

National Print Museum

Education Policy

2012 - 2015

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1. Introduction and Context

1.1 Introduction

Education is at the core of all museums. Each museum provides a multi-layered, diverse and unique opportunity for lifelong learning to all visitors. Learning in the museum environment manifests itself in multiple ways, from the formal setting of organised groups such as schools, to the free exploration of informal learning by leisure visitors. The fundamental educational function of a museum should encourage and make provisions for all visitors to engage, interact and respond to its collection.

The National Print Museum recognises that education is an integral part of its function within society and will do all within its power to promote its educational role to both its formal and informal audiences.

1.2 History

The National Print Museum opened in 1996. It was recognised that the role of the Museum was fundamentally educational and as such it was decided that the appointment of an Education Officer would support and develop this role. In 2005, the Museum employed a part-time Education Officer to coordinate its youth education programme. Due to the success of this appointment and the level of work required for the role, approval was granted to make the position of Education Officer full-time in 2007. This full-time role has remained in place to date.

Over time a full and successful education programme, for both formal and informal audiences, has been created and developed including guided tours, exhibitions, workshops, lectures, demonstration days, training seminars and most recently in 2012, the provision of a new self-guided education area for families and children. In conjunction with the internal educational provisions outlined above, the Education Department of the Museum works each year with external organisations by participating in a number of National events including Heritage Week, Culture Night, Children's Book Festival, Bealtaine, Science Week and more recently Open House Junior.

A significant redevelopment of the Museum's permanent exhibition began in late 2010 and in August 2011 Mr Jimmy Deenihan TD, Minister of Arts, Heritage & the Gaeltacht officially unveiled the completed project. The primary aim of redeveloping the permanent exhibition was to make the history of printing more accessible to a wider audience.

1.3 Education Policy

This education policy aims to provide a framework for the future development of both formal and informal educational provisions within the National Print Museum for the period of 2012 – 2015.

2. Education Mission Statement

The Education Department of the National Print Museum preserves, protects and increases awareness of the unique collection and associated provisions at the Museum. It is committed to providing a wide range of socially inclusive opportunities for the lifelong discovery and enjoyment of Ireland's printing heritage.

3. Aims and Objectives

The National Print Museum's Education Department strives to continually improve the educational provisions within the Museum. To do this, the department has identified a number of specific aims, which it will endeavour to achieve over the next three years. The details of these aims along with the corresponding objectives are outlined below.

- 3.1 Continue to grow, develop and make accessible a diverse range of educational programmes, relevant to the collection of the National Print Museum, to a wide range of informal audiences.
- 3.2 Research, develop and implement revised educational programming and maintain current successful programming, relevant to the collection of the National Print Museum, to a wide range of formal audiences.
- 3.3 Develop and maintain mutually beneficial relationships and partnerships with the appropriate professional, educational, cultural, arts and heritage bodies and organisations.
- 3.4 Continue to grow and develop the Museum's practical and theoretical educational programming relating to the craft of traditional and contemporary letterpress.
- 3.5 Ensure all education staff and trainees are provided with the appropriate guidelines, training and mentoring to enable them to carry out their responsibilities within the museum and to the visiting public effectively and confidently.

3.1 Continue to grow, develop and make accessible a diverse range of educational programmes, relevant to the collection of the National Print Museum, to a wide range of informal audiences.

- 3.1.1 Continue to provide a self-guided and interactive guided tour of the Museum's permanent exhibition to all informal audiences and develop, trial and evaluate a new Beggars Bush Barracks walking tour, which will occur during special events sporadically throughout the year.
- 3.1.2 Working with the Curatorial Committee, continue to develop and provide a wide range of free lectures and temporary exhibitions for all ages and develop supplementary educational programming where relevant for children and young people in conjunction with temporary exhibitions.
- 3.1.3 Continue to develop, provide and review a wide range of hands-on arts and crafts workshops for adults, teens and children and where possible link such workshops to national or international cultural events in order to reach a more culturally diverse audience.
- 3.1.4 Continue to provide a free, self-guided and interactive Education Area, as place for family learning and discovery within the community, and develop, trial and evaluate a range of free children's guided educational activities, occurring once a month, at the Education Area i.e. storytelling.
- 3.1.5 Continue to develop and provide a range of free events for all informal audiences including special tours, family fun days, community days and demonstration days, which are internally organised or organised in conjunction with national events i.e. Heritage Week, Bealtaine etc., to increase awareness and encourage greater usage of the Museum as a learning and enjoyment facility for all.
- 3.1.6 In conjunction with the Curatorial Committee, research and develop a series of informal educational programming relevant to the National Print Museum's permanent collection and the forthcoming decade of centenaries in Ireland, with particular emphasis on the 100th anniversary of the Easter Rising in 2016.
- 3.1.7 Research and develop new, clearly defined and effective content for the interpretation and promotion of the Museum's informal educational programming within the National Print Museum's new website.
- 3.1.8 Raise awareness of and effectively promote all informal educational programming through various mediums including but not limited to the development and maintenance of the Museum's general mailing list database, a bi-annual Event Guide, the Museum website, social media and a number of free online promotional websites.
- 3.1.9 Research and apply for all relevant state and non-state funding opportunities, which may assist the Museum in successfully achieving the above objectives.

