

## **The Making of Mashamshire Learning Profile**

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### **1. LEARNING COMMITMENT**

The core that runs through all our activities is **community learning**.

About our heritage, about how it is reflected in our present and our future, about how Mashamshire was impacted by regional, national and international events; but alongside this, the learning and sharing of the skills needed to protect, explore and celebrate this heritage.

### **2. LEARNING & SHARING TOGETHER**

We aim to be an organisation that inspires lifelong learning in each other.

With every new record we explore, and each person we speak to, we are all learning more about Mashamshire, it's people and ways but also we learn and share new skills, research expertise, social history, legal knowledge, economics ... the list is endless.

**"Education is the kindling of a flame, not the filling of a vessel."**

**Socrates**

### **3. VOLUNTEER TRAINING**

All our volunteers receive a basic training in working with vulnerable items and documents as well as how to catalogue. Wherever possible we work with volunteers to broaden their understanding of the history of our area and encourage them to share this knowledge with others.

In each area of our work we look at a) skills learnt b) gathered knowledge c) shared knowledge and d) heritage collected.

Volunteers can also be trained in more specific skills based on their own volunteering path.

<b>Training Topics</b>
Digitally recording and storing memories – using AV, iPad and smart phones
Using archives, online catalogues and online resources (e.g. censuses and ancestry.com)
Advanced – working with vulnerable documents (with NYCC RO archivists)
Cataloguing and spreadsheets
Historical interpretation through old maps and photographs
Recording community conversations
Oral Interviewing
Using social media
Running Educational Visits
DBS screening and safeguarding training
Designing engaging lesson plans – managing behaviour whilst achieving learning outcomes
Trustee Training – governance, finance, safeguarding and action planning

Our planned development programme will bring capacity to work with students of history, volunteer programmes (e.g. Duke of Edinburgh) and work placements.

#### **4. LEARNING AND SHARING THROUGH OUR ACTIVITIES**

Each of our main activity strands is designed to increase interest and knowledge of an aspect of our local history. Our organisational commitments have learning and sharing running throughout:

- Maintain our high standard of intergenerational learning and sharing projects within schools, care homes, and the wider community.
- Increase the numbers of community heritage volunteers working to protect, explore and celebrate our heritage collections
- Increase community and visitor engagement with our local heritage stories, collections and resources.
- Promote a greater understanding of our landscape and how this forms and shapes our past, present and future industries, transport, and economy
- Develop our community growth programme reducing social isolation and disaffection through heritage crafts and skills
- Help and encourage local property owners and building firms to understand and protect our built heritage

Most importantly, develop the heritage knowledge and skills of all and to increase awareness and appreciation of our local heritage

This may be through improving access to our online archive of photographs, maps and documents, researching local families and local places, running exhibitions, attending our community teas or through our structured Schools Programme.

## 5. AUDIENCES

pre-school early years children, with parents and carers
school (primary and /or secondary) and college students
students in higher education
teachers and tutors
adult education groups
family groups
local community groups
children and adults with special needs
specialists and researchers

## 6. DEVELOPING OUR LEARNING & SHARING: DEVELOPING OUR COMMUNITY LEARNING SPACE

Over recent years MOM has had strong commitment to expanding and strengthening our school and community heritage learning programmes as well as the volunteer programmes in archiving and recording.

We want to be able to bring in more school groups, develop community research groups and to increase our 'social inclusion through reminiscence' work. Our experience and market research has clearly shown us that having a heritage space massively increases our volunteering, community awareness and footfall but also the level of conversations and engagement with visitors and locals alike.

## 7. LEARNING & SHARING THROUGH OUR PARTNERSHIPS

We have looked to build a sustainable learning model that can operate a venue with multiple educational uses for ourselves but also the wider heritage/local community. Working with the support of our strategic partners – Harrogate Borough Council, North Yorkshire County Council, Leeds City Region Local Enterprise Partnership, Visit Harrogate and Welcome to Yorkshire – we will provide support to basic skills training, working with apprentices, reaching the disaffected as well as building resilience within the community.

**With our Core Partners** we are looking to provide a training offer that will bring together our common concerns, for example:

### **Masham Community Office**

- ✎ Delivering training for MCO and Community Library volunteers on the area's local history and making the most of available local history sources
- ✎ Sharing student and apprentice work placements to provide a varied and in depth experience of community provision
- ✎ Sharing common training e.g. computing, H&S, Social Media and first aid

### **ArtisOn**

- ✎ Helping to design and deliver community workshops that use art and crafts to access memories and build resilience
- ✎ Bringing short heritage craft courses from the Artison venue into a central location that can use The Bakehouse and our past town trades as inspiration, for example traditional bread-making, lace making, working with wool etc.

