficult aspects which confront inequality, human rights or the legacies of colonialism. The four packs are:

- The Royal Geographical Society – Geography and Citizenship KS 3-4

- Institute of Education – Citizenship KS 3-4
- The George Padmore Institute – History and Citizenship KS 3-4
- The Royal Free Hospital – Science and Citizenship KS 3-4

The packs are in the form of A4 Teachers Handbooks each with 30 A4 quality images on card and a CD Rom containing digitised images of 30 items used in each pack. The archive items are arranged in three themes and the booklets contain curriculum links, teaching activities including a writing frame, detailed information about each source and links to other relevant reference material including websites and information about the archive. In the introduction Dr Roshi Naidoo gives teachers a powerful rationale for using archives in education:

“Archives provide an important historical context for contemporary debates on issues of national culture, identity, belonging, difference, politics and what it means to be a citizen ... they allow us to understand how histories and experiences of ‘minorities’ are simply British history, rather than an ‘add on’ to our heritage landscape ... the material can help us to make important connections between the local, national and global”⁴⁴.

The history pack provides access to contemporary material from 1950s – 1990s much of which would otherwise not be available for teachers. The sources and images support three themes considering why do people protest?, The Caribbean Artists Movement 1966-72 and Information is Power: the International Book Fair of Radical, Black and Third World Books 1982-95. The geography pack explores themes of landscape and national identity, slavery and its legacies and tourist or traveller? through sources and images from the 19th and 20th centuries.

The Flight of the Earls, A Document Study Pack was produced in 2007 by the Donegal County Archives Service for secondary schools to support the 1607-2007 anniversary and an exhibition. It comprises a full colour A4 book which provides the historical background and some information on

⁴⁴ Roshi Naidoo, *Exploring Archives, Introduction to Teachers’ Resource pack to support creative citizenship education through the use of archives*, MLA London 2006: 5

understanding documents and palaeography, developing the skills of an historian and a series of questions on each source. The pack also contains 17 full colour facsimiles of maps and plans, family trees, manuscript documents with transcriptions and a Glossary.

A full colour **Schools Facsimile Pack** was produced by Donegal County Archives Service in English and Irish to provide access to local history material for primary schools. Initially launched as a pilot project in 2006, it has now been reprinted and distributed to interested schools in the county. The pack explains what archives are and what archivists do and contains full colour facsimiles of documents in the themes of Local Studies – My Home and Locality and Schools; Life Society, Work and Culture in the Past – Life in the 19th Century; and Continuity and Change over Time – Fishing and Farming and Transport. These are supported by Worksheets on each theme which also give background information on the documents. There are transcriptions of manuscript documents.

These are a fairly traditional document packs but what they do well is provide very good quality full colour facsimiles and access to documents which are not readily available. As there is not enough space for groups to visit the archive, the packs are an attempt to meet the needs of teachers and students by other means. The full colour facsimiles are appealing and eye catching, and printed on high quality paper and the packs are colourful and attractive. They have a good selection of a variety of types of documents but not too many. They were also developed in consultation with the Donegal Education Centre and Donegal Teachers Focus Group⁴⁵.

History Detectives Teacher Resource Pack, 5-14 Level C-D / A Curriculum for Excellence was produced by the John Murray Archive at the National Library of Scotland in 2007 to encourage the use of the archive by primary school students and teachers. It consists of a spiral bound A4 Teachers Resource book which was designed to be a stand alone resource or to

⁴⁵ Donegal County Archives Service, *The Flight of the Earls, A Document Study Pack*, 2007 and *Schools Facsimile Pack*, 2006

support *History Detectives* workshops run by the Education and Outreach Officer at the John Murray Archive. The main focus of the pack is investigating ways in which the past is preserved and remembered. It does this by introducing the concepts of pupils as history detectives and of the nature and content of archives and their survival, and then focuses on two 19th century characters, the Victorian traveller Isabella Bird Bishop and the explorer and missionary David Livingstone. Curriculum links are made explicit and detailed lesson plans and worksheets are included. The pack uses very few sources – photographs, images of extracts from letters and journals, engravings and drawings and books.

The Teacher Resource Pack was developed in consultation with the Education Advisory Group set up by the John Murray Archive in early 2006. As such it provides access to some interesting visual material and also introduces teachers and pupils to the idea of an archive, of archival survival and of the variety of materials within an archive. It is often used by teachers in conjunction with a visit and workshop but its strength is that it can stand alone if a school can't visit⁴⁶.

Looking Forward Looking Back, Wales in the 1960s and 1970s by Keith Strange who teaches in the primary PGCE at University of Wales Institute Cardiff (UWIC) is a KS2 primary teachers history resource containing an A4 Teachers' Handbook, a bilingual CD Rom containing interactive whiteboard exercises, over 50 clips of oral evidence and contemporary music and challenge activities to stretch the most able pupils and 34 A4 source cards containing 100 images including photographs, advertisements, graphs and maps. The pack was developed to support the requirement in the KS2 History National Curriculum of Wales that pupils must study a 'contrasting period of the twentieth century' and to provide a 'viable and stimulating' alternative to the Second World War. The Teachers' Handbook makes explicit links and contrasts with topics taught in Victorian and Edwardian Wales and Britain and

⁴⁶ John Murray Archive, National Library of Scotland, *History Detectives Teacher Resource Pack 5-14 Level C-D A Curriculum for Excellence*, 2007

also for historical study in a local context.⁴⁷ The sources include material from many Wales record office and archive collections including Gwent, Glamorgan Pembrokeshire and Flintshire Record Offices, Carmarthenshire and Gwynedd Archive Services, Wrexham Heritage Services and the National Library of Wales as well as from libraries, other archives and museums and private collections. One of the strengths of this pack is the CD Rom which includes oral accounts, the interactive activities and the richness of the Welsh material.

8.3 ONLINE SOLUTIONS

The consultations with teachers confirmed that the development of online learning resources should be the priority for ARCW's formal learning strategy.

This section provides examples of archive-based websites in UK and beyond and makes suggestions for online resource development based on consultation with teachers and advisers.

One of the issues in developing online resources is the nature of the funding available. Piecemeal project funding does not allow for systematic development of core online services. The provision of effective learning opportunities online relies on archivists having the time, knowledge and skills to be able to develop online material or requires the employment of outside consultants as was done for the Strike! CD Rom and the Coalfields site. Given this, projects need to be planned over more than one funding period in order to embed the use of the resource in schools.

It is not in the scope of this Report to consider the development of online learning resources in Wales or beyond. An excellent summary of e-learning and culture in Wales is included in Rosemary Boyne's 2003 Report for Culturenet Cymru *E-Learning and Culture in Wales*⁴⁸.

⁴⁷ Keith Strange, *Looking Forward Looking Back Wales in the 1960s and 1970s* (available in Welsh and English), UWIC 2004

⁴⁸ Rosemary Boynes, *E-Learning and Culture in Wales, the Educational Role of Culturenet Cymru*, Report for Culturenet Cymru 2003.

8.3.1 What makes good e-learning?

A paper for the *Museums Association* conference *New School Ties* in 2004 listed the attributes of good e-learning:

- Good e-learning is engaging and involves people
- It is the result of working with schools in partnership
- Elearning is a process not a product
- Key outcomes of an elearning project should be looked for in people, not what appears on screen⁴⁹

The E-Learning Group for Museums, Libraries and Archives (ELG) is an informal, rapidly growing group through which those interested in projects using digital technology share ideas, help and inspiration. There are currently about 200 members and more than 550 people subscribed to the email list. The group operates an email list, provides training in using digital technology such as mobile learning, podcasting and online resources⁵⁰.

<http://www.elearninggroup.org.uk/>

8.3.2 How do teachers use the web?

Some teachers are using websites and online learning in a variety of ways beyond just accessing information and ideas. One of the secondary teachers consulted uses this website but it offers more than resources for teachers. Look at the student pages to see how the internet is transforming communication between teachers and students and how teachers can direct students' use of online resources. Look at <http://learning.mrbelshaw.co.uk/> for how one ICT and History teacher at Doncaster, England, uses the web to communicate with his students – what they will be learning this week, what they need to bring to class, homework and assignments; test questions and revision; downloadable worksheets to be completed; pages of links, games

⁴⁹ Talk by Martin Bazley "Elearning involves people" for Museums Association conference *New School Ties*, 29 March 2004. For guidelines and examples of good practice see Martin Bazley, *Developing and evaluating online learning resources – Guidelines and examples of good practice*, Edinburgh: Scottish Museums Council 2007.

⁵⁰ The group has a training day on Evaluating and User Testing Online Learning Resources 21 May 2008.

and activities, etc. See

[http://mon.mgfl.digitalbrain.com/mgfl/schools/mon/frontpage/Departments/Hist
ory/history/frame1.htm](http://mon.mgfl.digitalbrain.com/mgfl/schools/mon/frontpage/Departments/Hist
ory/history/frame1.htm) for an example of a Monmouthshire comprehensive
schools' history department website. This includes examples of students'
work, useful weblinks for students and show what teachers are teaching,
using and recommending to their students. For Welsh history only two are
listed – castlewales.com and www.data-wales.co.uk/morgan.htm.

8.3.3 Archives online

The ability to digitise documents and develop online teaching and learning materials has widened the opportunities for the way archives are published and accessed by teachers and it is important that the resources that are developed take advantage of the technology available including the use of interactive whiteboards. It is also important that online learning resources are developed to be as flexible as possible, that they are developed in partnership with teachers using exciting and motivating enquiry questions and trialled and evaluated by teachers.

Online resources are also not a replacement for working with real documents but offer different opportunities for engagement. The development of online teaching and learning resources also offers archives across Wales the opportunity to work together (for example, the current partnership between Conwy, Denbighshire, Flintshire and Wrexham) and provides a way for record offices with limited capacity to improve access to collections.

During consultation teachers and advisers were asked about their use of websites and online learning resources. The National Archives' The Learning Curve was the "*best example of a website based archive collection ... clearly laid out and sets up investigations using the materials available*"⁵¹.

Rosemary Boyns, Project Officer for *Gathering the Jewels* in Oct 2003 noted that "the current provision of online learning resources specific to Wales is

⁵¹ Martin Williams, School Improvement Service, Caerphilly January 2008. Most advisers echoed Martin;s comments.

very small” and that “very little is available to meet the needs of the NC in Wales, in either the Welsh or English languages.⁵²” There are Discovery Trails aimed at pupils on *Gathering the Jewels* (GTJ) but still limited resources to support teachers’ use of the wonderful material online. Like much of the Powys Digital History Project site⁵³, the discovery trails present history through an interesting narrative illustrated by images of documents, photographs, etc sometimes in much the same way as a textbook might, what Boynes’ refers to as a ‘resource discovery’ site⁵⁴. Teachers use the sites and are impressed by their access to such rich national and local material but felt that there could be more innovative teaching and learning ideas on the sites. Topic Packs are being developed for *Gathering the Jewels* with the first one on Victorian Childhood now available⁵⁵.

NGfL Cymru was mentioned by all teachers and advisers consulted and appears to offer the best short and medium term host site for online resources. With 2500 resources currently online covering all key stages and 14000 hits a day, the consortium has the capacity to create flexible downloadable resources in a Welsh context using Welsh materials, share good practice, distribute for other agencies eg DCELLS and is designed specifically for teachers rather than pupils. It can also fund teacher release in partnership with LEA advisers. External developers are used for big projects but the education authoring is done by NGfL and the development of effective teaching and learning tools is seen as important. NGfL promotes its site by having link officers in every LEA, and field officers attend twilight sessions, Head Teachers meetings, INSETs, WJEC training, school closure training days, etc⁵⁶.

The V&A and TNA Tudors site <http://www.tudorbritain.org/> is one primary teachers in Wales use and recommend – this also uses original documents and transcriptions. TNA Learning Curve is widely regarded as an exemplar

⁵² Rosemary Boynes, *E-Learning and Culture in Wales*, 2003:3

⁵³ <http://history.powys.org.uk>

⁵⁴ Boynes 9

⁵⁵ <http://gtj.org.uk/en/education>

⁵⁶ Meeting with Dafydd Watcyn Williams, NGfL 11 December 2007.

site for archives and education <http://www.learningcurve.gov.uk/default.htm> and TNA provides a guide to the sites use both in book form and online⁵⁷. But the Welsh content on *The Learning Curve* is very limited and there is only one bilingual section, a *Snapshot* on the Rebecca Riots with English documents transcribed in both Welsh and English and links to both the Welsh and English National Curriculums⁵⁸. TNA has recognized that this is a weakness in their online service but has not as yet developed a strategy to remedy this. The webpage does include links to *Gathering the Jewels* and the *Powys Digital History Project* websites. This may be an opportunity for partnership work in the future.

The Learning Curve also provides *Hands On* resources designed to be downloaded and used directly on interactive whiteboards available in 2 formats:

Notebook version 9.5 for Smartboard interactive whiteboards

ACTIVstudio version 3.0 for Promethean interactive whiteboards

Given that all teachers consulted used interactive whiteboards in their classrooms, it is worth developing online resources designed specially for these. Partner teachers will have expertise on what works for interactive whiteboards.⁵⁹

KS2 teachers commented that there is a lack of available and accessible local resources within a national framework in both English and Welsh. Resources are needed to help teachers deliver 'Curriculum Cymreig' - a curriculum that is set in the Welsh context and deals with matters and issues relevant to Wales while ensuring wider international perspectives. The focus for KS2 history should be on local history but incorporating the skills framework particularly thinking skills and a cross-curricular approach.

⁵⁷ <http://www.learningcurve.gov.uk/howto/teacherbooklet.htm>

⁵⁸ <http://www.learningcurve.gov.uk/snapshots/snapshot48/snapshot48.htm>

⁵⁹ For information on developing resources for interactive whiteboards see Becta, *Teaching Interactively with Electronic Whiteboards in the Primary Phase*, 2006, and <http://www.becta.org.uk/teaching/pedagogy/technologies/whiteboards.html>; <http://www.ncte.ie/ICTAdviceSupport/AdviceSheets/InteractiveWhiteboards/>

As well as the sites already mentioned there are a growing number of archive-based learning websites from outside Wales which provide a guide to good practice, for example:

http://www.corpoflondon.gov.uk/Corporation/Ima_learning//default.asp

LearningZone (London Metropolitan Archives)

<http://www.naa.gov.au/learning/schools/> (National Archives of Australia)

<http://vrroom.naa.gov.au/>

Vrroom – Virtual Reading Room (National Archives of Australia)

<http://www.collectionscanada.gc.ca/kids/index-e.html>

LearningCentre (Library and Archives Canada)

<http://www.heritageexplorer.org.uk/nmrlearningzone/> (English Heritage and National Monuments Record)

http://www.parliament.uk/gunpowderplot/children_index.htm

<http://slavetrade.parliament.uk/slavetrade/learning> (UK Parliamentary Archives)

<http://www.scottisharchivesforschools.org/> The National Archives of Scotland

<http://museumbox.e2bn.org/>

<http://abolition.e2bn.org/index.php> (East of England Broadband Consortium)

<http://movinghere.org.uk>

<http://www.nls.uk/jma/learning/index.html> (John Murray Archive, National Library of Scotland)

<http://archives.norfolk.gov.uk/education/nroeducation00.htm> (Norfolk Archives)

<http://www.thegrid.org.uk/learning/hals/victorians.htm> (Hertfordshire Archives and Local Studies – a local history archive-based website for schools based on sources from 1890s)

It is worth looking at the different ways websites present archival material. Interactive transcriptions, audio readings and film clips of archivists and teachers talking through a document are three strategies used in the websites. Examples of each are given below:

<http://1704.deerfield.history.museum/> is an excellent archive and object-based website which contains archives (found under 'artefacts' in the menu) with software which allows for interactive transcription through a window over the original manuscript and a teachers' guide and lessons. The website presents multiple historical perspectives in a way that is engaging and compelling. A particular feature of the site is the addition of teachers' lesson ideas from teachers who have used the site. The Deerfield website presents multi-cultural and multiple perspectives of the same events – there are many aspects of Welsh history which would benefit from a multiple perspective approach eg differing perspectives of the English and Welsh, of landowners and miners, of mine owners and women, of immigrants and farmers on battles, strikes, protests, risings, building of dams and flooding of valleys, etc.