3.2 Research, develop and implement revised educational programming and maintain current successful programming, relevant to the collection of the National Print Museum, to a wide range of formal audiences.

- 3.2.1 Research, develop, trial and evaluate new educational programming responsive to the Montessori methods of learning, utilising the Museum's Education Area, for Montessori Schools in the local area.
- 3.2.2 Continue to provide a specially designed interactive guided tour and educational resources for Primary Schools. Research and develop new interpretative and promotional material for teachers, which highlights the strong links between the National Print Museum's collection, its associated history and craft and the current National Council for Curriculum and Assessment (NCCA) Primary School curriculum.
- 3.2.3 Research, redefine and redevelop the Museum's Secondary School educational programming, ensuring that all new provisions reflect innovative approaches to teaching and are responsive to the required learning objectives at each level of the NCCA Secondary School curriculum.
- 3.2.4 Pilot and evaluate the effectiveness of the redeveloped Secondary School programmes and once complete, research and develop new interpretative and promotional material for teachers, which highlights the strong links between the National Print Museum's collection, its associated history and craft and the current NCCA Secondary School curriculum.
- 3.2.5 Continue to provide an interactive guided tour for 3rd level and Adult Education audiences, tailored to the specific learning needs of each group i.e. Graphic Design students, History students etc., and highlight to such groups the comprehensive educational resource available by way of the Museum's extensive and specialised Library.
- 3.2.6 Continue to provide the successful Community Outreach Programme, traveling locally and nationally to bring the essence of the Museum's collection and its associated history and craft, by way of two workshops, to various child, school, and youth audiences.
- 3.2.7 Building on the success of recent educational programmes facilitated for disability groups such as Enable Ireland and Carmona, which were tailored to suit each groups specific and special learning needs; research and invite similar groups to work with the Education Department on developing and availing of similar programmes at the Museum.
- 3.2.8 Research and develop new, clearly defined and effective content for the interpretation and promotion of each element the Museum's formal educational programming within the National Print Museum's new website.
- 3.1.9 Raise awareness of and effectively promote all formal educational programming for Primary and Secondary Schools through various mediums including but not limited to the utilisation of the Department of Education and Skills school databases, attendance at annual promotional educational events such as the HTAI Annual

Conference, and the development of relationships with key educational organisations i.e. ASTI and schools in the local community.

- 3.1.10 Raise awareness of and effectively promote all other formal educational programming to a variety of learning groups through various mediums including but not limited to the development of target audience mailing lists (in accordance the Data Protection Acts of 1988 and 2003) i.e. Irish heritage and historical societies, 3rd level Graphic Design colleges, Montessori Schools etc., a bi-annual event guide, the Museum website, social media and a number of free online promotional sites.
- 3.2.11 In conjunction with the Curatorial Committee, research and develop a series of formal educational programming relevant to the National Print Museum's permanent collection and the forthcoming decade of centenaries in Ireland, with particular emphasis on the 100th anniversary of the Easter Rising in 2016.
- 3.2.12 Research and apply for all relevant state and non-state funding opportunities, which may assist the Museum in successfully achieving the above objectives.

3.3 Develop and maintain mutually beneficial relationships and partnerships with appropriate professional, educational, cultural, arts and heritage bodies and organisations.

- 3.3.1 Endeavour to establish new and develop existing working relationships with key national educational organisations i.e. Irish National Teachers Organisation (INTO), History Teacher Association Ireland (HTAI) etc., to increase awareness of and enhance the Museum's educational programming for schools in line with current NCCA curricular learning objectives.
- 3.3.2 Endeavour to establish new and develop existing working relationships with key national organisations, which promote opportunities for greater participation by older people in society e.g. Age & Opportunity, to increase awareness of the Museum as a place for lifelong learning and to enhance the Museum's educational programming for older people.
- 3.3.3 Endeavour to establish and develop existing working relationships with key national disability organisations i.e. Enable Ireland, Arts and Disability Ireland etc., to increase awareness of the Museum as flexible educational resource for people with special needs and to ensure the Museum's educational programmes are accessible to and inclusive of all levels of physical and intellectual ability within society.
- 3.3.4 Endeavour to establish working relationships with key national Adult Learning and Education organisations e.g. Aontas, to increase awareness of the Museum as place for lifelong learning and to ensure the Museum's educational programmes are accessible to and inclusive of all levels of education within society.
- 3.3.5 Endeavour to establish working relationships with key national youth organisations e.g. National Youth Council of Ireland, to assist in developing and increasing awareness of the Museum's educational programmes for young people outside of formal education and to ensure the Museum contributes to young people developing the skills and confidence to fully participate as active citizens in society.
- 3.5.6 Endeavour to establish working relationships with cultural departments within various international embassies in Ireland, e.g. Embassy of Japan Cultural Centre, to increase awareness of the Museum's educational programming among various cultural and ethnic communities in Ireland and where possible link such programming to international cultural events.
- 3.6.7 Endeavour to establish working relationships with national or independent organisations that represent or work with ethnic or social minority groups in Ireland e.g. New Communities Partnership (NCP), in order to understand and learn how the Museum can engage with and ensure greater access for such groups through its educational programming.
- 3.6.8 Continue to work with official government, arts, heritage and cultural organisations i.e. Department of Arts, Heritage and the Gaeltacht, the Arts Council etc., in order to be cognisant of all developments, training and funding, available within such organisations in relation to museum education, and to work with such organisations to provide a contemporary educational programme within the Museum.