- ✎ Establishing a Men in Sheds group to encourage local, isolated older men to come together and share their life-times knowledge, skills and tools of traditional crafts.

### **Heritage Craft Alliance**

- ✎ Providing a teaching space in the heart of a conservation area and local history expertise and sources for the HCA accredited apprenticeship programme
- ✎ Holding scheduled training workshops and talks within The Bakehouse space on a range of topics highlighting both the heritage skills (physical) side of things and the verbal talks required to underpin the physical skill sets - for home owners, those interested in architectural history and the building and design trades

With other local history groups, we will continue to co-host events and present to local groups on research areas. We have begun to develop a process of sharing other groups talks, notes and research on the Masham History website as well as connecting details of collections and catalogues into one open-access directory.

We will work with Masham Connections and Masham Parish Council to develop ways of sharing and celebrating our heritage – from Roman settlements and Anglo-Saxon burials to more recent events. This may be in the form of new events or through history activities at our existing community programme events such as the Sheep Fair and Steam Rally. We will build on our growing base of knowledge about local business history so that local businesses can use this information to build their profile and develop their products.

## **8. WORKING WITH SCHOOLS**

Our education programme is the foundation stone for our provision. Since 2012 MOM has been delivering projects and activities in school settings for students from Key Stage 1 to 4. We have worked closely with the local education authority and with Heritage Schools to ensure we are delivering a programme that meets the curriculum needs of pupils, as well as developing their understanding and appreciation of their own local story. Projects have included: running activity days for schools outside the area to help and encourage them to begin researching their own stories; using the basic heritage skills of handling sources, research, questioning and historical enquiry; undertaking guided building walks; access to museums; and teacher CPD.

We have been able to develop innovative programmes, including the HLF funded World War One and Health project with Year 9 pupils. This project was extremely successful in helping students to research the local story of national and international events. We worked closely with university researchers and local experts, helping students apply their understanding of specific historical events to wider trends such as the emergence of the NHS and community health in their area. We also studied the differences of today in mental health and physical health that were informed by the WW1 experience. The students fed their learning directly into the curriculum now being taught to the years coming up beneath them.

Feedback from one of the schools we worked with in 2016:

*Fantastic, brilliant. Great for pupils to see their everyday environment through different eyes. Lovely to see conversations and relationships emerging between different members of the community. Lovely to see different parts of the community coming together to learn, for example, MOM volunteers, churches, breweries.*

*Really good to see children's work being displayed at local events like the Steam Rally and Sheep Fair, gave them a real feeling of playing an important part of the local history research and story.*

Some of the skills teachers are keen for MOM to develop amongst themselves and students are:

- Researching individuals, using ancestry / BMD / other online sources
- Learning how to read “old” writing
- Working with censuses
- Using arts to explore heritage

### **What will a school visit to The Bakehouse be like?**

We have worked with our local schools to establish the most important qualities that we can offer when they come for an educational visit. These have all been built into the design of The Bakehouse and its education projects.

1. Special experiences – learning outside the classroom where the teachers and pupils can access expertise and resources in one place and are supported with pre-planning and post visit support to make the most of ties across the curriculum.
2. Basic paperwork (risk assessment etc) and planning is already done for the school, with support offered to tailor it to specific class needs.
3. Strong, explicit links to other curriculum areas – e.g. Maths, English, Science, Geography – in planning documents but also in activities.
4. Visits tailored separately to different key stages and year groups.
5. Lots of opportunities for active learners – dressing up, mystery objects, timelines, cooking and crafts.
6. Effective opportunities to work with older generations within the community, seeing relationships develop over the generations both in the community and within families.
7. Helping teachers and pupils to “see” and “value” the special place we live in and the heritage around us that often goes unnoticed; for example, building walks, access to archive photographs.
8. Involving pupils in MOM research; for example our oral interviewing programme.
9. Developing use of self-organised learning environment – pupils taking responsibility and leading their own historical enquiries using modern media opportunities.
10. Building opportunities beyond school hours and for family learning, through after-school clubs, holiday clubs and family activities.
11. Linking after-school and heritage activities to arts and crafts
12. Using loan boxes with relevant learning resources pre and post visit.
13. Having in place examples of activity days linked to a topic, and six-week learning outlines that cover a topic and can be adapted to the school’s needs.
14. Augmenting the curriculum: schools struggle with thematics – objects, ideas on how to pull out themes from sources, toys, with the KS1 curriculum seen as particularly dull by many 6-8yr old boys.

### **Key needs for an effective out-of-school teaching space:**

1. Smart board
2. Internet access
3. Lunchtime / play areas
4. Space for storage (big plastic boxes work well) – coats, lunches, bags
5. Engaging / eye-catching material on the walls
6. Space for writing
7. Good light including natural
8. Good ventilation

We are looking forward to the development of the MOM Education Programme in reach and in content.