<http://www.ltscotland.org.uk/scottishhistory/nls/maps/edinburgh.asp>
<http://www.ltscotland.org.uk/scottishhistory/nls/murthlyhours/officeofdead.asp>
presents another example of using technology to explore archives online. Here a curator and a teacher explore documents in the National Library of Scotland.

<http://www.scottisharchivesforschools.org/> the National Archives Of Scotland's schools website, has a section "Leaving it all Behind" which includes letters from soldiers in both world wars are presented in three formats: a digital image, a transcript and an audio reading. The readings give 'voice' to the documents and create a sense of immediacy and poignancy which would be a powerful tool in the classroom.

The Royal Geographical Society has a new initiative to help schools, teachers and young people answer the question: **Who do we think we are?** Led by the RGS-IBG and Historical Association, and funded by DCSF, this high profile and fast paced project will culminate in a week of activities in June 2008. Innovative and exciting, WDWTWA will engage teachers to explore identity, diversity, citizenship with their pupils, in schools, local communities & nationally. An Education Coordinator will develop a website of ideas, new resources, guidance and support, work with teachers to develop new

curriculum resources and ways of engaging young people including Black and minority ethnic and faith groups. MLA East of England has commissioned a similar project for the Eastern region to work with schools, museums and libraries on a migration, movement and settlement theme.

The RGS-IBG initiative has merit as a model given the capacity of archives at present in Wales. A special project which focussed on migration and settlement, identity and belonging would create resources, build partnerships, focus on inclusion and identity in Wales in the past and present, take advantage of current interest in family history and origins and result in events which could be repeated annually. This could be an exciting project. It may be possible to explore links with the RGS's project and would involve cross-curricular approaches at secondary level – history, geography, sociology, PSE and RE.

The priority for online resources needs to be local but in a national framework to allow comparison of periods, experiences, place, etc. Archives consulted want to develop resources which make accessible local riots, protests, strikes etc, local industrial examples from outside the Valleys and resources which focus on events and life in the 19th and 20th century. Develop local resources as tools for comparing and contrasting experiences in different areas of Wales – rural/urban, coastal/mountains/, north/south, borders/heartlands, villages/farms/towns, islands/mainland, quarry/mines/agriculture/fishing, women/men, and of different periods. The resources should be structured around exciting key enquiry questions.

Other suggested topics for online resource development are included in the summary of teacher and adviser consultations (see 6.1)

To streamline and focus the project a pilot project could concentrate on key decades eg 1800 – 1810 and 1900 -1910 which would allow comparison with the first decade of this century. For KS2 resources on 1920s and 1950s would meet teachers' needs for comparison of two periods in the 20th century. A chronological framework would be essential for these sorts of projects

(local, national, Britain, Europe, the world!) and it could be added to ongoingly when resources allowed. It would also be a wonderful tool for comparison with other areas of UK and the world. Micro-studies are far more exciting than a generalist approach and archives are particularly well-suited to this.

RECOMMENDATIONS:

26. ARCW join the E-learning Group as a corporate member (currently £40 pa) and look at facilitating and disseminating what the group has to offer in training across the archives service in Wales

27. Look critically at and share examples of best practice in archives workshops and also in resources online and printed packs from UK and beyond.

28. Archives need to provide resources that address the 'Curriculum Cymreig', are local, bilingual and help teachers deliver the skills framework and national curriculum.

29. Identify across Wales special collections and documents which could be used to enhance teaching and learning of local history in a national context and develop a bilingual online resource which provides access to local history sources at a local and county level as a tool for comparing and contrasting experiences in different areas of Wales and different periods. To streamline and focus the project a pilot project could concentrate on key decades eg 1800 – 1810 and 1900 -1910 which would allow comparison with the first decade of this century or 1920s and 1950s.

30. Develop a special project which focuses on migration and settlement, identity and belonging to create resources, build partnerships eg explore links with the RGS's project, focus on inclusion and identity in Wales in the past and present, take advantage of current interest in family history and origins and result in bilingual resources and events which can be repeated annually.

8.4 INSPIRING LEARNING THROUGH VIDEOCONFERENCING

“A prototype for 21st century communication within education.”

Jane Davidson AM, Minister for Education & Lifelong Learning

“We enjoyed dipping into the webcast, and would very much like to make links in the new term”

Lis Aslin, Talwrn Green Primary School, Wrexham about the CLEO webcast in 2007

Consultation showed that many teachers in Wales do not use videoconferencing because they do not have access to facilities or have not seen the opportunity it can provide. The timeframe of this project made further exploration of how Welsh-medium schools are working with the technology and this could be a follow-up project, particularly in developing any strategy which supports Welsh-medium archive-based learning.

This report considers the possibility of archives in Wales developing this as a means of delivery in the longer term. Learning through videoconferencing is one technological solution to the barriers of distance, travel and time that are a feature of much of Wales. Access is a big issue in Wales.

Videoconferencing offers opportunities for reaching teachers and students and presenting workshops, particularly when a record office or archive does not have accommodation for groups onsite and where distance and limited opening hours makes onsite visits impractical. Videoconferencing means that students and teachers can have access to experts and supports distance learning and flexible learning.

Higher and Further Education have been using videoconferencing for Learning and Teaching for some time and have developed case studies and guidelines, for example:

Videoconferencing for Teaching and Learning Case Studies, Learning Technology Dissemination Initiative (LTDI) and Teaching and Learning in Scottish Metropolitan Area Networks (TALiSMAN), Edinburgh 1999

accessed on <http://www.icbl.hw.ac.uk/lt/vcstudies/vcstudies-all.pdf>

A source of information about videoconferencing in schools is the *Final Report of the Evaluation for the DfES Video Conferencing the Classroom Project 2004* which can be accessed on http://www.global-leap.org/about/video_conferencing_final_report_may04.pdf

8.4.1 Welsh Video Network

The Welsh Video Network (WVN) based in University of Swansea, one of the most advanced videoconferencing networks in the world, involves the distribution and support of videoconferencing studios and other video facilities to all Further Education and Higher Education Institutions throughout Wales.

<http://www.wvn.ac.uk/>

Consultation with teachers and WVN indicated that more and more schools, particularly secondary schools, have access to videoconferencing suites either in their schools or through their local Education Authority. In particular during the past four years, 27 new studios have been added to the Welsh Video Network as part of the Welsh Language Videoconferencing Project. The Welsh Video Network has installed videoconferencing equipment in bilingual and Welsh Medium schools across Wales enabling them to offer a greater choice to sixth form pupils. This will mean schools can share expertise and resources and develop skills in flexible teaching. According to Alison Walker, WVN Learning and Development Coordinator, over 50% of primary schools in Wales have access to VC facilities and 75% of high schools. Schools access VC via their local authority and most LA's have signed up with WVN. One issue is the need for much more delivery in Welsh – indeed that is one of the issues with Welsh schools, particularly Welsh-medium schools who have the facilities, using TNA's videoconference services as they are not available through the medium of Welsh. There is an opportunity here for ARCW to develop Welsh-medium videoconference workshops to meet the needs of these pupils and teachers.

There is also an opportunity for links with schools and *Careers Wales* looking at roles and careers in archives services.

WVN has organized INSETS via videoconference with TNA for A level teachers and students, students in the Welsh Bacc, Business Studies and History and Politics students on subjects such as Devolution, The 1970s Referendum, and for GCSE on the Merthyr Riots, Rebecca Riots, Industrialisation and the Welsh Language Act. There is an opportunity for more work on human geography, population, and different types of environments for geography.

WVN would support piloting of any projects using existing VC facilities.

Contact Alison Walker WVN Learning and Development Coordinator

a.walker@swansea.ac.uk

8.4.2 JANET

JANET (Joint Academic NETwork) is the network dedicated to the needs of education and research in the UK and is under contract to the Welsh Assembly Government's Department for Children, Education, Lifelong Learning and Skills and the Higher Education Funding Council for Wales.

www.janetcollaborate.ac.uk

JANET Collaborate is a 'one-stop-shop' for teachers and lecturers looking for opportunities to work collaboratively, especially using videoconferencing.

The website is free to join and use. Members can search through the catalogue of Opportunities to collaborate:

- with museums, galleries, archives and other content providers
- with other teachers in schools in the UK and further afield.

A search of the members and groups show a number of schools and teachers in Wales.

This site is for teachers and lecturers in Schools, Colleges, Universities, Research Institutions and the Cultural Sector. The site is a practical and accessible way to:

- Organise group projects or events.
- Create opportunities for collaboration.
- Find videoconferences with Museums and other content providers.

The JANET Collaborate prototype is part of a pilot project designed to study the requirements of an education collaboration service focused on videoconferencing. The pilot will lead towards the specification of a full production service in late 2008.

A copy of JANET's 'Videoconferencing at a Glance' information brochure for schools is available on

<http://www.ja.net/documents/services/video/videoconferencing-at-a-glance.pdf>

<http://www.webarchive.ja.net/community/schools/vc/content.html>

The following UK Content Providers are registered with the JANET Videoconferencing Service and are delivering educational content to schools from over 60 venues:

- [At Bristol](#)
- [BBC Scottish Symphony Orchestra](#), Glasgow City Halls
- [Beacon Museum](#), Whitehaven ([CLEO VC Project](#))
- [Cambridge Motivate](#), Cambridge University
- [Churchill Museum & Cabinet War Rooms](#), Westminster, London
- [Global Leap](#)
- [Helmshore Textile Museum](#), Lancashire ([CLEO VC Project](#))
- [HM Tower of London and Royal Armouries](#), The Tower of London
- [Holocaust Centre](#), Nottinghamshire
- [Judges Lodgings](#), Lancaster ([CLEO VC Project](#))
- [Lancashire Conservation Studios](#) ([CLEO VC Project](#))
- [London Symphony Orchestra](#), St Lukes, London

- [Met Office](#), Exeter
- [Museum of London](#), Barbican, City of London
- [Nelson Thornes Distant Learning](#) (previously Moorhouse Black)
- [National Archives](#), Kew, London
- [National Coal Mining Museum](#) for England, Wakefield
- [National Maritime Museum](#), Greenwich, London
- [National Portrait Gallery](#), St Martin's Place, London
- [National Space Centre](#), Leicester
- [Natural History Museum](#), Kensington, London
- [Royal Albert Museum](#), Exeter
- [Royal Artillery Museum](#), Woolwich Arsenal, London
- [Tullie House Museum](#), Carlisle, UK ([CLEO VC Project](#))
- [Victoria & Albert Museum](#), Kensington, London
- [Wordsworth Trust](#), Grasmere ([CLEO VC Project](#))

8.4.3 CLEO

http://www.cleo.net.uk/index.php?category_id=593

CLEO (Cumbria and Lancashire Education Online) has been involved with a number of video conferencing projects across Cumbria and Lancashire and now offer a wide range of video conferencing sessions through Lancashire Museum Service and Museums and Collections in Cumbria.

http://www.cleo.net.uk/index.php?category_id=262 is a list of providers including museums who provide videoconferencing sessions for schools. The National Archives is currently the only archives site listed.

http://www.cleo.net.uk/index.php?category_id=580 has clips from the 2007 CLEO Communicate webcast between schools and museums and collections in Cumbria and Lancashire. On 12 July 2007 the Museums and Collections from Cumbria and Lancashire, who are involved in the CLEO Video Conferencing Project, broadcast over the internet and demonstrated the many sessions which cover topics including Romans, Toys, Victorian Working Life, World War II, Britain Since 1948, Tudors and English

Literature. The Natural History Museum in London also gave a short demonstration. Schools accessed the webcast on whiteboards.

8.4.4 GLOBAL LEAP and CLIC

Global Leap is central source of information about videoconferencing in schools – <http://www.global-leap.com/>

CILC is an American based site and many sessions are American museums and centres but the content is often excellent. <http://www.cilc.org/>

8.4.5 What is the potential for archives?

TNA has been offering some of their onsite workshops via videoconference for some years for KS1-4 and AS and A level. Most workshops last an hour but the advantage of using videoconferencing is that the time frame can be tailored to lesson times and duration although TNA recommends a minimum of 50 minutes per session. Videoconference workshops work best when they are interactive, with lots of discussion and debate, so students and teachers need to be prepared and schools download packs of preparation materials from TNA's website or a pack is sent to the school.

The numbers of schools wanting videoconferencing workshops is on the increase and over 3000 students participated in TNA videoconference workshops in 2006-07. ITT providers in England and Wales have also used TNA's videoconference workshops and links with education staff.

Andrew Payne, Education Manager, Online Services and Education indicated an interest in partnerships to develop videoconferencing for archives in Wales. This is an opportunity for record offices and archives in Wales to develop skills and benefit from TNA's experience. A partnership that encouraged Welsh schools to utilise TNA's services and local archive services either onsite or online would be of benefit to all. Only a few Welsh schools and institutions are using TNA's videoconferencing workshops at present, including a secondary comprehensive in Maesteg and one primary school in Gwynedd. For Ysgol Dyffryn Ogwen in Bethesda, TNA Education staff adapted the What is History? VC for a Welsh audience, and they used

local examples wherever possible eg Bethesda census returns. This school has also used the Tudors VC.

TNA lists all its videoconferences in a booklet for teachers sent out to all schools on its mailing list every year and also available online.

Contact: andrew.payne@nationalarchives.gov.uk

Deborah Gwynne, formerly Head of History at Maesteg Comprehensive and now Head of History at Bryntirion Comprehensive (a Welsh BQ pilot school) at Bridgend used several of TNA's videoconference workshops with her Year 9 KS3 students including the Suffragettes and the Slave Trade and World War 2 with KS4. One exciting project was the World War 2 link up with KS4. Using the snapshot *What was it like to be an airman in WW2* on The Learning Curve <http://www.learningcurve.gov.uk/snapshots/snapshot53/snapshot53.htm#anchor2>

students were working with ex-WW2 Lancaster navigator at Maesteg and TNA were able to access his record and other documents in the archives and link up with the class and the veteran via videoconference to show them the records!

Both teacher and students' view was that the TNA workshops were "very good" and gave them access to records they wouldn't otherwise be able to access but her usage of videoconferencing while at Maesteg was limited to twice a term by timetable scheduling and availability of rooms⁶⁰. Unfortunately Bridgend is not part of WVN and the school does not have VC facilities.

One way that Welsh record offices and archives could benefit from TNA's expertise and national collection would be to develop special learning events for teachers and for students such as the CLEO Communicate 2007 webcast. Choosing a popular teaching topic such as the Rebecca Riots or Merthyr or Newport Rising, a webcast or videoconference event could link

⁶⁰ History teachers and two Year 13 students at Bryntirion Comprehensive, Bridgend interviewed 13 December 2007.

schools, teachers, local record office collections and national collections.

The **National Archives of Scotland** is starting pilot videoconference workshops in May 2008 with 5th and 6th year Higher students in Fife on the suffragettes and five or six primary schools in East Ayrshire. They are intending to use enactors for the videoconference sessions.

Contact : Margaret McBryde Education Officer, National Archives of Scotland

Margaret.McBryde@nas.gov.uk

The Highland Archive in Inverness is also looking at the feasibility of providing videoconferencing workshops from its new building in order to create greater opportunities for access for schools and teachers to its collections and services.

RECOMMENDATIONS:

31. Contact WVN and TNA and Andrew Payne, Education Manager, Online Services and Education regarding possible partnership projects for Welsh record offices and archives. This could include training for staff in videoconferencing workshops, developing local online resources to supplement national material and developing special learning events for teachers and for students such as the CLEO Communicate 2007 webcast.