3.4 Continue to grow and develop the Museum's practical and theoretical educational programming relating to the craft of traditional and contemporary letterpress.

- 3.4.1 Continue to develop and provide a range of traditional letterpress workshops for the Museum's adult audiences.
- 3.4.2 Continue to develop and provide a selection of free lectures, where experts present on broad range of topics relating to the history and development of printing and contemporary printing.
- 3.4.3 Continue to develop and provide a selection of free temporary exhibitions relating to traditional and contemporary letterpress.
- 3.4.4 Continue to provide a range of free printing Demonstration Days at the Museum, where a range of the composting and printing machines within the permanent exhibition are demonstrated by our volunteers, in order to educate our visitors and increase awareness of the importance of the preservation of the craft.
- 3.4.5 Building on success of the Letterpress Seminar held in 2011 and utilising the skills and knowledge of the Museum's volunteers continue to develop and grow the offering of an annual intensive Letterpress Training Seminar, to ensure the preservation of the traditional craft of letterpress for future generations.
- 3.4.6 Through working with the Museum Management Committee, Curatorial Committee and volunteers and through providing letterpress workshops and training initiatives, continue to build a database of and develop relationships with those experienced in the craft of traditional and contemporary letterpress and identify those who would like to grow their experience and are dedicated to the preservation of the craft.
- 3.4.7 Building on the success of a letterpress project carried out with St. Nessan's Community School in 2012, research and evaluate the possibility of rolling out further letterpress projects or workshops with Secondary School's nationwide, with the primary target audience being Transition Year teachers and students.
- 3.4.8 Working with the FAS Culture and Heritage programme Co-ordinator and trainees, build a traditional letterpress oral history research bank through interviewing the Museum's experienced volunteers, all of whom have retired from the printing industry.
- 3.4.9 Research and develop new, clearly defined and effective content for the interpretation and promotion the Museum's educational programming with regard to letterpress within the National Print Museum's new website.
- 3.4.10 Keep up to date with developments in the preservation of traditional letterpress and developments in contemporary letterpress both nationally and internationally to enhance and inform all letterpress educational programming with in the Museum.
- 3.4.11 Research and apply for all relevant state and non-state funding opportunities, which may assist the Museum in successfully achieving the above objectives.

- 3.5 Ensure all education staff and trainees are provided with the appropriate guidelines, training and mentoring to enable them to carry out their responsibilities within the museum and to the visiting public effectively and confidently.**
- 3.5.1 Ensure that all new members of educational staff receive internal training and information about the educational provisions and resources offered by the Museum.
- 3.5.2 Ensure that all members of staff, where appropriate, attend First Aid, Manual Handling and Fire safety training to ensure the welfare and safety of all visitors and staff in the Museum.
- 3.5.3 Continue to assist the Culture and Heritage FAS Course Co-ordinator and Assistant Co-ordinator with tour-guide training and mentoring.
- 3.5.4 Review and update the Museum's Child Protection Policy in accordance with the H.S.E *Children First: National Guidance for the Protection and Welfare of Children* (2011).
- 3.5.5 Ensure that all members of staff who come into contact with children and young people receive Child Protection training from the Museum's Designated Liaison Person (D.L.P) and in order to protect the welfare and safety of all children and young people in our care, ensure that all are aware of the Child Protection policy and procedures in place and have signed a Declaration of Suitability to Work with Children.
- 3.5.6 Endeavour to source suitable training for the Museum Education Officer, who will in turn inform other members of staff with regard to best practice when working with people with special needs, intellectual or physical disabilities.
- 3.5.7 Endeavour to attend The Heritage Council's Museum Standards Programme Ireland training in relation to museum education policy, to ensure best practice is implemented and maintained within the National Print Museum.
- 3.5.8 Endeavour to attend any additional training days, seminars, symposiums and conferences, which will assist the Education Department in keeping up to date with of all developments in museum education and learning, both nationally and internationally, and to ensure the educational programmes on offer within the Museum are informed, innovative and responsive to such developments.

4. Identification of Target Audiences

The identification of the target and potential audiences of the National Print Museum provides the opportunity to devise tailored educational programming suitable for the needs and interests of each audience type. Once the various audience types have been identified, their learning needs and expectations have to be evaluated and programmes designed with this information in mind.

