



# Art Fund Teacher needs research 2021-22

Art Fund\_



# Every child should experience museums and galleries

At Art Fund, we want all young people to have the chance to enjoy museums and galleries as places of learning, inspiration, fun and exchange. Not every child in the UK gets the chance.

Teachers are highly influential over the lives of pupils everywhere in the UK.

Thanks to the generous support of the Clore Duffield Foundation, over the 2021-22 school year we set out to work with teachers to research what support they needed to use museums and galleries more often as resources in their teaching, for the benefit of themselves and their pupils.



## Recruiting 1,000 teachers as research participants

Thanks to Clore Duffield Foundation, we were able to make a limited number of 1,000 free 'Teacher Art Passes' available in return for teachers' participation in our research.

Those eligible to apply for a free Pass worked at UK schools where over 16% children were on free school meals – experiencing above average levels of disadvantage.



# Recruiting 1,000 teachers as research participants

Teacher Art Pass offered teachers all the benefits of the National Art Pass\*.

## Great savings on visiting

Free entry at 250+ museums, galleries, historic places and 50% off major exhibitions.

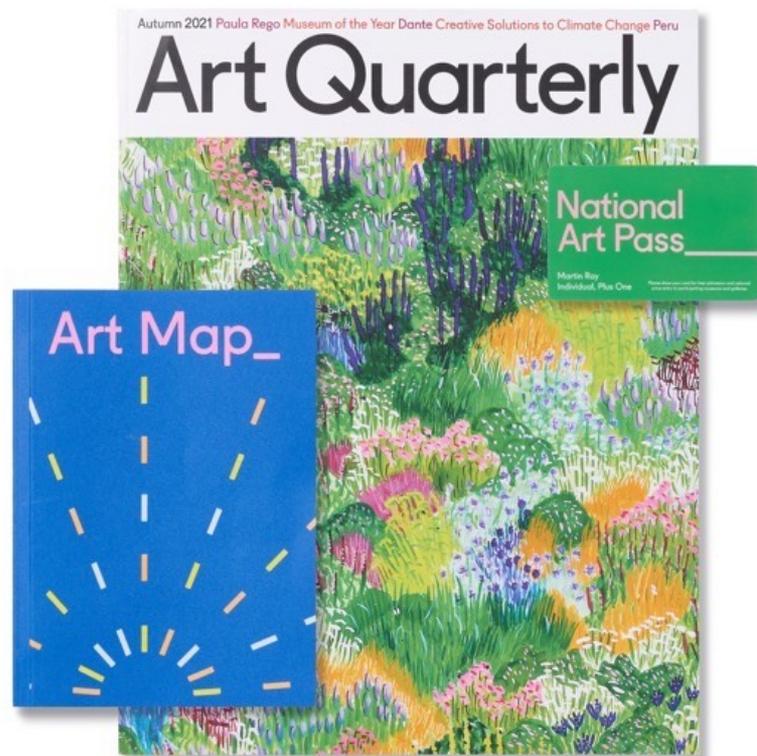
## Art Map and Art Quarterly Magazine

A comprehensive guidebook on using your pass at 800+ places, plus a subscription to Art Fund's magazine with exclusive features.

## Art in your Inbox

Email subscription – hear the latest from museums across the UK, learn about our fundraising initiatives and receive special offers.

\*If you'd like to add your museum, gallery or historic house to the Art Pass network, you can find out more about this here: [artfund.org/supporting-museums/national-art-pass-network](https://artfund.org/supporting-museums/national-art-pass-network)



# Our research audiences

## Teacher Art Pass members

- Teachers working at UK schools with above average numbers of children experiencing disadvantage.
- Those that signed up were slightly underrepresented in Northern Ireland, Wales and Scotland, and overrepresented in Art & Design subject specialisms (for full audience breakdown see appendix)
- All the survey stats quoted from Teacher Art Pass members with this report were from sample sizes of just over 200 teachers, who filled out our termly surveys