32. ARCW look longer-term at developing Welsh-medium archive-based videoconference workshops and events to meet the needs of pupils and teachers at Welsh-medium and bilingual schools.

33. Incorporate videoconferencing facilities in any new building for archives and record offices in Wales. This would facilitate outreach for schools, teachers and other groups and also networking between staff and other partners.

8.5 INSPIRING LEARNING USING NEW TECHNOLOGIES

“As much an advert for history ... draws you into the process so you want to go and look ...”

“if you want to engage 21st century students ...”

“... particularly important that young boys are looking at this ...”

“For these kids to get their hands on the primary research ... authenticity of the past is really exciting”.

History Teacher Roy Huggins and Historian Tristram Hunt interviewed on BBC Breakfast News 6 December 2007 about teachers using **YouTube**

http://youtube.com/watch?v=zpLd1cN0_lw

Digital media and new technologies provide important opportunities for new connections between archives and new audiences, both actual and virtual.

“It is vital that the new technologies are used to open up opportunities for learning equitably. The strategic framework Cymru Arlein13 specifically aims to establish Wales as a place where local communities actively use ICT to remove physical, geographic and linguistic barriers, and to combat social exclusion”⁶¹.

“Ask the People” Consultation Report examined the use of social technologies, focussing on Bebo, MySpace and Facebook⁶². This segment will restrict itself to draw ARCWs attention to the growing use of several new technologies in history teaching - as alternative ways of publishing resources and of reaching 21st century students and young people. Increasingly technology such as mobile phones, PDAs and other hand held devices are being harnessed to enhance learning outside the classroom, provide more varied ways to access heritage and as ‘real’ final products for students’ work.

8.5.1 Handheld and Mobile Devices

Mobile information technology has become increasingly accessible and the availability of software applications which are free and/or can be accessed

⁶¹ WAG, *The Learning County* (2001): 41.

⁶² *Ask the People* (2007): 113-117

from home computers at a small cost makes using mobile technology relatively inexpensive and attractive. Mobile technology offers opportunities to deliver information and audio-visual resources onsite and away from museums, record offices, classrooms, etc.

For archives and for teachers this offers a 'real' purpose and product for student research, local history projects and cross-curricular work and there are several examples in Wales and Scotland of how mobile technology, schools and archives can work together:

- The 2005 partnership project between the Royal Commission on the Ancient and Historic Monuments of Wales (RCAHMW), Denbighshire Record Office, CyMAL, Key Skills Support Programme Cymru, Ysgol Brynhyfryd, and Ruthin Civic Society to develop a digital educational town-trail resource using GPS, GIS and mobile technology around Ruthin in North Wales⁶³. A core aim of the project was to deliver an educational element of the e-trail project to the Welsh Baccalaureate (WB) students at Ysgol Brynhyfryd and the students also used Denbighshire Record Office to research and develop the sources for the E-Trail. Look at a PPT presentation by Tom Pert⁶⁴ of the project and its possibilities on <http://www.lethaconsultancy.co.uk/resources.htm>
- The Blaenavon and Caerleon E-Trails followed on from the Ruthin E-Trail. These use a multi-platform approach being suitable for use on a variety of devices including audio-tours for MP3 players, audio-visual tours for devices with videoplayers and GPS-based applications that deliver multi-media content based on the user's location. *"The rapid development and widespread use of MP3 players and other mobile devices offer an enormous opportunity for reaching out to new generations of users who might never think of visiting a record office or library. ... During the development of the Blaenavon E-Trail, work with educational staff from Blaenavon World Heritage Centre and teachers from local schools to*

⁶³ Tom Pert, "Tapping Into History, The Ruthin E-Trail" *Cofnod* 1, Summer 2006: 1-4; <http://www.denbighshire.gov.uk/corp/PressReleases.nsf>

⁶⁴ CBHC/RCAHMW Contact Tom Pert tom.pert@rcahmw.gov.uk

*explore the production of materials for use by school groups resulted in the consensus that the use of PDAs and GPS could add an exciting new dimension to school visits to the area*⁶⁵.

- *History in Your Hands: Using Mobile Devices in Heritage Interpretation* by Tom Pert of CBHC/RCAHMW is a new technical guide to show museums, archives and other heritage organizations how to use mobile technology to improve public access to heritage in Wales. The Guide also includes ideas for developing the use of the technology within Formal Education⁶⁶.
- In Scotland the National Library of Scotland (NLS) has been working on an exciting and innovative project inspired by the John Murray Archive. In 2007 Ulva Primary School and Dervaig Primary School on the Isle of Mull created multimedia tours of the island for tourists. Argyll and Bute Council's spokesperson for Education and Lifelong Learning, Councillor Isobel Strong, said *"The project brought together two schools to create a real contribution to modern tourism in their area by creating an interactive guide for visitors. This was done by building upon the tradition of guides like Murray's Handbooks and modern Internet and printed publications. This was a fantastic experience for both pupils and staff alike."* The Council's Spokesperson for 21st Century, Councillor James Robb, agreed: *"Through participation in the project pupils developed their skills and understanding of new technologies, understanding of their local community and appreciation of the role of the tourist industry in society. This project developed the pupils' skills in information and communications technologies and gave them a better understanding of their local communities and the significance of tourism in the local economy"*⁶⁷. Due to demand and interest from other schools on Mull stage 2 of the 'Great Escape' project will expand the project across the rest of Mull in 2008. This project has resulted in private funding from the British Hotel Group for 5 years.

⁶⁵ Tom Pert, *History in Your Hands* (2008) Aberystwyth: CBHC/RCAHMW: 35-37

⁶⁶ Tom Pert, *History in Your Hands* (2008): 36-37

⁶⁷ See <http://www.argyll-bute.gov.uk/content/news/general/3203368?s=3203368&a=0>

For local record offices and archives, these pilot projects offer opportunities for future school and heritage/museum partnerships using local history sources and responding to the Curriculum Cymreig and the Skills Framework in an applied and purposeful way. They are also (as Tom Pert notes and the JMA project demonstrates) a real opportunity to attract commercial sponsorship and funding.

- Cross-curricular work for KS2 and the emphasis on local history, geography and literacy – a village e-trail, a local street guide based on a decade eg 1901 using census data, trade directories, maps, newspapers and other local history sources, a guide to local heritage sites, a e-trail of a school using logbooks and other education records and interpreting buildings and the site and change over time, problem solving mystery trails, etc.
- For KS3 both geography, history and ICT projects could be developed for mobile technology. For history, e-trails could concentrate on interpreting a local historical event eg local Rebecca Riots, strikes such as those at Tonypany and Penrhyn Quarry, the risings at Newport and Merthyr, etc using documents and other archive sources, photographs, newspaper articles, etc. These sorts of projects are particularly suited to the KS3 Geography Orders.
- As shown by the Ruthin project, these sorts of projects offer an opportunity for students to achieve measurable key skills towards their attainment of the WB. In the four elements of *Wales, Europe and the World* component students learn more about Wales and its place in Europe and the World – politics, social issues, economic and technological issues and cultural issues. The Advanced Level course offers particular opportunities for archives. Students consider key political issues, social challenges and responses, the impact of economic and technological change and heritage and cultural perspectives.

RECOMMENDATION:

34. Review the Ruthin E-Trail partnership with Denbighshire Records Office and other partners and based on lessons learnt, look at developing a pilot

project for KS2 local history using the local record office and museum service and where an adviser is available to work with the teachers on a geography/history/ICT project incorporating the Skills Framework. For a Welsh medium project, the record office would need to have bilingual staff available. Suggestions would be developing a mystery e-trail or an e-trail for a village in Pembrokeshire, Gwynedd or Carmarthenshire, a street or precinct (including a harbour or dock area where applicable) in Haverfordwest or Tenby, Dolgellau or Caernarfon or Carmarthen. Funding would be needed for the project which should build on the Ruthin project and lessons learnt and which would allow for input or partnership from CBHC/RCAHMMW. This could also be a project which would offer much to Gifted and Talented students.

8.5.2 YouTube and Podcasts and archives

YouTube created in 2005, is a video sharing website where users can upload, view and share video clips. Billions of videos are accessed every day. A schoolhistory **YouTube** group has been established in order to provide easy access to a range of multimedia resources for teachers and pupils. It is supplemented by a mirror group on Teachertube.com and through provision of downloadable versions of the videos on Schoolshistory.org.uk.

On the Secondary Teaching page of its website *The Historical Association (UK)* has links to articles “12 ways to use multimedia videos in history lessons” and “History videos on **YouTube**”⁶⁸.

Look at http://youtube.com/watch?v=zpLd1cN0_lw to see and hear the BBC Breakfast News interviews with a history teacher, an historian and a group of teenagers. From this site you can also look at the range of history clips of varying quality which can be accessed on **YouTube** for example the Civil War, WW1, WW2, Jack the Ripper, Slavery, the Dissolution of the Monasteries.

⁶⁸ See <http://www.history.org.uk/Secondary.asp> accessed 4 March 2008

The appeal of using these new technologies is the possibility of engaging young people particularly boys, in learning, of using different strategies and methods to meet the needs of different types of learners⁶⁹.

Podcasts

A **podcast** is a collection of digital media files distributed over the Internet, for playback on portable media players and personal computers. TNA's *The Learning Curve* has launched a new podcast series with two new podcasts aimed at Sixth Formers and teachers. Dr. Jane McDermid of the University of Southampton discusses the Stalinist Terror of the 1930s, in a lecture delivered in conjunction with the *Historical Association*. In the second, TNA's Past Masters team uses documents from the Archives to follow Charles Darwin aboard HMS Beagle where they will find out about shipboard life in the 1830s and try to understand how Darwin was influenced by the voyage. Future podcasts are planned on UFOs, dueling and the Tudors and *The Learning Curve* is asking teachers and students for suggestions about future topics for the series.

<http://www.nationalarchives.gov.uk/podcast/stalinist-state-part-1.mp3?learningcurve=new-podcast>

8.6 INSPIRING THE SCHOOL CURRICULUM IN WALES THROUGH ARCHIVES

The school curriculum in Wales has been through an unprecedented period of change which has resulted in a revised National Curriculum (from Sept 2008), the new Skills Framework for 3-19, the development of the Welsh Baccalaureate, Learning Pathways 14-19, etc. Given this and the lack of specialist education practitioners in archives in Wales, there is a challenge for those working in archives to update their knowledge and understanding of:

- School curriculum,
- learning strategies

⁶⁹ Inspiring Learning for All
http://www.inspiringlearningforall.gov.uk/introduction/what_do_we_mean/what_do_we_mean/_190/default.aspx: "Current Thinking - Learning Styles and Alternative Learning Approaches";
http://www.funderstanding.com/learning_styles.cfm

- how teachers teach and how children learn
 - how documents can be used in teaching and learning
 - the importance of key skills and concepts over content
- and also of developments in archive education beyond Wales.

This means that archive staff are not necessarily in the best position to develop formal learning project proposals and assess and support the work of consultants and freelancers in developing resources and evaluating the products of that work. They must inevitably take a 'following' role rather than leading. This report makes several recommendations for how those working in archives, within the current capacity constraints, can best develop effective learning programmes and resources which meet teachers and students' needs. Again collaborative and partnership working are key.

This section will summarise key areas of the curriculum and strategies that ARCW and archives staff need to be aware of and identifies history and geography topics in KS 2 and 3 as priority areas for archive education. History has always been the main discipline with which archives have engaged and there are many possibilities for geography and cross curricular work beyond history.

8.6.1 The School Curriculum in Wales

“The New Curriculum Orders require students to carry out more investigation. This enquiry-based learning means that teachers need to have access to more relevant local materials (especially history, geography and RE) – Cwricwlwm Cymreig”

Martin Williams, Caerphilly Schools Inclusion Services 31 January 2008

Revised National Curriculum Orders and opportunities for learning

A revised National Curriculum for 3-19 year olds will be implemented from September 2008 designed to meet the needs of individual learners while taking account of the broader needs of Wales. The revised curriculum is made of the following six areas:

- Foundation Phase
- Skills Development
- National Curriculum (NC)
- Personal and Social Education (PSE)
- Careers and the World of Work
- Religious Education

The revised curriculum will be implemented as follows:

September 2008	Years 3,4,5 and Years 7,8
September 2009	Year 6, 9 and 10:Welsh second language and PE
September 2010	Year 10: English, Welsh, Mathematics; Year 11 Welsh second language and PE
September 2011	Year 11: English, Welsh, Mathematics

Curriculum Cymreig

Learners aged 7 – 14 should be given opportunities to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Wales, Europe and the World

Learners aged 14 – 19 should have opportunities for active engagement in understanding the political, social, economic and cultural aspects of Wales in the context of Europe and the world. This is part of their Learning Core entitlement and a requirement at KS4.

NATIONAL CURRICULUM History and Geography KS 3 and 3

A Summary of the range most relevant to archives-based learning

HISTORY KS2 Years 3-6

Local and Welsh history a focus of study

Understand the factors that have shaped Wales and other countries today

Range most relevant to archives in Wales	Skills
<u>Local</u> area within the wider context of Wales including examples from Britain and other	Chronological awareness

Range most relevant to archives in Wales	Skills
<p>countries</p> <p>Focus on characteristics of daily life</p> <p>One aspect of daily life should be studied in all contexts</p> <p>Opportunities to study:</p> <p>Daily life of people living either in the Age of the Princes OR Tudors OR Stuarts</p> <p>Changes to people's daily lives in the locality in the 19th century</p> <p>Differences in people's daily lives in two contrasting periods of the 20th century</p> <p>Carry out:</p> <p>Investigations into the <u>history around them</u> and into the life of people at different times and places in the past</p> <p>Ask and answer questions</p>	<p>Historical knowledge & understanding</p> <p>Interpretations of history</p> <p>Historical Enquiry</p> <p>Organisation and Communication</p>

GEOGRAPHY KS2 Years 3-6

Range most relevant to archives in Wales	Skills
<p>Study living in Wales: their local area and investigation of at least one aspect of geography of the whole of Wales</p> <p>Carry out investigations of geography in the news, topical events and issues in the local area</p> <p>Fieldwork to observe and investigate real places and processes</p> <p>Ask and answer questions</p> <p>Note: The <u>local area</u> should cover an area larger than the school's immediate vicinity. It will normally contain the homes of the majority of pupils in the school</p>	<p>Understanding places, environments and processes</p> <p>- causes and consequences of how places and environments change eg from past to present</p> <p>Investigating</p> <p>Observing and asking questions about a place, environment or a</p>

Range most relevant to archives in Wales	Skills
	geographical issue, measure collect and record data and use secondary sources, eg use GIS Communicating

HISTORY KS3 Years 7-9

Local and Welsh history a focus of study

Understand the factors that have shaped Wales and other countries today

Range most relevant to archives in Wales	Skills
Focus on political, economic, social, religious and cultural history in the following contexts Opportunities to explore and interpret the following in <u>chronological</u> order: Changes that happened in Wales, Britain and the wider world 1760-1914 and people's reactions to them How some 20 th century individuals and events have shaped our world today Carry out investigations into historical issues on a range of scales, <u>from the local to the international</u> Ask and answer questions – historical knowledge; key changes and impact on locality, Wales, Britain and, where relevant, the world; different opinions and interpretations; links within and across periods; significance	Chronological awareness Historical knowledge & understanding Interpretations of history Historical Enquiry Organisation and Communication Enable them to engage as active citizens Learn by enquiry Learn about the diversity of people's experience Develop understanding of causation and change over time Establish sense of chronology and use and evaluate a range of historical sources and interpretations

Range most relevant to archives in Wales	Skills
	Communicate and record knowledge with increasing independence

GEOGRAPHY KS3 Years 7- 9

Range most relevant to archives in Wales	Skills
<p>Learning about places, environments and issues at a range of scales in selected locations within Wales –</p> <p>study the town and country: variations and changes in quality of life in rural and/or urban environments;</p> <p>people and the planet: population patterns, change and movement;</p> <p>tomorrow’s citizens: issues in Wales – living sustainably and responsibilities of being a global citizen</p> <p>Carry out at least one group investigation and one independent investigation</p>	<p>Locating places, environments and patterns</p> <ul style="list-style-type: none"> - using maps and plans and imagery of different types, eg OS maps, GIS <p>Understanding places, environments and processes</p> <ul style="list-style-type: none"> - explain cause and effects of human processes eg impacts of migration; explain how and why places and environments change eg population increase <p>Investigating</p> <p>Analyse and evaluate ideas and evidence eg analyse trends over time, evaluate cause and effects, use variety of secondary sources, eg use GIS</p> <p>Communicating</p>

Skills Framework

A non-statutory Skills Framework for 3-19 year olds in Wales has been developed to provide guidance about continuity and progression in developing

thinking, communication, ICT and number for learners from 3 –19 across the curriculum. The Skills Framework is embedded in all National Curriculum Subject Orders⁷⁰.