Museum audiences fall into two distinct categories; formal learning and informal learning and the dissemination of knowledge to each of these groups differs accordingly. Formal learning audiences usually comprise of a group whose primary purpose for visiting the museum is educational and as such require detailed guided tours, educational resources such as worksheets, access to library and audio-visual presentations, etc. Informal learning audiences enter museums in a leisure as opposed to educational capacity; they may opt a formal presentation of the collection, however many prefer to interact with the museum in a more relaxed atmosphere of learning by discovery.

The main target audiences of the National Print Museum have been identified by the Education Department and are grouped into formal and informal categories below.

4.1 Formal Learning Audiences

- Pre-school/ Montessori
- Primary schools
- Secondary schools
- DEIS & Special Schools (Primary through to Secondary)
- Third level organisations
- Language schools
- Youth organisations
- Adult education
- Educators
- Disability groups
- Social or ethnic minority groups
- Historical, Heritage or Special Interest groups
- Researchers
- Workshop attendees
- Letterpress training participants
- Lecture attendees
- Outreach participants

4.2 Informal Learning Audiences

- Families
- Children
- Teens

- Adults
- Domestic tourists
- International tourists
- Children groups i.e. Summer Projects, Scouts, Brownies, Cubs, Beavers
- Senior citizens
- Local community
- Social and corporate groups or clubs
- Workshop participants
- Current or former printers and typesetters
- Museum shop customers
- Museum café customers

5. Type of Provision

The National Print Museum has worked assiduously to create a varied educational programme to facilitate the wide-ranging learning needs of both our formal and informal audiences. Details of the educational programming and activities currently on offer at the Museum are listed below:

- 5.1 A **self-guided visit** of permanent exhibition is offered daily to visitors who prefer learning by discovery during their time in the Museum. The permanent exhibition is interpreted through a number of introductory, section and caption panels and labels, which is available in a leaflet format for visitors to take away with them after their visit.
- 5.2 Interactive **guided tours** of permanent exhibition are offered daily to walk-in visitors and pre-booked formal and informal learning groups. An experienced guide accompanies the visitor or group on a journey of discovery, with both technical descriptions and anecdotal tales, through the three core areas of the exhibition – the Compositing Area, the Printing Area and the Finishing Area. Each visitor is offered the opportunity to hand compose and print during the tour.
- 5.3 An 8-minute **audio-visual presentation** is offered to every self-guided and guided visitor or group. This is a unique opportunity for visitors to observe demonstrations of a selection of the machines in the Museum’s permanent exhibition, along with a description of how they work from the active retired volunteers of the National Print Museum.
- 5.4 **Activity based guided tours** of permanent exhibition are available to primary school, children and family groups on a daily basis. Using the Museum’s collection and traditional arts and crafts, guides introduce children to a hands-on, interactive learning experience to allow them to discover the world of printing.
- 5.5 Primary and Secondary **Teacher’s Resource Packs** are sent to all teachers in advance of a school visit. Each pack contains extra information for teachers, including a glossary of printing terminology, which they may use in classroom as pre-visit preparation. The pack also contains a number of activities, which can be used in classroom post visit, to build on what pupils and students discovered during their visit to the Museum.
- 5.6 **Activity workbooks and worksheets** are provided to Primary school, Secondary school and third level groups to enhance their understanding of the history of printing and to complement their guided tour. Four levels of workbooks have been designed to provide an appropriate learning resource for each group; Primary School Workbook, Secondary School Workbook - Junior Cycle, Secondary School Worksheet - Senior Cycle and Third Level Worksheet.

- 5.6 The Museum facilitates an annual **teacher-training day**, where a number of teachers participate in a school tour to experience what the National Print Museum offers an educational school group.
- 5.7 The mezzanine level of the Museum hosts a free, interactive, self-guided **Education Area** for families and children. All activities are related to print, paper craft and the alphabet and include arts & crafts, alphabet games, Museum activity sheets and a Junior Library. All activities encourage family learning, interaction and discovery. In addition, the Education Department is currently developing a series of free guided children's activities to occur once a month in the Education Area.
- 5.8 In addition to the permanent exhibition, the Museum hosts a wide range of local, national and international **temporary exhibitions**. Each exhibition is of varying duration and the Museum facilitates approximately four to six temporary exhibitions annually. Admission is free to all temporary exhibitions.
- 5.9 The Museum runs a free **lecture series** throughout each year, where a number of experts present on broad range of topics relating to the history and development of printing, contemporary printing and printing in relation important historical events in Ireland. The number of lectures varies, with approximately four to six lectures annually.
- 5.10 The Museum hosts a variety of **practical arts and crafts workshops for adults** relating to the world of printing. Adult workshops include Letterpress Printing, Introduction to Printing, Batik, Bookmaking, Calligraphy, Japanese Woodblock Printmaking, Linocutting, Papermaking, Origami and Card making. Each workshop is facilitated by external arts and crafts professional and take place on weekends throughout the year.
- 5.11 Throughout the year, the Museum hosts a variety of **practical arts and crafts workshops for children and teens**, relating to the world of printing, including; Printmaking, Batik, Bookmaking, Animation and themed workshops such as Easter, Halloween and Christmas crafts. External arts and crafts professionals and the Museum's Education Officer facilitate these workshops.
- 5.12 The Museum currently offers a **Community Outreach Programme** consisting of two outreach workshops suitable for children: 1) Printing and Hat making, 2) Bookmaking. The Education Department travels nationally bringing the essence of the Museum into the heart of the community through these workshops. Throughout the year, the Museum is invited to facilitate outreach workshops in libraries, schools, heritage centres, etc. Each October, the Museum facilitates up to forty outreach workshops as part of Children's Book Festival.
- 5.13 Throughout the year, the Museum organises a number of **Demonstrations Days, Family Fun Days and Community Days**. On such days, the Museum opens its doors to the public free of charge and allows them to explore the history of printing through practical demonstrations of a variety of the artifacts in the permanent exhibition. In addition, visitors have the opportunity to handset and print a poster

