

**APPENDIX 2**



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**Inspiring Learning**

IMPROVEMENT TOOLKIT FOR MUSEUMS, LIBRARIES AND ARCHIVES

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KNOWLEDGE AND UNDERSTANDING	EXAMPLE STATEMENT
<b>Knowing about something</b>	Given me an understanding of using computers. The Internet is the only way I can find the information I am after (Warwickshire Libraries).
<b>Learning facts or information which can be:</b> <ul style="list-style-type: none"> <li>• <b>Subject –specific</b></li> <li>• <b>Interdisciplinary / thematic</b></li> <li>• <b>About museums, archives, libraries</b></li> <li>• <b>About myself, my family, my community, the wider world</b></li> </ul>	I liked going down the mine because in the Victorian times they had to work a long way down and they had a mashin [machine] that was 7 times louder than a drill (Beamish)
<b>Making sense of something</b>	The photographs and slides made everything come alive for us after our initial research about the Victorians from books (Somerset Archives and Record Office).
<b>Deepening understanding</b>	I learned that you can die of AIDS and nobody will want to play with you or even they probably won't want to be your friend (Arizona Science Center)
<b>Learning how museums, archives and libraries operate</b>	I do not usually like museums and listening to head sets but I found this trip very different. I enjoyed and wanted to understand how people could be so awful (Imperial War Museum).
<b>Giving specific information – naming things, people or places</b>	When you went to sketch that rock did look very like a sandwich. I can remember their names they are Hook Norton limestone and clypeus grit (St John's Museum Warwick)
<b>Making links and relationships between things</b>	Eating disorders are usually the consequence of other problems – I'm glad that I have a stable family (Poole Library Teenage Reading Group).
<b>Using prior knowledge in new ways</b>	Made the children more aware of the simplicity of Victorian leisure time. No electricity or TV. Quiz reinforced things that they had learnt about the Victorians (Prescot Museum, Knowsley Borough).

## SKILLS

<p><b>Knowing how to do something</b></p>	<p>I think this is a good way to encourage children to read, this also encourages visits to the library and shows children how to get information for themselves (Big Summer Read 2002).</p>
<p><b>Intellectual skills – reading, thinking critically and analytically, making judgements...</b></p>	<p>I have learnt to look at the artefacts and reflect on why they are there and their importance (Imperial War Museum)</p>
<p><b>Key skills – numeracy, literacy, use of ICT, learning how to learn...</b></p>	<p>My grandson of three had no interest whatsoever in writing, reading or drawing. Since using this scheme he has started to recognise words, write his name on his own and draw (Big Summer Read 2002)</p>
<p><b>Information management skills – locating and using information, evaluating information, using information management systems...</b></p>	<p>Taught me how to use the Internet for census records. I was able to find my apparently “non-existent” grandfather using the census records. (Warwickshire Libraries)</p>
<p><b>Social skills – meeting people, sharing, team working, remembering names, introducing others, showing an interest in the concerns of others</b></p>	<p>Through a reading group you can gain more insight into the book and see deeper meanings that you otherwise would have missed (Poole Library).</p>
<p><b>Emotional skills – recognising the feelings of others, managing (intense) feelings, channelling energy into productive outcomes...</b></p>	<p>The first step for me was the Trongate Studios and the projects after that have made me realise that I do have rights – I am a human being and I am allowed to express myself (Open Museum)</p>
<p><b>Communication skills – writing, speaking, listening...</b></p>	<p>I learnt how to debate my ideas and give my opinions on artists (Harewood House).</p>
<p><b>Physical skills – running, dancing, manipulation, making...</b></p>	<p>The children enjoyed the hands-on experience of slates, flags, dressing up, blackboard etc. It was different from what they usually do – it felt as though they were in 1897 (Prescot Museum, Knowsley Borough)</p>