From the Foundation Phase pupils acquire, develop, practise, apply and refine skills individually and in groups with progress at KS 2 and 3 seen by the refinement of skills and their application to tasks that move from concrete to abstract, simple to complex, personal to the 'big picture', familiar to unfamiliar and supported to independent and interdependent. For 14-19 learners the framework provides the basis for making progress in the skills, assessed through a range of qualifications including Key Skills.

- Developing **Thinking** through the **processes** of planning, developing and reflecting
- Developing **Communication** through **skills** of oracy, reading, writing and wider communication
- Developing **ICT skills** by **finding, developing, creating and presenting information and ideas** and by using a wide range of equipment and software
- Developing **number** skills by **using** mathematical information, calculating, and interpreting and presenting findings.

For archives the Skills Framework offers opportunities for developing learning resources targeted to all four skill areas. During consultation teachers suggested that archives were particularly appropriate for developing Thinking Skills.

- Any online resource needs to explicitly target the skills of the framework:
- For number include the use and handling of data, databases, spreadsheets, lists, statistics and calculating and interpreting findings from documents including maps, plans and the census.

⁷⁰ Welsh Assembly Government, *Skills Framework for 3-19 year olds in Wales*, 2007

- For ICT include accessing online and web-based resources including online catalogues, using databases and spreadsheets, multimedia, GIS and handheld mobile technology, and presentation of work.
- For Communication include reading and interpreting documents orally and in writing, debate and discussion, acquiring information, assessing authenticity and bias and media reports and adapting presentations for different audiences, justifying ideas, views and opinions in discussion and debates, using questions and enquiries.
- For Thinking include investigation, planning enquiries and research, developing questioning skills, gathering and sorting and sequencing information and sources, forming opinions, problem solving, making decisions and drawing conclusions, and reflecting on their learning.

RECOMMENDATION:

35. Any new archive-based learning resource, no matter how it is to be delivered, needs to explicitly target and address the Skills Framework.

Learning Pathways 14-19

Launched in 2004, Learning Pathways' addresses the need for a more flexible and balanced approach to the education of 14-19 year olds, providing a wider range of experiences which will suit the diverse needs of Wales' young people⁷¹. This is the development of entirely new provision for older students with the Welsh Baccalaureate as an overarching award and 'learning pathways' between schools, colleges and the workplace with a flexible curriculum, tailored to the needs of individual students.

A good example of joined up thinking and taking the lead is the CyMAL funded Caerphilly Environmental Design Course project *Developing Creative Industries and Conservation Skills in Environmental Design and Future Careers* involved Glamorgan Archives in partnership with a range of local, national, Welsh Assembly and professional bodies. The project is expected to

⁷¹ See <http://www.learning.wales.gov.uk/pathways/welcome-e.htm> and http://new.wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/learning_pathways/?lang=en

result in a WJEC 14-16 Environmental Design Course (2009) and a specialist follow-up 16-19 course, possibly a Diploma course rather than a GCSE. This offers exciting potential for active engagement with archives for 14-19 year olds⁷².

From September 2007 Work Based Learning Pathways are being piloted in certain sectors with year 10 pupils in selected schools in the following areas:

- Flintshire
- Carmarthenshire
- Cardiff
- Bridgend
- Conwy
- Gwynedd/Anglesey
- Rhondda Cynon Taff

Welsh Baccalaureate

The Welsh Baccalaureate is a qualification for students in Wales that adds a valuable new dimension to the subjects and courses already available for 14 to 19 year old students⁷³.

It combines personal development skills with existing qualifications like A levels, NVQs and GCSEs to make one wider award that is valued by employers and universities. It gives broader experiences than traditional learning programmes, to suit the diverse needs of young people. It can be studied in English or Welsh, or a combination of the two languages.

A separate CyMAL-funded Inspiring Learning for All Grant for consultation and pilot work Supporting the Welsh Baccalaureate: Opportunities for Museums, Heritage, Archive and Library Services is currently being carried out for Caerphilly CBC Museums and Heritage Service. At the time of this Report the consultant was unable to provide much feedback as far as

⁷² Caerphilly Borough Council, *Developing Creative Industries and Conservation Skills in Environmental Design and Future Careers*, 2007

⁷³ See <http://www.wbq.org.uk/> and <http://www.NGfL-cymru.org.uk/wbq-home>

archives are concerned⁷⁴ but a training day has been set up for 17 March in Cardiff. It is expected that the pilot and the Report will provide archives with a more detailed way forward and so this Report will not cover this in detail other than to note that there are particular opportunities for archives to develop targeted resources, toolkits and partnership programmes. Some of these are covered in area sections of this report.

The **Welsh Baccalaureate Core Study** consists of four components: Key Skills; Wales, Europe and the World; Work-related Education and Personal and Social Education

In the four elements of *Wales, Europe and the World* component, students learn more about Wales and its place in Europe and the World – politics, social issues, economic and technological issues and cultural issues. The Advanced Level course offers particular opportunities for archives. Students consider key political issues, social challenges and responses, the impact of economic and technological change and **heritage and cultural perspectives**.

Discussion and debate are encouraged on the key issues, and visiting speakers and arranged visits to relevant places and organizations can be part of the course. This part of the Welsh Baccalaureate gives students positive experiences and helps them 'learn by doing'. But at present the interpretation of this by teachers seems to be more traditional (eg visiting sites and excursions) and not taking advantage of what could be done. Welsh Baq students from Bryntirion Comprehensive have visited St Fagan's, the Big Pit, the Welsh Assembly and Parliament looking at places significant to Welsh history. Welsh Baq students from Brynhyfryd High School in Ruthin were also involved with a partnership project led by Denbighshire Record Office in 2005 to develop a digital educational town-trail resource around Ruthin in North Wales.

⁷⁴ Phone conversation with Robin Clutterbuck, project consultant 13 Feb 2008.

For more information on what sorts of projects students are doing across Wales including using local history, museums, heritage projects and visits see <http://www.NGfL-cymru.org.uk/wbq-home> where there are teaching resources and case studies.

All of these changes take place in the context of *Iaith Pawb*⁷⁵ which expresses the Welsh Assembly Government's commitment to the development of Wales as a 'truly bilingual nation' with a 5% increase in the number of people in Wales able to speak Welsh by 2011. Schools, colleges and universities are all seen as having a central role in the achievement of this ambition.

8.7 CURRICULUM OPPORTUNITIES FOR INSPIRING LEARNING THROUGH ARCHIVES

This section of the report identifies curriculum areas not traditionally seen as priority areas for archive education. History has always been the main discipline with which archives have engaged but there are many more possibilities for cross curricular work beyond history. While resources and programmes for history are needed, particularly where local history is concerned, the history audience is a much smaller one past KS2. Archive services which lead in learning programmes such as London Metropolitan Archives are developing innovative programmes which include but are not limited by a focus on history.

8.7.1 Citizenship and Identity and Personal and Social Education

As the *Exploring Archives* packs developed by MLA London demonstrate, archives can support the teaching of citizenship and

“provide an important historical context for contemporary debates on issues of national culture, identity, belonging, difference, politics and what it means to be a citizen ... they allow us to understand how histories and experiences of ‘minorities’ are simply British history, rather than an ‘add

⁷⁵ Welsh Assembly Government, *Iaith Pawb A National Action Plan for a Bilingual Wales*, 2003; <http://www.bwrdd-yr-iaith.org.uk/cynnwys.php?cID=1&pID=109&nID=96&langID=2>

on' to our heritage landscape ... the material can help us to make important connections between the local, national and global"⁷⁶.

Citizenship is about supporting students to become more informed and responsible citizens, about global issues such as diversity, economy, sustainable development, government and about developing a sense of community and social responsibility, empowering children to possibility and being connected to the communities and society in which they live. In Wales *Personal and Social Education* (PSE) is concerned with health and emotional well-being and moral and spiritual development. It is about active citizenship and promoting sustainable development and global citizenship and to prepare for lifelong learning. For 14-19 learners, PSE is part of their learning core entitlement and a requirement at KS4.

For the Wales context, curriculum links and school case studies see the World Education Centre's website www.bangor.ac.uk/addysgbyd and the bilingual site www.cyfanfyd.org.uk. For a case study of how one school in Bethesda is working with history and citizenship see www.llanllechid.gwynedd.sch.uk/history.htm

This offers archives in Wales an exciting opportunity to locate historical and contemporary material which can support the cross-curricular teaching of citizenship in a Welsh context, of what it means to be Welsh and/or to become Welsh and the struggles to retain and assert Welsh identity and culture. This is an area in which archives have a particular advantage as much of the 'raw materials' will be text and visual sources rather than objects and artefacts. Archives can provide the 'raw materials' and historical context for considering how people in Wales developed skills for democratic participation through the development of trade unionism, universal suffrage, Chartism, political activism, urban and rural protest, women's rights, religious and self-help and education societies. This also provides a local/national perspective within the wider UK and global contexts.

⁷⁶ Roshi Naidoo, *Exploring Archives, Introduction to Teachers' Resource pack to support creative citizenship education through the use of archives*, MLA London 2006: 5

MLA London also published a directory for teachers of KS 1-4 exploring citizenship using London's archives, museums and libraries which gives many ideas about how to use archives to stimulate teaching and learning in a citizenship context⁷⁷.

In Yorkshire Huddersfield Local Studies Library, Barnsley Archive, Hull University Archives, West Yorkshire Archive Service, Sheffield Archives and the Yorkshire Film Archive contributed to an MLA Yorkshire booklet *Citizenship Alive!* which promoted archive, library and museum-based citizenship learning to KS 1-4 teachers in Yorkshire⁷⁸. Looking at the urban experience of Victorian Sheffield – education, crime and punishment, diversity, health and environment, citizenship and local democracy in 1800s - students realise the similarities to what is in the news today and with a local writer, create original writing and use communication skills in debates and role-play. A citizenship e-learning resource is published on www.mylearning.org. Other archive programmes looked at cultural stereotyping, female suffrage, the fight for civil liberties, migration and diversity, life in 1950s through film.

See also Gloucestershire Archives citizenship and literacy projects mentioned in Partnerships 7.1.1

RECOMMENDATION:

36. Form a joint archive project to look again at collections across Wales which could support the teaching of citizenship and identity at KS 3-4, develop partnerships with other relevant collections such as the Miners' Library and the Women's Archive of Wales and other community archives and research funding opportunities for a joint national online cross-curricula resource. A Gifted and Talented Summer School and/or a series of special one-off learning events involving archives could be part of the delivery as well as

⁷⁷ MLA London, *Exploring Citizenship through London's archives, libraries and museums – A Directory for Teachers of Key Stages 1-4*, 2005

⁷⁸ MLA Yorkshire, *Citizenship Alive!* n.d. (c2006)

opportunities for drama and art partnerships with the Arts Council. The online materials could also be adapted for AS and A Level History and Sociology.

8.7.2 Foundation Phase 3-7 year olds

“Educational provision for young children should be holistic with the child at the heart of any planned curriculum. It is about adults understanding, inspiring and challenging children’s potential for learning. Adult involvement in children’s play is of vital importance particularly when interactions involve open questioning, shared and sustained thinking.

There must be a balance between structured learning through child-initiated activities and those directed by adults. A well planned curriculum gives children opportunities to be creatively involved in their own learning which must build on what they already know and can do, their interests and what they understand. Active learning enhances and extends children’s development”⁷⁹.

The new Foundation Phase for 3-7 year olds is a phase of education with its own distinctive character, philosophy, curriculum and assessment procedures, tailored to suit the needs of young children.

Ask the People Consultation Report recommends that children in KS1 (5-7) of the Foundation Phase are introduced to the archive through formal learning channels⁸⁰. The consultation found that young people were familiar with and had experience of museums, galleries and historic sites but not archives. The opportunity to develop archive-based learning programmes and packages for KS1 requires creativity and a sense of adventure!

The National Archives offers onsite workshops for KS1 on *The Great Fire of London* and on *Famous People: Horatio Nelson* and a new *What is History?* Workshop. *The Great Fire of London* is also now offered as a

⁷⁹ ACCAC, *The Foundation Phase in Wales – a Draft Framework for Children’s Learning* (2004): 5. <http://accac.org.uk/eng/content.php?mID=655>

⁸⁰ Andrea Johnson, *Ask the People* (2007):134-5

videoconference for KS1. The consultant has watched a KS1 workshop on the Great Fire of London and the children were engaged and excited and fully participating. It is recommended that they come to the workshop towards the end of their topic so they bring their knowledge to discovering how historians work. They are asked how they can know that the story they have found out about the Great Fire is true? They use facsimile documents with the originals on display in the room – maps, Hearth Tax returns, and a filmed costumed interpreter who reads extracts from Pepys' diary - and they record their findings in their own detective workbook. They come together to decide if the historians have got the story right and then discuss ways of rebuilding London after the fire.

Museums have also looked at this market to introduce children to the idea of collecting, classifying, interpreting and of change over time. While these are object-based rather than archive-based projects, they could be adapted to the idea of a class archive of documents – birth certificates, height charts, photographs, letters, cards, diagrams, maps, pictures, school records, timelines and other visual and text-based records. The idea would be to introduce children to the concept of archives and how we can know about the past beyond living memory.

<http://mms.eq.edu.au/WhenIwasLittle/index.htm>

<http://www.mms.eq.edu.au/preschool-museum/index.html>

As part of *Sea Britain 2005* and *The Big Draw* the Lowestoft branch of the Suffolk Record Office and the volunteer-run Lowestoft Maritime Museum held a half-term storytelling workshop *Alive to tell the tale – the amazing story of the SS Hopelyn rescue 1922*. A storyteller worked with the children to recreate the exciting story of the shipwreck and rescue of the crew and the ship's cat and the children made artworks to illustrate each part of the story. The result was an illustrated picture album in PowerPoint which was included on a CD Rom in the record office's schools' discovery kit *Sea Heroes*⁸¹ and is

⁸¹ Suffolk Record Office, *Sea Heroes Discovery Kit* (2005)

used by teachers in KS1 and 2 as a stimulus for literacy and English lessons and digital storytelling.

http://www.senseofplacesuffolk.co.uk/learning_resources/sea_heroes_event_brochure.pdf

Experience has shown that children are fascinated by the 'making' of documents as well as the age – the use of parchment and vellum, the making of paper, the use of ink, quills, nibs and seals. As with museum objects, the sensory quality of documents – feel, smell, look - and the relative sizes and weights – is something that can be developed with younger children and also with children with Special Educational Needs (SEN).

8.7.3 Inspiring Gifted and Talented (G&T) and SEN students through archives

Many museums and archive services are developing programmes for those with Special Needs and Gifted and Talented students. As these students tend to come in small groups, this would be an initiative that many of the record offices in Wales could take up. In partnership with museums and historic sites, London Metropolitan Archive has developed an exciting weeklong Summer College programme for G&T students in July which would make an excellent model for archives in Wales. Students work with documents, visit museums and heritage locations and produce a product during the week. The 2007 programme was

Thursday 5th July 4pm – 5.30pm

**Pre- visit to London Metropolitan Archives.
*Orientation and personal planning***

A chance to meet staff, have a tour of the archives and get more information about the study week. In preparation for Monday students will be instructed in the use of PDAs for research to inform the oral history session on Monday.