and a variety of interactive activities for children are available. Such events occur up to six times annually and increase awareness and encourage greater usage of the Museum as a learning and enjoyment facility for the wider community.

- 5.14 The Museum actively participates in a number of national and international events and festivals that take place sporadically throughout the year. The Museum organises **educational programmes linked to external events and festivals** such as Culture Night, Heritage Week, Children’s Book Festival, National Drawing Day, Béaltaíne, Science Week, Engineers Week, and Open House Junior. In addition and where possible, the Education Department aims to run its adult and child workshops in conjunction with international cultural events i.e. Origami workshops during National Culture Day in Japan.
- 5.15 The Museum maintains and develops a **specialised and extensive library**, which is open by appointment to researchers and general readers. It contains a vast collection of books, pamphlets, journals and newspapers relating to printing, typography and associated trades. Also included in the collection are items of ephemera and photographs showing styles of printing and print houses. The Library catalogue can be accessed through the Museum’s website.
- 5.16 Once a year the museum hosts a **Letterpress Training Seminar**. This is a new offering that began in 2011 and which the Education Department intends to develop over the coming years. The seminar consists of introductory talks, practical demonstrations of the collection and hands-on letterpress workshops. Those who participate in the seminar are selected by an application process and will, in time, become actively involved in the preservation of the traditional craft of letterpress by volunteering their new skills within the museum.
- 5.17 The Museum is fortunate to have a group of **experienced volunteers**, all of whom have retired from the printing industry. These men and women generously give their time to maintain artifacts in the Museum’s collection and use their knowledge and experience to demonstrate how these artifacts work to the visiting public.
- 5.18 The Museum facilitates **activity based birthday parties** for children aged between 6 – 12 years. Parents can choose an interactive guided tour, a bookmaking workshop or a combination of both.
- 5.19 All of the above education programmes, events, workshops, lectures, exhibitions and seminars are promoted to and shared with the public and the Museum’s extensive mailing list by way of the National Print Museum’s **bi-annual Event Guide**.

6. One-year Action Plan

Objective 6.1: Research, develop, trial and evaluate a new Beggars Bush Barracks walking tour, which will occur during special events sporadically through-out the year	
Activity	Research, development, trial and evaluation of a new tour offering
Audience	Formal and informal audiences
Tasks	<ol style="list-style-type: none"> 1. Research and development of tour content 2. Trial and evaluate before first public tour (18 August 2012) and make appropriate adjustments 3. Market and promote the launch of the tour through various channels 4. Conduct tour, gather feedback and evaluate
Staff Responsible	<ol style="list-style-type: none"> 1. Suzanne Forbes (Museum Intern) and Terry Mullally (FAS trainee) 2. Suzanne Forbes and Terry Mullally 3. Gretta Halpin (Education Officer) 4. Terry Mullally and Gretta Halpin
Other key players	Carla Marrinan (Museum Manager)
Target Audience	Formal and informal audiences interested in Irish, military or local history
Target Date	18 August 2012 – Heritage Week Built Heritage Day
Resource/ Budget	Staff time/ no monetary budget
Evaluation/ Review	August/ September 2012

Objective 6.2: Develop, trial and evaluate free guided children’s activities in the Education Area	
Activity	Development, trial and evaluation of free guided educational activities at the Museum’s Education Area to occur once a month (Aug - Nov 2012)
Audience	Informal learning audiences – Families and Children
Tasks	<ol style="list-style-type: none"> 1. Select and become familiar with books from the Museum’s Junior Library suitable for storytelling sessions with 4 – 7 year olds 2. Select and become familiar with creating a number of origami pieces for Easy Origami Sessions with 8 – 12 year olds 3. Market and promote activities through various channels 4. Conduct sessions, gather feedback and evaluate
Staff Responsible	<ol style="list-style-type: none"> 1. – 3. Gretta Halpin 4. Gretta Halpin and other willing education staff members
Other key players	Carla Marrinan
Target Audience	Families and children in the local community
Target Date	Easy Origami – 12 August 2012/ Storytelling - 9 September 2012
Resource/ Budget	Staff time/ funds to be taken from Education budget for Origami paper (as yet cost undetermined)
Evaluation/ Review	November 2012

