

Guidance for implementing Inspiring Learning for All using the online resource

SCOTTISH
MUSEUMS
COUNCIL



www.inspiringlearningforall.gov.uk

Stages to implementing the Inspiring Learning for All framework

1. Find out about Inspiring Learning for All (ILfA)
2. Debate what you mean by learning
3. Set up a team to lead the process
4. Audit your service provision
5. Identify evidence to demonstrate you meet the goals of Inspiring Learning for All
6. Develop an action plan
7. Assess learning outcomes for users
8. Develop a convincing case and advocacy strategy
9. Feed back to develop individuals, teams and your organisation
10. Further Support

1. Find out about Inspiring Learning for All (ILfA)

Go to **1. Introduction** and click on **What is Inspiring Learning for All?**

This section provides a summary of outcomes and processes and the detailed framework for downloading and an overview of the four key principles of the framework.

2. Debate what you mean by learning

3. Set up a team to lead the process

Go to **1. Introduction** and click on **What do we mean by learning?**

This section provides information on current thinking on learning styles and learning styles activities.

Go to **2. Use the Framework** and click on **Prepare the ground.**

This section provides materials that will help you make a start with:

- ✓ **Planning the process**
Sets out how to introduce ILfA in your museum
- ✓ **Talking about learning**
Provides materials and activities to explore learning with colleagues including information on planning a workshop and case studies of pilot sites
- ✓ **Convincing colleagues**
Encourages you to engage champions for learning amongst colleagues and supporters and provides useful advice on building internal commitment, example workshop activities, learning styles activities and a presentation.

4. Audit your service provision

Audit your service provision using the ILfA checklist to identify your strengths and areas to improve.

Go to **2. Use the Framework** and click on **Inspiring Learning for All checklists**.

The **Quick checklist** is to be used as part of an introductory and interactive session for colleagues, partners and stakeholders. It is advised you work through the checklist with your team, colleagues and/or partners. It will help to familiarise you with the framework and stimulate discussion.

You are then advised to complete the **Detailed Checklist** which will help you explore your work more deeply and to set priorities for action planning.

The ILfA framework has four key principles and it is recommended you focus on one of these, working through the **Detailed Checklist** as a team in detail.

5. Identify evidence to demonstrate you meet the goals of Inspiring Learning for All

Identify evidence to demonstrate that you meet the stated goals of ILfA and decide where there are gaps in your evidence.

Go to **2. Use the Framework** and click on **Demonstrate your impact on learning**. This section provides sources of evidence that you might collect and use.

6. Develop an action plan

Develop an action plan to improve your services and overall support for learners.

Go to **2. Use the Framework** and click on **Take action**.

This section provides an overview of what you could focus on and an Action Plan template. There is a useful section on embedding a new approach to learning and case studies from pilot sites.

7. Assess learning outcomes for users

Use the **Generic Learning Outcomes** (GLO's) system. The evidence of learning outcomes that you collect will feed into your action planning and support your advocacy work.

Go to **3. Measure Learning** and click on **What are learning outcomes?**

The Generic Learning Outcomes within the **Measure Learning Toolkit** can be used to create a common language for talking about learning. Using the GLO's can show how evidence of learning can be aggregated across services and service points and can help you demonstrate the overall impact that museums have on people's informal, lifelong learning.

They can also:

- ✓ Improve your understanding of the learning process
- ✓ Enable you to plan more effective learning environments and opportunities

Go to **3. Measure Learning** and click on **Steps in the process**.

The ILfA framework outlines seven steps for assessing learning in your museums and provides a range of tools and techniques to get started.

Further details on each of these steps are available by clicking on the relevant sections.

Steps in the Process

1. **Set objectives** - agree what you want to achieve by collecting evidence of learning
2. **Review your existing data** to see if you already collect evidence of learning
3. **Select your method**
4. **Develop your tools**
5. **Code data**
6. **Analyse data** - quantitative and qualitative data
7. **Present evidence**

Using evidence to win support for learning is in the **4. Win Support** section of the web site.

The **3. Measure Learning** section provides information on case studies and **Lessons from piloting** including:

- Using existing evidence
- Improving existing research tools
- Developing new research tools

8. Develop a convincing case and advocacy strategy

Develop a convincing case and an advocacy strategy that will help you win support for learning both internally and externally.

To make sure ILfA is embedded in your museum it is essential that colleagues accept learning as a priority and that the wider learning community understands the important contribution your organisation has to make.

Section **4. Win Support** provides information on:

Selecting your target audience >> *Understanding their priorities*

This section provides you with information on connecting with external partners.

Developing your evidence >> *Create a powerful argument*

Provides information on how to combine outcomes, research, policy and statistical evidence to create a powerful argument for the role of your museum in supporting learning.

Presenting your case >> *Plan your approach*

Provides creative ideas for getting your message across and things to consider with internal and external target groups.

This section also provides downloadable research evidence for advocacy including web-based resources.

9. Feed back to develop individuals, teams and your organisation

Feed your findings back to develop individuals, teams and your organisation. Working with the framework will set in motion a fundamental shift in your museum and will mean:

- ✓ Listening to and involving your users
- ✓ Working with and learning from new partners
- ✓ Embracing and communicating a broad understanding of your role in learning
- ✓ Engaging members of staff and governing bodies as learners too

5. Go further draws on the experiences of the museums piloting ILfA in 2002 – 2003, and the areas where they felt that the framework contributed most to their development. This section includes links to further information and case studies on:

- **Learning as an organisation** >> *Shift your thinking and behaviour*
This section has information characteristics of a learning organisation and a section on what we believe about learning organisations.
- **Developing ourselves** >> *Are you committed to learning?*
Provides you with an opportunity to think about your own development.
- **Creating a learning environment** >> *Transforming your learning spaces*
Provides case studies from organisation taking part in the pilot of the framework
- **Raise the profile** >> *Learning strategies and learning champions.*
This section has a Resource link to more information on how to develop your learning strategy and how to develop your role as Education staff and learning champions.
- **Increasing learning budgets** >> *Make a strong case for funding*
This section highlights how ILfA can enable you to:
 - Identify clear priorities and make a strong case for funding
 - Shape funding applications
 - Address short and long-term gaps in provision
- **Consult with users and non-users** >> *Embed consultation, Developing your practice*
Provides you with material to start the consultation process, guidelines for involving users, community profiling guidance notes and lessons for working with young people in museums
- **Build partnerships** >> *Learn and develop with partners, Effective partnership working, sustainable partnerships*
This section provides guidance on working in partnership.
- **Benchmark** >> *Strive for continuous improvement*
Provides MLA's summary of relevant Standards and Guidelines in the UK.

10. Further support

- **FAQ section** - Go to **Resources & Further Info** at the top of page
- **Glossary** of terms - Go to **Resources & Further Info** at the top of page
- **Download library** - Go to **Resources & Further Info** at the top of page
- **New User Guide** - Go to **Resources & Further Info** at the top of page
- **References and links** - Go to **Resources & Further Info** at the top of page