Monday 9th July 9.30am – 4pm

**Research Skills for the Historian - Encountering the Past.
*Working with documents, images and gathering evidence through oral history.***

The emphasis during this day will be on developing research skills, critical analysis and awareness of different approaches.

Students will engage with original source materials from the period including photographs, documents and magazines. They will also participate in a local walk around Clerkenwell.

In the afternoon students will hear from the last surviving member of the Finsbury Rifles who fought in WWI. This is a unique opportunity to experience an aspect of history through lived experience.

Tuesday 10th July 9.30am – 4pm

Public Art - National Portrait Gallery and a Memorial Tour

Reading public art - understanding private memory

Portraits and memorials capture the more formal expressions of feeling around WWI. Just what was being conveyed in these art works? What purpose did they serve? How do they affect us today? Is there still a place and a need for formal and collective expressions around major shared experience?

Students will return to LMA to seek out records for further evidence around this subject.

Wednesday 11th July 9.30am – 4pm

Army Museum and Tate Britain?

Discovering personal experiences through exhibited objects and art

It is hard to imagine what the personal experience of soldiers fighting in WWI would have been like. Museums can help visitors make contact with those who fought and lived in the trenches or waited at home for loved ones. The actual experience of war is expressed through interpreted displays, objects and documents from the time. The ideas and mood of the period from before the war through to the 1920s can be seen in the art of the period.

Thursday 12th July 9.30am – 4pm

Keats House and Burgh House, Hampstead

Life at home in Edwardian Britain- poetry and prose in peace and war

Investigate everyday life in Hampstead in the first years of the 20th century, and the experience of living on the 'Home Front'. At Keats House, students will see letters sent home by soldiers, and look in depth at some war poetry, before producing some writing of their own, either poetry or prose.

Friday 13th July 9.30am – 4pm

Conclusions

Drawing together observations and debating the evidence.

Students with Special Educational Needs are not an audience that most record offices would be familiar with or possibly even consider. But faced with the challenge to deliver a one hour archive-based workshop to 8 students with moderate to severe learning difficulties, the consultant discovered the potential that archives have to fascinate and motivate this audience to learn.

A partnership between Riverwalk Special School at Bury St Edmunds and the Bury branch of the Suffolk Record Office as part of the Homefront Heroes project in 2005-06 resulted in a 1 hour workshop at the record office using original documents and school-based activities on the homefront in WW2. Using sensory and vocabulary-based activities, 8 students (some with severe learning difficulties) were introduced to documents and archives in the record office and the strong room – maps, illustrated volumes, the smallest and largest volumes, materials including parchment and leather, a box of ‘smelly’, dirty and uncatalogued parchments, photographs and beautifully-coloured illuminated volumes. The workshop ended with a visit to the strong room to try out the mobile shelving and look inside some boxes. The teacher was delighted to be part of the project “as we never get invited to do things like this”.

http://www.senseofplacesuffolk.co.uk/learning_resources/Riverwalk.html

Worcestershire Record Office has been working with SEN students from The Sanctuary, a special learning centre attached to a Worcester school. Three groups each of about 10 students came to the RO between October and December 2007 with the focus being on how people study documents in the RO and where they are kept and why. Lively sessions focused on the nature and use of search room equipment followed by ‘behind the scenes’ tours of the strong rooms with the children being enthusiastic and inquisitive. Like the children in Bury St Edmunds, the Worcester students were “as fascinated by the mobile shelving ... as they were with a letter sent from the *Titanic* and William Shakespeare’s marriage bond”.⁸²

⁸² Lisa Snook, “Special Educational Needs Group at Worcestershire Archives”, *Workshop, Newsletter of the Archives for Education and Learning Group (AfELG)* 1, Winter 2007: 4.

The value of reaching out to new and non-traditional audiences, especially ones who otherwise would not experience the world of archives, is not limited to the positive experiences of the children. The value is in the opportunity for archive staff to learn and discover, to be creative and to look differently at what they have and what they do. While the children “discovered interesting things” and would like to return, the staff in Worcestershire Archives “had to completely rethink the way that we approach our visits in order to take into account their special circumstances ... we have developed skills that we can use in visits from other groups”.

RECOMMENDATION:

37. In the **Learning and Access Policies and Strategies** developed by archives and record offices ensure that archives consider the needs and opportunities of working with Gifted and Talented (G&T) and SEN students by consulting with teachers who run G&T programmes and SEN teachers and Special Schools and developing partnerships to deliver onsite and outreach programmes.

38. West Glamorgan approach Swansea Museum and National Waterfront Museum to develop a joint learning project which builds on the Museum’s very popular *Alice Francis* programme and/or the 1851 Census interpretation at the National Waterfront Museum, offer access to real documents used in the *Alice Francis* programme, research for further resources to support the programme which could be accessed onsite or online and look at ways to build in the excellent 1851 census interpretation in the National Waterfront Museum. Already KS2 children are offered a session in the Swansea Museum and a visit to the interactive 1851 display and there may be a chance to build in a RO visit to see real documents or to access additional material online. This could be a possible Gifted and Talented workshop or the basis for a joint sector G&T Summer School.

8.7.4 Inspiring English through Archives

While history has been and will continue to be the most obvious curriculum area for archives to work with, there is much scope and need for looking beyond history. The limited amount of time for teaching history in secondary

school, the limited numbers taking history post-14 and the lack of relevance of archive collections to much of the history curriculum at KS2 and 3 means that archives should be looking at other subject areas for inspiring learning programmes. Many of the skills and range for English in the secondary school are relevant to archives.

At Bryn Celynnog Comprehensive in Beddau Year 7 are taught English, History and Geography in integrated studies 6 periods a week around themes, for example 'conflict' and 'journeys'. The conflict theme includes the Battle of Hastings and environmental conflict – the *Sea Empress* disaster. Part of the theme involves speeches and persuasive writing looking at Martin Luther King's speeches, writing speeches before the Battle of Hastings, writing a history essay on why William won the Battle of Hastings and a newspaper report about the *Sea Empress* disaster. 'Journeys' uses the crusades and Chaucer.

A Year 7 English teacher working with Suffolk Record Office in Bury St Edmunds and teaching the novel *The Silver Sword* used a collection of World War 2 letters, postcards, photographs and other documents written between a local soldier in the Suffolk Regiment and his family as a basis for a 6 week English/literacy unit. An MLA-funded Learning Links project released the teacher from class for several days over a term to work with freelance heritage learning officers in the record office and the Year 7 class visited the Record Office for a 2 hour workshop where they were able to look at and hold the original letters and documents. The students' level of engagement with Tom and his family, with the story of his life and death in the war and the documents left behind, resulted in very high quality written and oral responses in prose and poetry and discussion⁸³.

The National Archives of Scotland (NAS) is currently developing an online resource for primary and secondary English based on the WW1 letters of a pilot, John Douglass Hume. In partnership with the Scottish Poetry Library,

⁸³ See http://www.senseofplacesuffolk.co.uk/learning_resources/Westley.html

NAS also offered joint creative writing workshops for schools in 2006 based on documents and photographs “*Leaving it all behind*” their exhibition of Scottish soldiers’ and airmen’s will from WW1 and WW2. For the 15 year olds who participated, this was their first contact with an archive and with looking at original documents and also at working with a ‘real’ poet. The project aimed to promote the use of archives to support the teaching of English and their work is published on NAS’s Scottish Archives for Schools website⁸⁴.

The London Metropolitan Archives (LMA) also ran archive-based poetry workshops in 2007:

‘Someone Else’s Shoes...’ National Poetry Day Event KS2–4

*Who’s got twinkling toes, the BIGGEST feet — plates of meat, ticklish tootsies or can show a clean pair of heels? March over to LMA and step up to create poems and design shoes fit for the famous - and maybe some other people! A session inspired by patterns from the records of Bootmakers Peal & Co. 1791–1965 who made fabulous footwear for people like Fred Astaire and other famous folk.*⁸⁵

8.7.5 Inspiring Welsh-medium learning through archives

The Welsh Assembly Government has ambitious aspirations for the Welsh language, and in their policy document, *Iaith Pawb* (2003), they recognise the crucial role that education will play in their achievement. There continues to be steady growth in Welsh medium education; nearly 20% of primary aged pupils and 14% of secondary aged pupils are now in classes where Welsh is the only or main medium of instruction⁸⁶.

The consultation included several teachers who teach in bilingual and Welsh-medium schools and their comments are included in the summary. But there needs to be more work consulting with Welsh-medium schools and teachers to ascertain their particular needs and to develop strategies to support these. This is especially important in areas where the archives service cannot

⁸⁴ See <http://scottisharchivesforschools.org/news060605Poets.asp>

⁸⁵ City of London Heritage Services, *Learning Programme 2007-2008*:13

⁸⁶ ⁸⁶ *Review of Initial Teacher Training Provision in Wales*, A Report to the Welsh Assembly Government, January 2006: 63

currently deliver a Welsh-medium service to its local schools. Creating champions in the Welsh-speaking education community for archive-based learning partnerships and finding opportunities to deliver Welsh-medium projects is an important part of being able to deliver inspiring learning through archives.

Due to the timeframe of this consultation this vital area was not looked at in greater depth and it is recommended that this is the subject of a smaller ARCW project in the future.

RECOMMENDATION:

38. That, based on the findings of this Report, ARCW develop a smaller consultation specifically with Welsh-medium schools and teachers to ascertain their particular needs and to develop strategies to support these.

8.7.6 Inspiring history at GCSE and A Levels through archives

This section summarises areas of the KS4 and A Level History Curriculum which archives in Wales could target for resource development.

Key Stage 4 GCSE

History Specification A

For GCSE students take 2 depth studies and one outline study. Four depth studies are concerned with Welsh/English history

1. ELIZABETHAN AGE, 1558-1603
2. POPULAR MOVEMENTS IN WALES AND ENGLAND, 1815-1845
3. THE EDWARDIAN ERA AND THE FIRST WORLD WAR, 1902-1919
4. DEPRESSION, WAR AND RECOVERY, 1930-1951

The specification provides opportunities for candidates in Wales to strengthen and broaden their awareness of the cultures and traditions of Wales, thereby enriching their experience of the Curriculum Cymreig. For record offices and archives interested in developing resources for GCSE courses, the following depth studies offer opportunities:

2. Popular Movements in Wales and England 1815-1845 focuses in depth on themes and issues which reflect the essential characteristics and nature of popular protest in Wales and England in the period 1815-1845. Candidates

will be required to consider, through the study of key issues and the use of an appropriate range of historical sources, including the importance of the Merthyr Rising for the growth of Welsh workingclass consciousness, the nature of rural protest, and the extent to which the Chartist movement was revolutionary and far-reaching.

3. The Edwardian Era and the First World War 1902-1919 focuses in depth on selected themes and issues relating to the Edwardian Era and the First World War as exemplified in the history of Wales and England. Candidates will be required to consider, through the study of key issues and the use of an appropriate range of historical sources, the extent to which there was a demand and need for social and political reform before 1914, the extent to which the period to 1914 was a golden age of Welsh industry, the impact of the First World War on peoples' lives, and the reasons how and why peoples' attitudes and values changed during the period.

4. Depression, War and Recovery 1930-1951 focuses in depth on selected themes and issues relating to the period 1930-51 in the history of Wales and England. Candidates will be required to consider, through the study of key issues and the use of an appropriate range of historical sources, the impact of economic changes on the lives of people (including comparison of the Welsh and English experiences e.g. Rhondda, Slough, Birmingham; population movement and migration from Wales to England; popular culture and entertainment), the reasons why Britain went to war with Germany in 1939, the problems faced by people in Wales and England during the Second World War, and the impact of the social and economic policies of the Labour governments between 1945 and 1951.

History Specification B Themes and Aspects in Nineteenth and Twentieth Century Welsh/English and World History

For GCSE students take one depth study, one thematic study and one study in development.

Two depth studies are concerned with Welsh history

1. POPULAR MOVEMENTS IN WALES AND ENGLAND, 1815-1845

4. DEPRESSION, WAR AND RECOVERY, 1930-1951

All three thematic studies are concerned with Welsh history

1. THE CHANGING ROLE AND STATUS OF WOMEN, c 1900 to the present day
2. THE WELSH LANGUAGE, c.1900 to the present day
3. SPORT, LEISURE AND TOURISM, c. 1900 to the present day

Both Studies in Development are concerned with Welsh History

1. CRIME AND PUNISHMENT, c. 1530 onwards
2. HEALTH AND MEDICINE, c. 1345 onwards

AS and A Level - Welsh history is included in both period studies and some depth studies.

The period study - an extended chronological period of a hundred years or more which places great emphasis on the need to understand the process of historical change and its causes and consequences, both long term and short term.

4. ASPECTS OF THE HISTORY OF WALES AND ENGLAND c. 1880 - 1980

General Topic 2 Changes in Wales c1945-1980

The changing nature of work and employment in Wales

Changing attitudes to the Welsh language and culture

Demands for political change in Wales

Social changes in Wales

The in-depth study - a relatively short historical period in much greater depth requiring students to use a wide range of different types of historical sources, including both contemporary and later sources and historical interpretations.

IN-DEPTH STUDY 4

Wales Change and Conflict 1900-1918

Demographic change and its effect on urban and rural Wales

Social and economic changes in Wales

Living conditions and lifestyles in urban and rural Wales

The Liberal ascendancy and the growing influence of the Labour Party

The causes of industrial unrest and conflict

The outbreak of industrial unrest in Wales

Teachers have brought A level history students to record offices to see where and how records are kept and for a general introduction to support their coursework assignments and have encouraged them to make return visits alone. Issues raised during consultation included the necessity of several trips because of the lack of space for accommodating groups, and sometimes the reluctant response of archive services to requests for visits (*'not convenient'*). The **Strike** CD Rom (Glamorgan Record Office and Gwynedd Archives) provides digitised sources appropriate for A level teachers. The response from a teacher teaching In Depth Study 4 was that the sources were 'brilliant' and she would be using them but not the teaching ideas or lesson plans. In terms of format, it made no difference whether they were on CD Rom or online.

Due to the small number of schools choosing specifically Welsh-focussed history topics, A Level history may not be a priority area for resource development. Only a handful of schools (5 or 6) teach the depth study *Wales Change and Conflict 1900-1918* and consultation indicated that the new A Level general topic *Changes in Wales c1945-1980* will not have a great take up, at least initially. The requirement to study both European and British history means that students studying Welsh/English depth studies will not be studying Wales in their period study and vice versa. This means that the actual potential audience for Welsh archive-based resources will be limited. WJEC Contacts: Phil Star, History Subject Officer phil.star@wjec.co.uk
Matt Oatley, History Subject Support Officer matthew.oatley@wjec.co.uk

RECOMMENDATION:

39. Record Offices and archives services research the A level and GCSE topics studied by their local schools to identify any possible topics that their collections could support. The development of resources should then be targeted at raising awareness among A Level teachers of the range of sources held in record office collections, encouraging onsite group visits to work with original materials and making available digitised copies of selected

sources rather than developing support packs or teacher notes. For GCSE the priority should be developing local case studies (eg rural protest, chartism, women's suffrage movement, etc) to support the Curriculum Cymreig.

8.7.7 Inspiring sociology at GCSE and A Levels through archives

This is a growing WJEC subject area with 1600-1800 candidates including all Welsh medium centres. The course is also taught in several English centres including Essex, Kent, Bristol and Salisbury.