Objective 6.3: Research, develop, trial, and evaluate Educational Programming responsive to Montessori methods of learning utilising the Museum's Education Area	
Activity	Research, development, trial and evaluation of a new educational provision for Montessori Schools
Audience	Formal learning audience – Montessori Schools
Tasks	<ol style="list-style-type: none"> 1. Research Montessori method of learning and apply where applicable to educational activities at Education Area 2. Invite a selection of local Montessori Schools to avail of and trial new Montessori specific programme 3. Conduct sessions, gather feedback and evaluate 4. If viable, market and promote the programme to Montessori schools (starting in Dublin area) 5. If appropriate train FAS trainees on how to conduct a Montessori session
Staff Responsible	<ol style="list-style-type: none"> 1. – 4. Gretta Halpin 5. Gretta Halpin and FAS trainees
Other key players	Carla Marrinan
Target Audience	Montessori Schools in the Dublin area
Target Date	January 2013
Resource/ Budget	Staff time/ funds to be taken from Education budget for postage and possible craft material purchase (as yet cost undetermined)
Evaluation/ Review	March 2013

Objective 6.4 : Research and develop new interpretive and promotional material for teachers, which highlights the strong links between the National Print Museum's collection, its associated history and craft and the current NCCA Primary School curriculum	
Activity	Research of the Primary school curriculum in order to develop new interpretive and promotional material for teachers
Audience	Formal learning audience - Primary Schools
Tasks	<ol style="list-style-type: none"> 1. Research relevant subjects at each level of Primary curriculum and identify links between the skills and strands within and the Museum's Primary School interactive guided visit 2. Using in-house MS publisher, design promotional material that interprets the identified links for teachers and as a result encourages a school visit to the museum 3. Market and promote this interpretive material through a number of different channels including mail-outs, available to download on new website etc.
Staff Responsible	1. – 3. Gretta Halpin
Other key players	Carla Marrinan
Target Audience	All Primary schools nationwide (mail-out targeting Dublin area initially)
Target Date	January 2013
Resource/ Budget	Staff time/ funds to be taken from Education budget for postage
Evaluation/ Review	June 2013

Objective 6.5: Begin the process of researching and redeveloping the Museum's Secondary School educational programming at each level in line with the current learning objectives of the NCCA curriculum	
Activity	Research of the Secondary school curriculum in order to begin the process of redefining and redeveloping the Secondary education programming at the Museum
Audience	Formal learning audience – Secondary schools
Tasks	<ol style="list-style-type: none"> 1. Research relevant subjects, in including Transition Year (TY) as a whole, at each level of the Secondary curriculum and identify links between the latter and the Museum's collection, associated history and craft 2. Develop new or redefine current programming for Secondary School audiences, with a particular emphasis on a possible TY project 3. Begin the process of trialing such programmes with local Secondary Schools and evaluate their success
Staff Responsible	1. – 3. Gretta Halpin and where appropriate FAS trainee tour guides
Other key players	Carla Marrinan
Target Audience	Secondary schools nationwide
Target Date	February 2013 (first stage of redevelopment)
Resource/ Budget	Staff time/ funds required undetermined
Evaluation/ Review	March 2013 (first stage review)

Objective 6.6: Begin the process of researching and inviting a range of disability groups to avail of specially developed educational programmes at the Museum	
Activity	Research and make contact with disability groups in Ireland who may be interested in availing of educational programmes at the museum and develop and tailor special programmes accordingly
Audience	Formal learning audience – Disability Groups
Tasks	<ol style="list-style-type: none"> 1. Research and make contact with a number of disability groups in Ireland i.e. Enable Ireland 2. If responsive, work with appropriate people within organisation to develop and organise suitable educational programmes 3. Education Officer to have Disability Equality Training through Arts & Disability Ireland and inform all Education Staff of best practice thereafter 4. Conduct sessions, gather feedback and evaluate
Staff Responsible	1. – 4. Gretta Halpin and where appropriate FAS trainee tour guides
Other key players	Carla Marrinan
Target Audience	Disability groups nationwide
Target Date	July 2013 (contact made/ training completed/ programmes devised)
Resource/ Budget	Staff time/ funds required undetermined
Evaluation/ Review	TBC