## ATTITUDES AND VALUES

<b>Feelings and perceptions</b>	The book made me feel glad that I have a stable family but sad that many people go through what Carmen went through and ashamed that I tend not to think about people with eating disorders (Poole Library).
<b>Opinions about ourselves e.g. self-esteem</b>	At first I thought standing up in front of people and reading our poetry would be difficult but they didn't laugh or anything like that, they supported you instead of laughing. I got more confident because other people felt the same as I did when I was reading mine – before I didn't read out loud in class, I said no. Now I can read in front of everybody (Harewood House).
<b>Opinions or attitudes towards other people</b>	This is a brilliant exhibition – so stimulating and thought provoking – so diverse. I've never seen Joe (my 7 year old son) write so much poetry before – fantastic. Thank you – it showed a window into Joe that I'd never seen before – didn't know it was there – the exhibition opened up that window (Sainsbury Centre for the Visual Arts)
<b>Attitudes towards an organisation e.g. museums, archives and libraries</b>	My son has been visiting the library since he was three weeks old, it didn't have a big impact on his enjoyment of books. What it did do was give him a safe audience outside his own family with whom he could share his enjoyment – a big step forward for a shy little boy (Big Summer Read 2002, Essex Libraries).
<b>Positive attitudes in relation to an experience</b>	Today I met an amazing woman...a mother of eight. We stood and looked at Susan Hiller and Suzanne Lacy's work and when she left I listened. The way this woman had talked so openly about her life, about her pain, was echoed on the words in the Suzanne Lacy performance – my faith has been restored in the gallery as a resting place, a site of discussion and dialogue – a place of learning (Leeds Art Gallery).
<b>Negative attitudes in relation to an experience</b>	Museums are not welcoming to us. I get the feeling you have to look around silently and it is difficult with children, they want to talk and ask questions. You have the staff walking round and following you, feel constantly observed (MGC).
<b>Reasons for actions or personal viewpoints</b>	As a dyslexic I found the thought of researching at the PRO a very daunting prospect – however the help and patience shown to me by your staff made my time at the PRO a very enjoyable experience and for that I thank you. (Public Record Office).
<b>Empathy, capacity for tolerance (or lack of these)</b>	The pit because the boys and men had to work all day and night in horrible conditions and all the gases and danger of being killed. Also they did not have very good lights so it would not be at all nice in any way except the pay. They did not have a very exciting life and I'm glad I wasn't alive then (Beamish Museum).

## ENJOYMENT, INSPIRATION AND CREATIVITY

### ***Having fun***

My son has really enjoyed the Jeremy Strong books, they make him laugh out loud and want to read bits to me (Big Summer Read 2002).

### ***Being surprised***

Almost without exception the children thoroughly enjoyed the day – one particularly hard to please pupil claiming it was the best trip he had ever been on! It inspired some excellent recounts of the day prompting some to write more than ever achieved in class (St John's Museum Warwick)

### ***Innovative thoughts, actions or things***

I think there are lots of connections between the Holocaust and moral/political issues but what is horrible is that the Holocaust used horrible ruthless modern methods to murder large numbers of people (Imperial War Museum)

### ***Creativity***

The children enjoyed making pots and looking at the skeleton at the dig. They also enjoyed the jewellery making (Essex Heritage Services).

### ***Exploration, experimentation and making***

Learning to draw and paint better – it inspired me to work harder and go and draw landscapes instead of working from pictures (Harewood House).

### ***Being inspired***

What was very apparent was the fact that the children had not realised that the people of Taunton were Victorians at the time and they have since begun to research any family histories of their own (Somerset Archives)

## ACTION, BEHAVIOUR, PROGRESSION

What people do	I enjoyed wearing the corset because I felt how Victorian people felt it was uncomfortable. The fact that I had to wear a hoop hurt me and I found that it was tough for Victorians (Birmingham Museums and Art Gallery)
What people intend to do (intention to act)	Thank you for your interesting and enlightening presentation- we all enjoyed it immensely and came away thinking we must get back to dig deeper and find out more about our heritage and the homes we live in (Essex Record Office)
What people have done	It's probably one of the most memorable weeks of the children's school life. They have learned a lot about their own skills and capabilities. I have learned a lot about their capabilities. This workshop brought out talents which we don't always see in the classroom. The emphasis on English, maths and science means that we don't always give enough time to areas of the children's characters (Prescot Museum, Knowsley Borough).
A change in the way that people manage their lives including work, study, family and community contexts	Before the session I depended on others to get info. Now (I have access through work) I feel more independent (University of Leicester Library)
Actions (observed or reported)	The Reading Planet has helped to hold my daughter's interest in reading during the school holidays. I have also found that she is choosing books outside the normal reading material (i.e. non-fiction and poetry) and forming independent opinions about them (Big Summer Read 2002, Essex Libraries).
Change in behaviour	I felt that I could be free to show my emotions more heavily than when in school (Imperial War Museum).
Progression – towards further learning, registering as a library user, developing new skills – is the result of a purposive action which leads to change	I come here to practice. I am just using the computer. The computer is now an accessory for living (Warwickshire Libraries).