<http://www.wjec.co.uk/index.php?subject=102&level=15>

The WJEC GCSE and A Level specifications cover two main areas of concern:

- How individuals become part of their culture through processes of socialisation (acquiring culture – family, youth culture, community, understanding culture – media, education, religion)
- How social and political structures and institutions affect the form of the culture in which we live (understanding power – power and politics, deviants, health and disability, understanding inequality in Britain or global inequality)

A key theme throughout the specifications is social change. In order to fully appreciate the nature of change, it is important to establish baselines from which change can be measured. The archives are a rich source of data with which to analyse present social structures and how they have developed, as well as materials from the past which provide a comparison with the present. Understanding the significance and value of evidence to support arguments is a specific subject criterion requirement for sociologists.

Specific topics require materials relating to childhood, daily life, crime, leisure, gender, work patterns, migration, housing provision, development of the welfare state, education, identity, poverty and globalisation.

Key sociological skills that could be developed using archives include knowledge, understanding, interpretation, analysis and evaluation.

Appropriate activities that archive-based resources could support:

- Initial Stimulus Material (ISM) and starter activities
- Image and document analysis
- Empathy exercises and role play
- Creating hierarchies
- Comparative work (then and now – eg a street scene 1950s and now, gender comparison – eg men and women’s work, etc)

RECOMMENDATION:

40. Investigate partnerships and funding opportunities with NGfL, WJEC, archives and record offices in England near the English centres and schools/colleges teaching sociology for a project to identify appropriate archive collections for the development of online resources to support GCSE and A Level Sociology. This should involve funding for teacher release to help identify appropriate archives and collections and opportunities and needs within the sociology specifications, to write curriculum materials in Welsh and English, to pilot and evaluate these with their students, to publish them online and to promote the resource in Wales and beyond.

This could be an exciting Welsh-led partnership opportunity with record offices and archives in the English centres eg Essex RO at Chelmsford.

8.8 INSPIRING CAREERS THROUGH ARCHIVES

Careers and the World of Work

“Learners aged 11-19 should be given opportunities to develop their awareness of careers and the world of work and how their studies contribute to their readiness for a working life. For 14-19 learners. This is a part of their Learning Core entitlement and is a requirement at Key Stage 4.”

National Curriculum Wales 2008

8.8.1 Perceptions of careers in archives

A report on research carried out for MLA in 2005 found that “there was no awareness of careers in archives ... awareness and usage of archives was very low ... the majority of young people had never used an archive and they were uncertain about why or how they would go about doing so”. The research highlighted the “key role of schools and colleges in museum visiting; all visitors had been to a museum with their school or college”⁸⁷. Young people’s perceptions of working in museums, libraries and archives were largely negative and not focussed on the ‘invisible’ professional roles such as conservationists, curators and archivists. They also did not associate ‘modern’ skills such as IT, PR and marketing with archives.

Archives need to address the how and why of young people using archives and developing awareness of the multiplicity of careers, the importance of IT and the actual work of professional archive staff. Onsite school visits (which have clearly made the difference in their perceptions of museums and libraries) are a key way to address this. Some record offices already support work experience placements and this should be developed more extensively in partnerships with *Careers Wales*.

The MLA Partnership funded a sector wide project in 2007 to develop structured work placements to encourage young people, particularly from BME backgrounds, to consider a career in museums, libraries and archives. The “*Untold Riches*” Project focuses on pre-16 work placements and careers advice. Two MLA East Midlands outreach projects – the Careers Action Research Project and the Archives Positive Action Initiative – aim to change perceptions and awareness of careers in museums, archives and libraries. A pilot placements programme was developed in partnership with the MLA Council, Sector Skills Councils, Lifelong Learning UK and Creative and Cultural Skills agencies. The programme includes a good placement guide and promotional material aimed at school children. Complementing this and addressing the how and why of young people using archives, the Archives

⁸⁷ *Barriers to entering careers in museums, libraries and archives*, MLA 2006: 8-10.

Positive Action Initiative gets young people actually using archives to carry out their own research projects, with the support of a paid 'enabler'⁸⁸.

Online careers information for young people in archive learning websites supports these onsite projects. London Metropolitan Archives *Learning Zone* website has a section entitled *Careers Focus: What jobs can you do?* which features staff photographs and statements and in depth interviews with LMA staff about their career paths and what their job entails. All types of jobs including volunteers are represented from archivists and managers to interpretation, conservation and administration staff.

http://www.corpoflondon.gov.uk/Corporation/lma_learning/learningzone/archivework/careers

RECOMMENDATION:

- 41.** Review work experience placements in archives across Wales and work with *Careers Wales* and CyMAL to develop structured work placements in archives, good practice guidelines and promotional material for school children.
- 42.** As part of the Archives Toolkit or on a national archives website include 90 seconds to 2 minutes film footage of inspiring archivists, conservators and other archives staff talking about their jobs and work or photographs and statements/interviews.
- 43.** Look at ways to involve young people directly with archives by onsite visits including behind the scenes tours, 'hands on' work with original material and with ICT used for cataloguing, accessing and reproducing archives.
- 44.** Investigate partnerships between ARCW, WVN and *Careers Wales* for links with schools looking at roles and careers in archives services through special videoconference events, particularly through the medium of Welsh.

⁸⁸ *Shaping the Future* Annual Review 06/07, MLA East Midlands: 24-25.

8.9 INSPIRING INITIAL TEACHER TRAINEES THROUGH ARCHIVES

“Initial Teacher Training (ITT) ... needs to ensure that those new teachers have the right skills, knowledge and understandings to realise the full potential of Wales’ increasingly distinctive educational agenda. If ITT is going to play its part in meeting the challenges of tomorrow, then Wales needs an ITT sector that is of high quality, is strong and financially secure and is itself able to embrace and help lead change”⁸⁹.

“The archives afford tremendous potential for delivering the curriculum including key skills and personal and social education”.

Dr Russell Grigg, Trinity College, Carmarthen

“Generally these documents are fascinating and an understanding of archives is crucial for interesting teaching in primary and secondary schools.”

Dr Hilary Fabian, NEWI, Wrexham

This final section looks briefly at ITT in Wales and the possible opportunities for embedding archive-based learning in teachers’ practice from the beginning. This would be not a project that archives should tackle on their own but one which could be accomplished through partnership with CyMAL, all heritage learning organizations and teacher training institutions.

There are about 2100 teachers trained in Wales a year, 1070 primary and 1117 secondary. About 13% of these are Welsh-medium. There are seven Higher Education-based providers.⁹⁰

“The teachers of tomorrow will be expected to be experts in the teaching of particular subjects and to focus on ‘learning how to learn’; they will need to learn new strategies for using ICT in the classroom while remaining expert in more traditional methods too; they need to learn how to work with an ever

⁸⁹<http://wales.gov.uk/topics/educationandskills/publications/reports/1412101113?lang=en>

⁹⁰ *Review of Initial Teacher Training Provision in Wales*, A Report to the Welsh Assembly Government, January 2006: 2.

*widening range of other professionals with different and competing values, as well as work effectively on their own; they must learn how to undertake and interpret research and other forms of evidence and manage changing pressures for accountability. The future world of schooling will therefore be characterized by constant change and by the need to deal effectively with conflicting and contradictory demands*⁹¹.

Wales is increasingly developing its own distinctive responses to these challenges. What is clear is that the teachers of tomorrow in Wales will need to accept and embrace these changes and develop a new form of professionalism that is appropriate for the schools of 21st century.

The Teacher Development Agency (TDA) Standards for Qualified Teacher Status (QTS) 2007 acknowledges the need for ITT to have practice of using and understanding the value of real learning in different contexts such as museums, galleries, archives and environmental centres.

In England recent programmes have been developed to encourage partnership between ITT providers and libraries and museums in response to Ofsted Reports and the increasing recognition of the importance of exposure to libraries and other cultural providers during school years. MLA has developed a two-year programme *Literature Matters* because of “a growing evidence base demonstrating that many teachers are not confident in promoting children's books. Evidence shows that many are failing to use the expertise of Schools Library Services and children's and school libraries and that they lack awareness of children's literature.”⁹²

Examples of some recently developed ITT partnership projects are:

Edge Hill University year 2 ITT have been involved in an innovative cross-curricular project using the World Museum Liverpool in partnership with Blackpool Collegiate High School's transition Gifted and Talented (G&T)

⁹¹ *Review of Initial Teacher Training Provision in Wales: 21.*

⁹² http://www.mla.gov.uk/policy/Learning/Libraries_And_Trainee_Teachers

summer school. “The trainees learnt how to be creative in a museum through taking risks. Without this experience they would not have felt empowered or confident enough to do so. The confidence of the trainees soared in their ability to imaginatively and purposefully use a museum without the reliance of a generic gallery trail or worksheet, which clearly indicates the need for such experience to be integrated into ITT and CPD”⁹³.

Culture Connects to Classrooms (MLA East of England) is a programme launched in 2007 to raise awareness among trainees and ITT providers of the services that museums and archives can offer to schools within the region. The programme consists of a website www.cultureandschoolseast.org.uk, two booklets *Bringing Learning ALIVE with museums and archives* and *Schools MATTER to libraries* and two *Learning from Experience* case studies on two DVDs focussing on “planning for a visit” and “pupil voice”. A summary of links between new TDA standards for Qualified Teacher Status and cultural input was included. Folders for trainees containing the resources were distributed to all ITT providers in the region, trainees were encouraged to make preparatory visits to cultural institutions before the start of courses in Autumn 2007 and pilot bursaries were offered to trainees for work placement in cultural organisations.

As part of the *Real Teaching (RT)* East of England HUB-funded project of which they are a partner, Luton Museums Service developed new training in 2006 for teacher trainees completing their PGCE. Building on an already established relationship with The Shire Foundation, the local Luton based SCITT, the museum aimed to deliver a session that gave a broader idea of museum and object based learning rather than the traditional ‘familiarisation’ sessions which really just advertised their services. Developed and evaluated in partnership with the ITT providers and first delivered in December 2006, it was repeated in November 2007. The sessions will be delivered each Autumn and also form the basis for an INSET run by the museum service. The session aims to explore ways in which trainees could learn with objects and

⁹³ Maggie Northcott, “Learning Outside the Box”, *GEM News* Spring 2008: 8-9

inspire them to consider museum learning as a central part of their teaching⁹⁴. They are evaluated qualitatively using the ILfA framework. One of the positive outcomes of the training is ongoing contact with trainees from 2006-07 who are now teaching – some have attended further INSET and brought classes to the museum. “The session was developed as a partnership, and I think that is why it worked so well. We worked hard to demonstrate a number of museum-based learning techniques, like role play, handling, sorting etc which kept the pace of the session even and the content varied and fresh.”⁹⁵

Literature Matters is a national initial teacher training (ITT) initiative to enthuse trainee teachers about children’s literature and libraries, and is being delivered by professional librarians from School Library Services (SLSs) and public libraries, in conjunction with ITT providers of all kinds.

<http://www.mlanorthwest.org.uk/museumslibrariesarchives/libraries/literaturematters/>

<http://www.mlasoutheast.org.uk/whatwedo/learning/literaturematters/>

Settings other than Schools was a trainee teacher placement programme for museums, libraries and archives developed by MLA in Yorkshire in 2004-05.

<http://www.settingsotherthanschools.org.uk/>

Like the *Culture Connects to Classrooms* programme (above) the *Settings other than Schools* programme related its outcomes to TDA’s Standards for the award of Qualified Teacher Status (QTS).

Inspiring trainee teachers to use archives in their teaching is an important strategy for embedding archive-based learning into the national curriculum and beyond. Some record offices have informal connections with local ITT providers but consultation indicated that these relationships were often tenuous, based on short-term personal connections and in most cases, were not current or sustainable.

⁹⁴ *Initial Teacher Training at Luton Museums*, Luton Museums Service: nd.

⁹⁵ Email from Eleanor Payne, Luton Museums Service, 28 February 2008.

All ITT providers in Wales were contacted and a questionnaire was sent to those who responded. Of the 7 providers contacted, 5 responded and four returned surveys. The consultant also talked with Dr Sian Rhiannon Williams and Dr Keith Strange of UWIC to discuss the potential for partnership working and input into ITT from archives services.

There is an enthusiasm for the 'idea' of partnership and training input but the comments and responses indicated that no one is much thinking 'outside the box' as far as ITT is concerned – people tend to respond with traditional solutions or barriers to what they see as traditional dilemmas. Yet the Review of ITT in Wales clearly indicated the need for change:

“The teachers of tomorrow in Wales will therefore have to:

- 1. Be responsive to innovation;*
- 2. Relish challenge and help lead it;*
- 3. Have high expectations of, and a commitment to the achievement of, all pupils;*
- 4. Be committed to the development of Wales as a fully bilingual society;*
- 5. Be able to take a sharper focus on the needs of individual learners, including helping them in 'learning how to learn';*
- 6. Accept and respond to demands for their accountability;*
- 7. Take personal and collective responsibility for professional development;*
- 8. Be able to evaluate and use different sorts of evidence relevant to the improvement of practice;*
- 9. Be willing to work collaboratively with other teachers and other professionals both day to day and in the development of their practice;*
- 10. Be willing and able to work in ways that draw on best practice from across the UK and internationally”.*⁹⁶

The obstacles/barriers to input and partnership mentioned include

- Lack of time for history skills and curriculum development in the overall training
- Timetable, organisation and logistics meant group visits to a record office were virtually impossible.

⁹⁶ *Review of Initial Teacher Training Provision in Wales: 23.*

- Response of staff/policy of archives - photocopying costs vary as does the policy of students taking digital photographs. Some staff are very welcoming while others are distant and unhelpful.
- the archives for various counties are spread across various record offices. Wrexham is a fairly new archive centre and so the trainees have to be made aware that records pertaining to Wrexham are shared between Hawarden and Ruthin.
- taking the students to the Archive Centre is preferred as they can derive a good understanding of the layout and size of search rooms- which in the case of Wrexham and Hawarden are fairly tiny.
- Another issue is that in an age of easy access to photocopying it is easy to overlook the fact that some records are very fragile and so trainees are unable to obtain the materials they require.
- Students have limited knowledge of what archives are kept, how they can gain information from them and what they could do with that information. Also, they would need to be able to get easy access and support to help them make good use of the information.

Possibilities for input and partnership work mentioned include:

- workshops for history PGCE students on college sites either during the fortnight induction period or at the end of the semester year
- a 'pack' could be trialled with the agreement of mentors within the school but this would need to fit in with schemes of work at the school
- an assignment involving an investigative piece of research – students could choose to look at an archive project
- teachers need quick access to material and they need to know where to look.
- trainees produce educational packs as part of their training and interactive resources utilising archive material. It is important to stress that within ITT colleges there is a need to widen the appeal beyond primary history – archival material is an excellent stimulus for English or Art major field students.

- as generalists rather than historians the primary trainees on a three year course can sometimes have a limited knowledge of chronology. This needs to be considered when discussing particular periods of change. Similarly they may not understand how the census was administered. A glossary of specialist terms may be helpful.
- It would also be helpful to do some simple pre-visit work in terms of understanding that some documents are stored in bundles which are organised in terms of acquisitions and collections. It is helpful to point out that a reader's ticket is required to look at some material but that that other material is stored on microfiche. A description of how to use a website like Access to Archives would also help to make the job of obtaining materials before personal visits
- In-service teachers and support staff would benefit from more input on archive materials .. the Foundation Phase is putting a clear focus on schools and educational settings embedding learning in their locality and information from archives could provide an exciting dimension to this.
- It might be useful to consider the role that support staff and those non-teaching staff working with children have, schools may welcome an 'archive expert' and it is often these staff who live within the school's locality who have a clearer understanding of local issues/history etc.
- Producing some exemplar materials to illustrate how information from the archives can translate into hands on classroom or fieldwork activities would be useful as it would give the students something tangible that they could then use as a springboard for their own work.

RECOMMENDATIONS:

45. Build partnerships with museums and other cultural organisations to look at ways to effectively and collaboratively access ITT providers

46. Develop practical training workshops in partnership, preferably onsite, for teacher trainees in using archives in their teaching. This training should focus on taking a cross curricular approach to support them in delivering the Skills Framework particularly thinking skills and ICT, and the new subject orders and using sensory and hands-on techniques. The priority would be for record

offices in the same locality as ITT providers particularly where there has been a past relationship but to widen the approach beyond history.