Objective 6.7: Begin the process of building working relationships with the numerous organisations, as outlined in AIM & OBJECTIVES 3.3, to enhance and develop the educational provisions within the Museum and source possible funding opportunities.	
Activity	Identifying key professional, educational, cultural, arts and heritage bodies and organisations and making contact with each in order to begin building mutually beneficial relationships
Audience	N/A
Tasks	<ol style="list-style-type: none"> 1. Research and identify key organisations under each objective of AIM 3.3 2. Approach each organisation to suggest possible joint educational projects utilising Museum resources; to make them aware of and promote a particular educational provision with the Museum or to source possible funding etc. 3. Evaluate the willingness of each organisation to work with the Museum
Staff Responsible	1. – 3. Gretta Halpin
Other key players	Any interested organisation/ Carla Marrinan
Target Audience	Key professional, educational, cultural, arts and heritage bodies and organisations nationally and internationally
Target Date	Ongoing process for the next 12 months
Resource/ Budget	Staff time/ funds undefined
Evaluation/ Review	Annually - in line with Performance indicator 7.1.5 (pg. 22)

Objective 6.8: Begin the process of building new target audience mailing lists (in accordance the Data Protection Acts of 1988 and 2003)	
Activity	Identifying a selection of specific target audiences i.e. Irish heritage and historical societies, 3rd level Graphic Design colleges etc.; developing mailing lists and beginning process of contacting each in order to promote the educational provisions available in the Museum
Audience	Formal learning audiences
Tasks	<ol style="list-style-type: none"> 1. Research and identify a number of the Museum's target audiences 2. Build comprehensive mailing lists 3. Conduct mail out of promotional letter with interpretive promotional material 4. Monitor and evaluate response of specific targeted groups and subsequent tour bookings
Staff Responsible	1. – 4. Gretta Halpin and selected Museum interns
Other key players	N/A
Target Audience	Multiple formal learning audiences
Target Date	July 2013
Resource/ Budget	Staff time/ funds to be taken from Education budget for postage
Evaluation/ Review	Annually – in line with Performance indicator 7.1.3 (pg. 22)

Objective 6.9: With the assistance of the Heritage Council, develop organise and conduct an intensive two-day Letterpress Training Seminar, to ensure the preservation of the traditional craft of letterpress for future generations	
Activity	Development, organisation and running of a two-day letterpress training seminar to be hosted within the museum, involving a number of the museum's volunteers, board members, external letterpress experts and 10 participants
Audience	Formal learning audience – letterpress trainees
Tasks	<ol style="list-style-type: none"> 1. Contact all facilitators and arrange meeting to discuss and agree each person's role and responsibilities over the two-day seminar 2. Application process agreed and form drawn up 3. Marketing and promoting of seminar through various channels 4. Selection of candidates and organisation of registration fee 5. Oversee and ensure all machines are serviced and in working order 6. Conduct seminar, evaluate its success and final report the Heritage Council
Staff Responsible	<ol style="list-style-type: none"> 1. Gretta Halpin and training seminar facilitators 2. – 3. Gretta Halpin 4. Gretta Halpin and Carla Marrinan 5. – 6. Gretta Halpin and seminar facilitators
Other key players	Museum volunteers, Sean Sills (Chair of Curatorial Committee)
Target Audience	Traditional letterpress enthusiasts
Target Date	13 & 14 October 2012
Resource/ Budget	Staff, Board and Volunteer time, €3000 Heritage Council Grant/ €450 in registration fees to cover sustenance
Evaluation/ Review	To be complete by 4 November 2012

Objective 6.10: Begin the process of researching possible educational programmes within the Museum to link with the forthcoming centenary of the 1913 Lockout in 2013	
Activity	Research and development of a range of educational programming, for both formal and informal learning audiences, to link with the centenary of the 1913 Lockout in 2013
Audience	Formal and informal learning audiences
Tasks	<ol style="list-style-type: none"> 1. Research the background history of the 1913 Lockout 2. Identify a range of possible links with the above and the National Print Museum's collection, associated history and craft 3. Submit suggested educational programming for discussion and approval to the Curatorial Committee
Staff Responsible	<ol style="list-style-type: none"> 1. – 2. Gretta Halpin 3. Carla Marrinan
Other key players	Curatorial Committee
Target Audience	Those interested in Irish and printing history
Target Date	June 2013 (Centenary date: 26 August running until 18 January 2014)
Resource/ Budget	Staff time/ funds undefined
Evaluation/ Review	TBC

Objective 6.11: Review and update the Museum's Child Protection Policy in accordance with the H.S.E Children First: National Guidance for the Protection and Welfare of Children (2011)	
Activity	Researching of new guidelines developed by the H.S.E in 2011 with regard to Child Protection in Ireland and updating the Museum's Child Protection Policy accordingly
Audience	N/A
Tasks	<ol style="list-style-type: none"> 1. Research the new guidelines provided in the H.S.E. Children First Handbook 2011 2. Update the Museum's current Child Protection Policy accordingly and seek approval by the board 3. Ensure all staff and trainees are made aware of new policy and given appropriate training by the Museum's Designated Liaison Person (D.L.P) 4. D.L.P training to be secured for the Education Officer via the H.S.E.
Staff Responsible	1. – 4. Gretta Halpin
Other key players	Carla Marrinan
Target Audience	N/A
Target Date	December 2012
Resource/ Budget	Staff time/ no funds required
Evaluation/ Review	December 2012

7. Performance Indicators

The success of the educational programming provided by the National Print Museum is evaluated using two methods of performance indicators; quantitative and qualitative research. Through this research and evaluation we can learn about whom our visitors are and identify key areas for improvement and growth in terms of audience development and access.