9. CONCLUSION

The changes in the way history and other subjects are being taught – the enquiry approach, the emphasis on thinking skills, problem solving and creativity, on personalised learning and different learning styles, offer opportunities for archives to redefine the way they work with schools and to offer much in creative and innovative teaching and learning programmes – online, onsite and outreach.

Within the Welsh context, there is still not enough material readily available and accessible to the formal learning sector. The need for materials and approaches to support teachers to deliver the Cwricwulwm Cymreig and for bilingual resources is vital. Archive services and record offices in Wales can have a significant role to play in providing quality online learning resources which are local, relevant, personal and inspiring.

The changes in teaching and learning in Wales and the need for Welsh materials have exciting and challenging implications for the archives sector much of which has not had capacity or expertise to develop the sorts of formal schools programmes that many museums have offered. Partnership and collaborative working is the key to developing capacity and providing inspiring learning opportunities for archives staff, teachers and students in Wales and beyond.

To acknowledge and embrace teachers and learners as active participants in learning rather than as passive users or non-users of services, and to support them developing archive-based learning strategies, it is essential to:

- Consult and communicate widely and locally with schools, teachers and advisers and other cultural and heritage organisations and create ongoing structures for that consultation and communication

- Build on current developing good practice and work together to define the formal learning offer both nationally and locally and develop policies, plans and performance strategies to support this
- Raise the profile of archive collections as potential resources for exciting and innovative teaching materials and to provide teachers with the information they need to take advantage of that potential
- Embrace new technologies and ways of accessing and delivering archives to respond to the needs of Wales' young, diverse and widespread population
- Teach teachers how to use archives in their teaching in accessible, exciting and innovative ways to enhance their teaching and the pupils' learning and empower them to bring this expertise to further resource development
- Develop structured partnership working with teachers and other cultural providers where the partners are equal, where the expectations, outcomes and deliverables are mutually agreed, where ongoing communication is managed and where piloting, evaluating and promoting are embedded into the partnerships from the beginning
- Embed the use of archives in teachers' practice from the beginning by working with trainee teacher providers and NVQ programmes
- Collect and document the impact of archive learning projects on teaching and learning in Wales and disseminate this to policy and decision makers in local and national government and develop advocacy programmes to increase capacity and to provide more inspiring and accessible learning environments

In order to accomplish these, and indeed to meet the 21st century needs of all users and support lifelong learning, the archives services and record offices in Wales need to embrace the opportunity that *Inspiring Learning for All* Framework offers and to look at how they can become learning organisations. This will be a challenge for many and will require considering and developing new ways of working and delivering services.

The consultation indicated that there is a wealth of support and enthusiasm for archive-based formal learning strategies, partnerships and resources in the education community and that people are willing to be engaged – archives do not have to do this on their own!

Opportunities for further work

This commission provides a sound base on which to build the development of formal learning resources for schools and teachers in Wales. However there are some areas which require more thorough investigation and consultation for which the timeframe of this commission did not allow.

In particular there needs to be more work consulting with Welsh-medium schools and teachers to ascertain their particular needs and to develop strategies to support these. This is especially important in areas where the archives service cannot currently deliver a Welsh-medium service to its local schools. Creating champions in the Welsh-speaking education community for archive-based learning partnerships and finding opportunities to deliver Welsh-medium projects is an important part of being able to deliver inspiring learning through archives.

Further engagement with Initial Teacher Training providers and ways to access Newly Qualified Teachers should also be pursued.

10. RECOMMENDATIONS

These recommendations are also included within the body of the Report

1. In consultation with ARCW, CyMAL develop and implement an in-depth training and mentoring programme for all archives and record office staff in Wales in ILfA Framework to learn how to use ILfA to work towards making each archive and record office a learning organisation
2. All Record Offices and Archives in Wales undergo training that will embed ILfA Framework in their work practices. That CyMAL support the archives and record offices in undergoing this training, that all sections of staff are involved in the audit and diagonal slice and that Senior LA staff responsible for archives and record officers are included.
3. Showcase archive services in Wales and UK which have already participated in ILfA training to share impact, outcomes and experience.
4. As part of developing and responding the ILfA Framework, archive staff need to identify and document what is special, unique, exciting about archives and documents, what archives can offer that is distinct from what museums, libraries and historic sites can offer and that students/teachers can't get from textbooks or museum objects.
5. Communicate this to teachers, use for promotion and embed in any resource development so that students can be inspired to learn.
6. ARCW with the support of CyMAL ensure that all archives and record offices start to define what they offer by developing Learning and Access Policies and Strategies informed by and incorporating the ILfA Framework and training and the commissioned research reports and plans. Strategies should include actions which are Specific, Measurable, Achievable, Realistic & Time related.

7. Form a Wales Archives Learning Group consisting of representatives from CyMAL and from each archive service and NLW.
8. Develop and document the North East Wales collaborative learning project as a case study in joint working including IIfA-based outcomes and impact on the archive staff and the record offices and the role of the project officer in facilitating the partnerships with advisers and teachers and the archives. Informed by the case study develop further collaborative funding applications which include employment of learning and access officers shared between record offices and services.
9. Ensure each record office and archive service is included in any local area or county heritage or museum learning group where they exist. Where these do not exist, look at the feasibility of setting one up with local museums including volunteer-run museums and heritage sites.
10. Research the structure of your local Education Service and find out who the key players are in terms of curriculum support, the skills framework, 14-19 Pathways and school improvement. In particular develop a creative working relationship with key advisers eg humanities/history adviser wherever they exist.
11. Develop county-based, local consultant or project directed **Learning Advisory Groups** or **Partner Schools** along the LMA model for archives. These could consist of school teachers, advisers, FE teachers, key LEA Children and Young People's staff, ITT providers, Careers Wales, Education Business Links, etc.
12. Construct a new model for teacher INSET and training sessions in consultation with advisers which has outcomes/impact built in rather than the more traditional passive recipient and familiarisation model. For example, the development of a specific project or resource, piloting

and evaluating a resource, etc. Embed one-off INSETs or workshops into special projects so that something new, exciting and innovative is available.

13. Provide teachers who have worked with archives with opportunities to share good practice with other teachers. When a partnership has produced a resource, use the partner teachers to deliver the training in a workshop. Showcase teachers' work at workshops, INSET sessions and on archive websites. This is the best way to market or promote the resource.
14. Concentrate on current issues and needs in curriculum and practice and focus on specific content or skills eg using archive-based learning to deliver aspects of the new subject orders and Skills Framework particularly Thinking Skills, opening up the archives to subjects other than history - such as English, geography, sociology.
15. Ask to attend INSET sessions run by local providers, your local authority's education service and other cultural organisations to see what works and to look at other models.
16. Offer courses in partnership with other cultural organisations or training providers which have more resources and 'pulling power' or which already have a developed teacher base eg ESIS, local museums, NMW or NLW. Ensure archive-based learning is equally embedded and acknowledged in these partnered courses.
17. Find out where the teachers go for training (eg specialist subject area courses, conferences, Humanities Network Meetings) and offer sessions at these or offer to host a meeting at the record office or archive.

18. ARCW investigates the feasibility of producing a Wales-wide annotated online and/or hard copy Archives Guide for Teachers and Students. It would be accessed through all record offices' and archives' websites.
19. In the event that Glamorgan Record Office's Inspiring Learning Grant application to CyMAL to develop strategies to promote its online and CD Rom resources to schools, is accepted, that the process of consultation and implementation is recorded as a case study and disseminated via the Learning Group or website etc to all other archive services
20. CyMAL in partnership with ARCW and the museums and libraries sector look at the feasibility of developing a website for teachers and schools which promotes learning in the cultural sector including programmes, toolkits, case studies, etc.
21. Archive services continue to develop or extend partnership working with Careers Wales & Education Business Partnerships (EBP) and actively seek funding for teacher release programmes.
22. Plan for partnership projects that are longer-term, over more than one school year, to ensure that all aspects of the project including piloting, evaluation and promotion are an integral part of the process. Develop future funding bids which acknowledge and support this longer term embedding process.
23. CyMAL investigate the MLA Learning Links model and the feasibility of offering strategic funded short-term placements for teachers working with archives and record offices.
24. Successful placements and partnerships be developed into published case studies to disseminate good practice and partnership working.
25. ARCW ensures that teachers and students in Wales have access to

working with real documents wherever space and capacity allow. Nominate record offices and libraries in Wales where there is space and opportunity for handling real documents and promote this service. Build in possible workshops with real documents alongside the development of online learning resources. These workshops can cover issues to do with selection, conservation, cataloguing, storage, digital archive challenges, etc as well as specific subject materials.

26. ARCW join the E-learning Group as a corporate member (currently £40 pa) and look at facilitating and disseminating what the group has to offer in training across the archives service in Wales
27. Look critically at and share examples of best practice in archives workshops and also in resources online and printed packs from UK and beyond.
28. Archives need to provide resources that address the 'Curriculum Cymreig', are local, bilingual and help teachers deliver the skills framework and national curriculum.
29. Identify across Wales special collections and documents which could be used to enhance teaching and learning of local history in a national context and develop a bilingual online resource which provides access to local history sources at a local and county level as a tool for comparing and contrasting experiences in different areas of Wales and different periods. To streamline and focus the project a pilot project could concentrate on key decades eg 1800 – 1810 and 1900 -1910 which would allow comparison with the first decade of this century or 1920s and 1950s.
30. Develop a special project which focusses on migration and settlement, identity and belonging to create resources, build partnerships eg explore links with the RGS's project, focus on inclusion and identity in Wales in the past and present, take advantage of current interest in

family history and origins and result in events which can be repeated annually.

31. Contact WVN and TNA regarding possible partnership projects for Welsh record offices and archives. This could include training for staff in videoconferencing workshops, developing local online resources to supplement national material and developing special learning events for teachers and for students such as the CLEO Communicate 2007 webcast.
32. ARCW look longer-term at developing Welsh-medium archive-based videoconference workshops and events to meet the needs of pupils and teachers at Welsh-medium and bilingual schools.
33. Incorporate videoconferencing facilities in any new building for archives and record offices in Wales. This would facilitate outreach for schools, teachers and other groups and also networking between staff and other partners.
34. Review the Ruthin E-Trail partnership with Denbighshire Records Office and other partners and based on lessons learnt, look at developing a pilot project for KS2 local history using the local record office and museum service and where an adviser is available to work with the teachers on a geography/history/ICT project incorporating the Skills Framework. For a Welsh medium project, the record office would need to have bilingual staff available. Funding would be needed for the project which should build on the Ruthin project and lessons learnt and which would allow for input or partnership from CBHC/RCAHMW. This could also be a project which would offer much to Gifted and Talented students.
35. Any new archive-based learning resource no matter how it is to be delivered, needs to explicitly target and address the Skills Framework.

36. Form a joint archive project to look again at collections across Wales which could support the teaching of citizenship and identity at KS 3-4, develop partnerships with other relevant collections such as the Miners' Library and the Women's Archive of Wales and other community archives and research funding opportunities for a joint national online cross-curricula resource. A Gifted and Talented Summer School and/or a series of special one-off learning events involving archives could be part of the delivery as well as opportunities for drama and art partnerships with the Arts Council. The online materials could also be adapted for AS and A Level History and Sociology.

37. In the Learning and Access Policies and Strategies developed by archives and record offices ensure that archives consider the needs and opportunities of working with SEN students by consulting with SEN teachers and Special Schools and developing partnerships to deliver onsite and outreach programmes.

38. West Glamorgan approach Swansea Museum and National Waterfront Museum to develop a joint learning project which builds on the Museum's very popular *Alice Francis* programme and/or the 1851 Census interpretation at the National Waterfront Museum, offer access to real documents used in the *Alice Francis* programme, research for further resources to support the programme which could be accessed onsite or online and look at ways to build in the excellent 1851 census interpretation in the National Waterfront Museum. Already KS2 children are offered a session in the Swansea Museum and a visit to the interactive 1851 display and there may be a chance to build in a RO visit to see real documents or to access additional material online. This could be a possible Gifted and Talented workshop or the basis for a joint sector G&T Summer School.

39. That, based on the findings of this Report, ARCW develop a smaller consultation specifically with Welsh-medium schools and teachers to ascertain their particular needs and to develop strategies to support

these.

40. Archives services research the A level and GCSE topics studied by their local schools to identify any possible topics that their collections could support. The development of resources should then be targeted at raising awareness among A Level teachers of the range of sources held in record office collections, encouraging onsite group visits to work with original materials and making available digitised copies of selected sources rather than developing support packs or teacher notes. For GCSE the priority should be developing local case studies to support the Curriculum Cymreig.
41. Investigate partnerships and funding opportunities with NGfL, WJEC, archives and record offices in England near the English centres and schools/colleges teaching sociology for a project to identify appropriate archive collections for the development of online resources to support GCSE and A Level Sociology. This should involve funding for teacher release to help identify appropriate archives and collections and opportunities and needs within the sociology specifications, to write curriculum materials in Welsh and English, to pilot and evaluate these with their students, to publish them online and to promote the resource in Wales and beyond. This could be an exciting Welsh-led partnership opportunity with record offices and archives in the English centres eg Essex RO at Chelmsford.
42. Review work experience placements in archives across Wales and work with *Careers Wales* and CyMAL to develop structured work placements in archives, good practice guidelines and promotional material for school children.
43. As part of the Archives Toolkit or on a national archives website include 90 seconds to 2 minutes film footage of inspiring archivists, conservators and other archives staff talking about their jobs and work or photographs and statements/interviews.

44. Look at ways to involve young people directly with archives by onsite visits including behind the scenes tours, 'hands on' work with original material and with IT used for cataloguing, accessing and reproducing archives.
45. Investigate partnerships between ARCW, WVN and *Careers Wales* for links with schools looking at roles and careers in archives services through special videoconference events, particularly through the medium of Welsh.
46. Build partnerships with museums and other cultural organisations to look at ways to effectively and collaboratively access ITT providers
47. Develop practical training workshops in partnership, preferably onsite, for teacher trainees in using archives in their teaching. This training should focus on taking a cross curricular approach to support them in delivering the Skills Framework particularly thinking skills and ICT, and the new subject orders and using sensory and hands-on techniques. The priority would be for record offices in the same locality as ITT providers particularly where there has been a past relationship but to widen the approach beyond history.