7.1 Quantitative

- 7.1.1 Total annual visitor number to the Museum. This is monitored on a monthly basis and reviewed bi-annually.
- 7.1.2 Visitor survey statistical analysis. This is monitored on a weekly basis and reviewed quarterly.
- a) Ticket type (adult, student, family)
 - b) Age range
 - c) Gender
 - d) Nationality
 - e) Number in party
 - f) How they heard about the Museum
- 7.1.3 Group visitor statistical analysis. This monitored on a monthly basis and reviewed bi-annually.
- a) Group type breakdown and total visitor number i.e. Primary Schools, 3rd level, Seniors, Youth groups, Disability groups etc.
 - b) Group type breakdown i.e. Secondary Schools: Junior Certificate students, Leaving Certificate students etc.
 - c) Group visitor catchment area breakdown i.e. Dublin City North, Dublin Surrounding Counties etc.
- 7.1.4 Visitor comment card ratings statistical analysis i.e. Guided Tour (Excellent, Very good, Good, Fair, Poor, Not applicable). This is monitored on a weekly basis and reviewed quarterly.
- 7.1.5 Annual review of the total number and range of participation in external events and new external partnerships developed.

7.2 Qualitative

- 7.2.1 Annual review and evaluation of visitor comment card open ended questions.
- 7.2.2 Annual review and evaluation of visitor comment book.

- 7.2.3 Annual review and evaluation of teacher feedback forms and general correspondence.
- 7.2.4 Informal review and evaluation of verbal feedback given to staff.
- 7.2.5 Annual review of progress with and achievement of key objectives within the one-year action plan and the overall Education Policy.
- 7.2.6 Annual review of invitations to participate in external national and international one-off or annual educational and cultural events.
- 7.2.7 Annual review of all training and subsequent development of Education staff.

8. Periodic review of the Education Policy

- 8.1 The National Print Museum's Education Policy will be reviewed on an annual basis to ensure the continual development of the Education Department and the programming it offers. Upon review, a newly revised one-year action plan will be developed by the Education Officer and approved by the Museum Manager and Management Committee.

- 8.2 The National Print Museum Education Policy will be renewed on a quadrennial basis. The Education Officer will research and develop the new policy. The revised policy will be reviewed by the Museum Manager and the Management committee and will then be submitted to the Board of Directors for approval.

Appendix: SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> ▪ Diverse range of quality educational provisions available to both formal and informal audiences. ▪ Quality and range of the museum’s permanent collection. ▪ Unique site – the only printing history and craft museum in Ireland. ▪ Strong staff – committed, knowledgeable and enthusiastic. ▪ Positive working relationship with and knowledge bank of volunteer retired typesetters and printers. ▪ New Education Area – a unique provision for families/ children in the local community. ▪ Strong educational resource for Primary and Secondary Schools. ▪ FAS Programme – Culture and Heritage course working in conjunction with the museum providing 15 regular trained tour guides. ▪ Intern programme. ▪ Positive working relationship with experienced professional art & craft workshop tutors. ▪ Museum Accreditation under the Museum Standards Programme Ireland. ▪ Strong mailing list. ▪ Gutenberg Café on site. ▪ Museum shop. ▪ Close to a number of transport routes. 	<ul style="list-style-type: none"> ▪ Lack of funding for comprehensive marketing of the museum and its education programme. ▪ Lack of storage and display space. ▪ Small staff numbers. ▪ Gutenberg Café not open at weekends. ▪ Mezzanine level (Education Area, temporary exhibition and meeting area space) not wheelchair accessible. ▪ Parking restrictions within the barracks for visitors and staff. ▪ Poor signage for museum within Barracks ▪ Museum housed in an old building which requires on-going maintenance. ▪ Low Secondary School visitor numbers.
Opportunities	Threats
<ul style="list-style-type: none"> ▪ New Education Area ▪ Development and growth of Letterpress Training Programmes ▪ New website ▪ Aviva Stadium Community funding annual opportunities ▪ Participation in national events – Heritage Week, Children’s Book Festival, Open House Junior, Bealtaine, Culture Night, Family Day etc. ▪ Development of new School Projects for Transition Year and Leaving Cert Applied students ▪ Event Guide development ▪ Temporary Exhibitions ▪ Social media strategy development 	<ul style="list-style-type: none"> ▪ Cuts in government funding ▪ Recession and lack of time and disposable income among the visiting public ▪ Competition for museum and heritage sites in the area offering a full free service (guided-tours) ▪ Changes in the Junior Cert curriculum – possibility of the study of History becoming optional. ▪ Review of Transition Year – possible removal from Secondary School programme. ▪ Loss of knowledge bank provided by the active retired museum volunteers ▪ Inability to meet demand generated by our success.