11. APPENDICES

APPENDIX 1 LIST OF CONSULTATIONS

WALES

Record Offices and Archives visited and/or consulted

Anglesey Archives and Museums Service

Carmarthenshire Record Office

Ceredigion Record Office

Conwy Archives Service

Denbighshire Record Office

Flintshire Archives

Glamorgan Record Office

Gwent Record Office

Gwynedd Archives and Museum Service

Pembrokeshire Record Office

University of Swansea Archives

West Glamorgan Record Office

AN Palmer centre for Local Studies and Archives, Wrexham

[Contacted but not consulted - Powys]

Group Consultations

Pembrokeshire Primary History Teachers Network meeting 15 Nov 2007

Humanities Panel meeting 10 Dec 2007 (Geography and History advisers,
History Subject Adviser DCELLS, WNGfL,

Association of History Teachers in Wales AGM 11 Dec 2007

Pembrokeshire Secondary History Network meeting 21 February 2008

Advisory Teachers Consulted

Bethan James, Humanities Adviser, Gwynedd

Candy Tamsett, Secondary History Network, Pembrokeshire

Caroline Deuddeg, Cardiff

Don Trueman, Humanities Advisory Teacher, School Improvement Service,
Newport/Blaenau Gwent/Torfaen/Monmouthshire

Geraint Bevan, Carmarthenshire

Martin Williams, Teaching & Learning Adviser, Caerphilly Borough

Miriam Norton, ESIS

Paul Nolan, North-East

Wendy Carne, Primary History Network, Pembrokeshire

[Contacted but not consulted - John Evans, Powys]

ITT Providers Consulted

Dr Russell Grigg, Trinity College, Carmarthen

Dr Sian Rhiannon Williams, UWIC, Cardiff

Dr Keith Strange, UWIC, Cardiff

Jane Williams, University of Wales, Newport

Dr Hilary Fabian, Subject Leader: Education & Childhood Studies

Programme Leader: BA (Hons) Primary Education, NEWI, Wrexham

[ITT provider at Swansea, Aberystwyth and Bangor were also contacted]

Other consultations in Wales

Alison Walker, Learning and Development Coordinator, Welsh Video Network,
University of Swansea

Andrea Meyrick, Education Business Partnerships, Glamorgan (Bridgend,
Merthyr Tydfil, Rhondda Cynon Taff, Caerphilly West)

Ceri Jones, Education Officer, Anglesey Museums and Archives Service

Claire Thomas, Association of History Teachers in Wales and Head of History

Bryn Celynnog Comprehensive, Beddau, Rhondda Cynon Taff

Clive Biscoe, ELRS Swansea, Neath, Port Talbot

Dafydd Watcyn Williams, NGfL Wales

David Maddox, Welsh Heritage Schools Initiative, former history adviser and
Principle Adviser, ESIS

Deborah Gwynne, formerly Head of History at Maesteg Comprehensive and
now Head of History at Bryntirion Comprehensive at Bridgend

Gerald Gabb, Education Officer, Swansea Museum

Jane Shepherd (Welsh Bq teacher) and two senior history students,
Bryntirion Comprehensive at Bridgend

Janis Griffiths, NGfL Wales, teacher Bryn Hafren Comprehensive School,
Barry and Chief Examiner AS and GCSE Sociology

Nina Palmer, Careers Wales, Cardiff and Vale of Glamorgan

Owen Llywelyn, Senior Education Officer, National Library of Wales

Phil Starr, History Subject Officer, WJEC

Rowena Riley, Lifelong Learning Officer, Caerphilly Museum and Heritage Service

Tom Pert, Mapping Officer, Royal Commission on the Ancient and Historical Monuments of Wales

CyMAL

Denise Lavis, Workforce Development Adviser

Mary Ellis, Director

Helen Lyall Williams – Access and Learning Adviser

Lesley-Anne Kerr - Head of Learning, Access & ICT

Others

Andrea Johnson, Consultant, *Ask The People* Project

Robin Clutterbuck, Consultant, *Welsh Baq* Consultation and Pilot Project

UK and Scotland

MLA

Emma Stagg and Judy Faraday, Archives Managers MLA

Hazel Courtley, Head of Learning and Access, MLA East of England

Other Archives and Record Offices UK

Andrew Payne, Education Manager, Online Services and Education, The National Archives

Eleanor Payne, Learning Officer, Luton Museums Service

Emma Faragher, Education Officer, John Murray Archive, National Library of Scotland

Esther Ormerod, Senior Archivist, Learning, Somerset Archives and Record Service

Jan Pimblett, London Metropolitan Archives

Jill Barber, Heritage Services Manager, Hertfordshire Archives and Local Studies

Jill Shonk, Learning and Outreach Manager, Gloucestershire Record Office

Margaret McBryde, Education Officer, National Archives of Scotland

APPENDIX 2: GROUP CONSULTATION QUESTIONS

INSPIRING LEARNING THROUGH ARCHIVES PROJECT

SECONDARY TEACHERS' CONSULTATION

Name:

Date:

School:

County:

1. I have already used record office collections and archives in my teaching

Yes No

If Yes please give details

2. I would like to use record office collections and archives in my teaching

Yes No

3. To be able to do this I would need

4. I have access to

- | | | |
|--|------------|-----------|
| • videoconferencing facilities | Yes | No |
| • interactive whiteboards | Yes | No |
| • ICT suite which my whole class can use | Yes | No |
| • Computers in my classroom | Yes | No |
| • Colour printing or photocopying | Yes | No |

5. Online and Digital

I would use digital images of archives on a whiteboard **Yes No**

I would print out facsimile documents to use with my class **Yes No**

I currently use the following educational websites in my teaching (specify)

6. I would prefer to use archives (list from 1 to 7 in order of preference)

- Online – downloadable facsimile documents for printing or on a whiteboard
- Visiting a record office for a formal teaching session where students can see and touch original documents
- Using a record office in a self-directed lesson with staff support
- Having a printed pack of documents and teaching activities to use in school
- Having scanned documents available on a CD Rom to use in school
- As an outreach activity from the Record Office in my classroom – eg by a facsimile loans pack; a visit from an archives staff member with facsimile documents
- Through a video-conferencing workshop between the record office and my class

- Other

7. Training

I would like training in how to use archives in the classroom **Yes No**

I would like to increase my confidence and expertise in using documents in the classroom.

Yes No

8. Curriculum Cymreig/National Curriculum

I would like resources developed using archives with my students for **(Tick as many as apply and add details of courses where applicable)**

Welsh Baq

AS/A Level History (specify course/s)

GCSE (specify course/s)

KS3 History (see q.9 below)

Giving a local perspective to national and global events & issues (specify)

Skills Framework

Welsh medium teaching

ICT and history (eg census databases)

Other areas (Please specify)

9. For which particular **topics** or **skills** that you teach at KS3 would you like archive resources developed where possible?

10. If you teach the **Tonypandy Riots** and/or the **Penrhyn Quarry Strike**, would you be interested in piloting a new CdRom from Glamorgan and Gwynedd Record Offices?

If you don't teach the Tonypandy Riots and/or the Penrhyn Quarry Strike, would you consider teaching these based on the new resources that have been developed?

11. Partnerships

I would be interested in working in partnership with the record office and other teachers to develop teaching and learning resources (eg by having paid supply cover to release teachers from classes or as a professional development placement, etc) **Yes No**

Please add any comments you might have

I would like to contact interested teachers for further or more specific consultation if necessary – by phone or email. Would you be willing to be contacted about this? If so please add your email or phone contact details

APPENDIX 3: CONSULTATION – INITIAL TEACHER TRAINERS

CONSULTATION – INITIAL TEACHER TRAINING

NAME **COLLEGE/UNIVERSITY**

COURSE TAUGHT

1. Have you used a Record Office or Archive as part of your teacher training?

Yes No

2. If **YES**, which archive or record office and when?

3. Was this

a. as a site visit/familiarisation session or onsite workshop?
Give details

b. OR a visit from Record Office or Archive staff to your campus?

c. OR the use of online archive-based learning resources? Give details

4. If **NO**, would you consider introducing your trainees to archives as a teaching resource in the future?

5. What are the obstacles (eg organisational, financial, personal, etc) in the way of trainees being able to use Record Offices and archives during their training?

6. Are there any ways that Record Offices and archives could support the development of trainee teachers' skills and knowledge of archive collections and how these could be used to enhance teaching and learning in the classroom?

Any other comments?

APPENDIX 4: SUMMARY OF CONSULTATION WITH SECONDARY HISTORY TEACHERS IN PEMBROKESHIRE⁹⁷

Used record office collections and archives in teaching

More had used collections than hadn't but these were not necessarily specific to a local record office or even to Wales – most had accessed archives online from various websites. One teacher had used copies of documents sent from the local RO.

Would like to use record office collections and archives in teaching

All of the teachers wanted to be able to do this

To be able to do this we would need

- Transport to get to the RO
- resource packs developed by the RO especially related to local history
- time to discuss what we need, how to access the information
- time and access

Access to facilities

Only one Welsh-medium school had access to VC facilities at present, all had interactive whiteboard and access to an ICT suite, two had computers in the classroom and two didn't access to colour printing or photocopying. All would use digital images of archives on a whiteboard and would also print out facsimile documents to use with their class.

Use of websites

<http://www.NGfL-cymru.org.uk/>

<http://www.learningcurve.gov.uk/>

<http://www.tlysau.org.uk/en/index> (Gathering the Jewels)

<http://www.cwgc.org/> (Commonwealth War Graves Commission)

<http://www.mrbelshaw.co.uk/> (website by teacher of History and ICT in Doncaster, England – 'news, resources and ideas for busy teachers')

⁹⁷ Secondary History Network Meeting at Neyland, Pembrokeshire 21 February 2008

<http://www.spartacus.schoolnet.co.uk/>

<http://www.schoolshistory.org.uk/>

<http://www.activehistory.co.uk/> (subscription site)

<http://www.historylearningsite.co.uk/>

<http://history.powys.org.uk/history/intro/menu3.html>

Preference for accessing archives

1. Online – downloadable facsimile documents for printing or on a whiteboard
2. Having a printed pack of documents and teaching activities to use in school / Having scanned documents available on a CD Rom to use in school
3. As an outreach activity from the Record Office in my classroom – eg by a facsimile loans pack; a visit from an archives staff member with facsimile documents
4. Visiting a record office for a formal teaching session where students can see and touch original documents; Using a record office in a self-directed lesson with staff support ; Through a video-conferencing workshop between the record office and my class

Training

Two-thirds of the teachers said they would like training in how to use archives in the classroom and would like to increase confidence and expertise in using documents in the classroom.

Priorities for Resource Development

1. Welsh Baq
2. AS/A Level History (Tudors, Wales and Britain 1810-1980 were mentioned)
 - KS3 History
 - Skills Framework
 - Giving a local perspective to national and global events & issues (Rebecca Riots; Chartism were mentioned)
 - ICT and history (eg census databases)

3. Welsh medium teaching

4. GCSE

KS3 Priorities

- Local history eg the harbour in Fishguard, the visit of the Mauretania and the first flight to Ireland;
- Industrial Revolution, WW1 and WW2;
- Local history eg Year 7 town history, monasteries, castles, church, Year 8 closure of the monasteries, Great Plague in Haverfordwest, Year 9 local industrial development, WW1, 20th century local events;
- local topics eg Brunel, local coalmining;
- Welsh history resources

None of the teachers in Pembrokeshire taught or were intending to teach the **Tonypandy Riots** and/or the **Penrhyn Quarry Strike**

Partnerships

Four of the teachers were interested in working in partnership with the record office and other teachers to develop teaching and learning resources (eg by having paid supply cover to release teachers from classes or as a professional development placement, etc). Two didn't respond.

One school is already working in partnership with NLW on digital storytelling.

APPENDIX 5 SUMMARY OF CONSULTATION WITH PRIMARY HISTORY TEACHERS IN PEMBROKESHIRE⁹⁸

Used record office collections and archives in teaching

Primary teachers had used a greater variety of sources and documents and seemed to have more awareness of collections than secondary teachers.

Most had used collections and sources - Census Returns, letters, pictures, log books, diary extracts Y5/6 Victorians & WW2, Trade Directories, newspapers, deeds, photographs, maps, plans & visit to RO, school admission registers, correspondence, school plans, 'Now & Then' articles from local newspapers Log books, photos etc used but not from RO.

Would like to use record office collections and archives in teaching

All of the teachers wanted to be able to do this

- 'It makes the learning 'real' for the children & you can get many skills from such work'.
- 'I believe that a lot of language development as well as history can be derived from them'.
- 'Possibly more local information about evacuees & events in the 1960s'.
- 'Will continue to do so – a wonderful resource for pupils'.
- 'Of course'.

To be able to do this we would need

- Material in a variety of forms (internet, paper copies, CD Rom, etc), real & transcripts
- Computer-based and hard copy resources
- Materials available on the web as well as in well-presented packs
- Time to research, help to research & find documents
- Additional training, a selection of archive materials/packs
- Local area material
- Time to locate information & skills to locate quickly & efficiently

⁹⁸ Primary History Network Training Day at Neyland, Pembrokeshire 15 November 2007

- To garner a basic working knowledge of what types of material are available in local RO

Access to facilities

Two primary schools had access to VC facilities either onsite or at a local secondary school and another was about to get them. All had interactive whiteboards and access to an ICT suite, two had computers in the classroom and two didn't access to colour printing or photocopying.

All would use digital images of archives on a whiteboard and would also print out facsimile documents to use with their class.

Use of websites

<http://www.NGfL-cymru.org.uk/>

<http://www.coxhoe.durham.sch.uk/Curriculum/History.htm>

<http://www.clickteaching.com/> (subscription required)

<http://www.learningcurve.gov.uk/>

<http://www.tlysau.org.uk/en/index> (Gathering the Jewels)

<http://www.bbc.co.uk/history/>

<http://www.bbc.co.uk/wales/history/>

<http://www.iwm.org.uk/server/show/nav.001008007#teachers>

<http://www.historyonthenet.com/>

<http://www.genuki.org.uk/>

<http://www.castlewales.com/>

<http://www.tudorbritain.org/> (TNA and V&A partnership)

Preference for accessing archives

1. Online – downloadable facsimile documents for printing or on a whiteboard
2. Having a printed pack of documents and teaching activities to use in school
3. Visiting a record office for a formal teaching session where students can see and touch original documents
4. Having scanned documents available on a CD Rom to use in school

5. As an outreach activity from the Record Office in my classroom – eg by a facsimile loans pack; a visit from an archives staff member with facsimile documents
6. Using a record office in a self-directed lesson with staff support
7. Through a video-conferencing workshop between the record office and my class

Training

All the teachers who answered this (two left it blank) said they would like training in how to use archives in the classroom and would like to increase confidence and expertise in using documents in the classroom.

Priorities for Resource Development

1. Local studies
2. Literacy and language
Welsh Studies
3. Giving a local perspective to national and global events & issues
Geography & history
4. ICT (eg census databases)
5. Mathematics & numeracy
Art & design & creativity
6. Welsh medium teaching

Comment: "All of the above. Teach in a cross-curricular fashion throughout school so all areas are involved in project work".

KS1 and KS2 Priorities

- History/Geography, questioning, thinking, enquiring
- Pictorial identification skills – Stage 1 children
- 1950s & 1960s
- Literacy
- History skills– reading for information, databases, asking questions, evaluating sources

- Language
- History/Literacy – newspaper articles, letters; Geography; occupations, settlements, census, numeracy, drama, role play etc
- Interactive Whiteboard activities as History Detective like V&A site
- Comparing personal, social & educational differences between now & the past

Partnerships

All but one ('too many school-based commitments') of the teachers were interested in working in partnership with the record office and other teachers to develop teaching and learning resources (eg by having paid supply cover to release teachers from classes or as a professional development placement, etc).

Other comments:

“Bilingual Resource Packs would be ideal”

“We had begun as a group to look for WW2 archive material & would love to be able to develop teaching resources from these”

“Vital to develop appropriate materials”

“I would like to know more about what range of materials can be used for education”

“It is of great importance that pupils have the opportunity to see, touch and visit places in order to experience artefacts and archive materials”.

APPENDIX 6: ABBREVIATIONS

ARCW	Archives Council Wales
CLEO	Cumbria and Lancashire Education Online
CW	Careers Wales
DCMS	Department of Culture, Media and Sport
DCSF	Department of Children, Schools and Families
DfES	Department of Education and Skills
EBP	Education Business Partnerships
ESIS	Education and School Improvement Service
G&T	Gifted and Talented Students
HALS	Hertfordshire Archives and Local Studies
ICT	Information and Communications Technology
ILfA	Inspiring Learning for All
INSET	In service training for teachers
ITT	Initial Teacher Training
LMA	London Metropolitan Archives
MLA	Museums, Libraries and Archives Council (England)
NGfL	National Grid for Learning Wales
NLW	National Library of Wales
OfSTED	The Office for Standards in Education.
PGCE	Post Graduate Certificate of Education
PSE	Personal and Social Education (Wales)
RCMG	Research Centre for Museums and Galleries, Uni of Leicester
SARS	Somerset Archives and Record Service
SCITT	School-centred Initial Teacher Training
SEN	Special Educational Needs
TDA	Teacher Development Agency
UWIC	University of Wales Institute Cardiff
WAG	Welsh Assembly Government
WBaq	Welsh Baccalaureate
WVN	Welsh Video Network

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