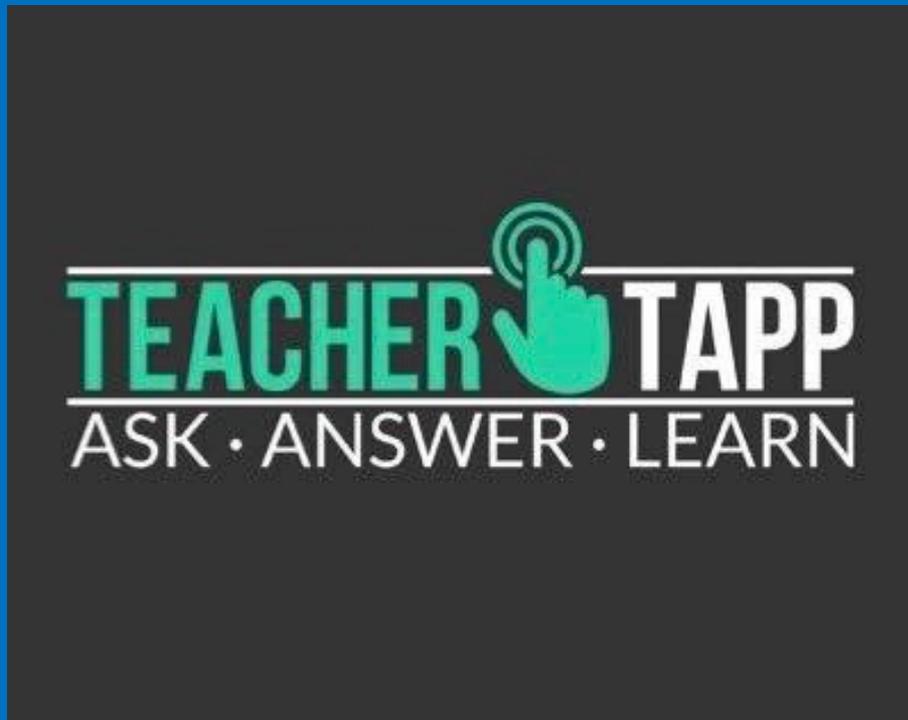
# Our research audiences

## Research workshops and interviews to fill research gaps

- For teachers that were not as well represented within our Teacher Art Pass membership, we arranged workshops and interviews to fill research gaps, including with science teachers and teachers in Northern Ireland, Scotland and Wales.
- We invited 40 museums to attend a workshop to playback the learnings of our research and obtain feedback on their experience of working with teachers and schools.

## Teacher Tapp survey of over 6,000 teachers

- England-wide survey of over 6,000 teachers conducted with research agency Teacher Tapp to obtain quantitative feedback on the teacher needs we identified in our research, and the Art Pass



# Research findings

'Thanks to the pass, I have been able to offer more opportunities to my pupils in terms of the breadth and depth of art experiences in my lessons. This is due to finding out about artists, exhibitions and talks which I wouldn't have known about otherwise.'

Teacher Art Pass member



# Teacher Art Pass members are highly engaged with museums

- 89% agree that Teacher Art Pass has increased their desire to visit or digitally engage with museums.
- Over 94% believe museums are places of inspiration and learning, contributing to the wellbeing of themselves and their pupils. 63% say museums help them de-stress.
- When planning their curriculum, 91% consider how to use museums in their teaching.
- 61% use digital resources from museums and galleries.
- During their membership over the past year, 96% visited in their leisure time, 61% as part of professional research, and 56% to take pupils on school trips to museums and galleries.



# Teacher Art Pass members value membership both personally & professionally

- Teachers loved being the first to know about the latest things to see in museums, and brought that insight to the classroom.
- 98% would recommend the TAP benefits to another teacher
- 85% found TAP benefits useful to their teaching practice, and 79% say it inspired their teaching.
- 73% used the Art Map to research what to see
- 60% have used information from Art Quarterly magazine, Art Map and Art in your Inbox as resources in their teaching
- 69% of teachers would be interested in professional add-ons to their Teacher Art Pass membership, ranking the most important:
  1. CPD training from museums
  2. National listing of museum services and curriculum links for schools



## But we also identified barriers to using museums more often...

- 'I am 30 mins away from TATE Britain but going on a free gallery trip takes up to 6hrs to plan, including sending letters home and chasing permission slips, permission from management, risk assessment, collecting health info, cancelling school dinners, checking students have travel passes and packed lunches etc.
- 'I have 1 and a half hours per week planning time for all my classes. In addition I am limited to how often I can go out as an extra member of staff needs to accompany, sometimes 2 extra staff if galleries have 1:10 staffing ratio requirements.
- If travelling to the gallery means another class needs to be covered, that also means additional costs for my school and we just don't have the funding.'



# Summary of barriers

## Time-short and unaware of what's on

- Teachers are extremely time-short with poor lines of communication with museums and low awareness of their programmes.
- Teacher Art Pass members regularly told us they'd like museums to offer training for how to use collections in their teaching, but only 32% were aware that this is already offered at many museums.
- 49% Teacher Art Pass members cited lack of time to plan school trips as a barrier to visiting.
- More clearly signposting information for teachers and schools on museum websites would help teachers to speed up the process of planning visits.



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# Summary of barriers

## Limited funding for school trips

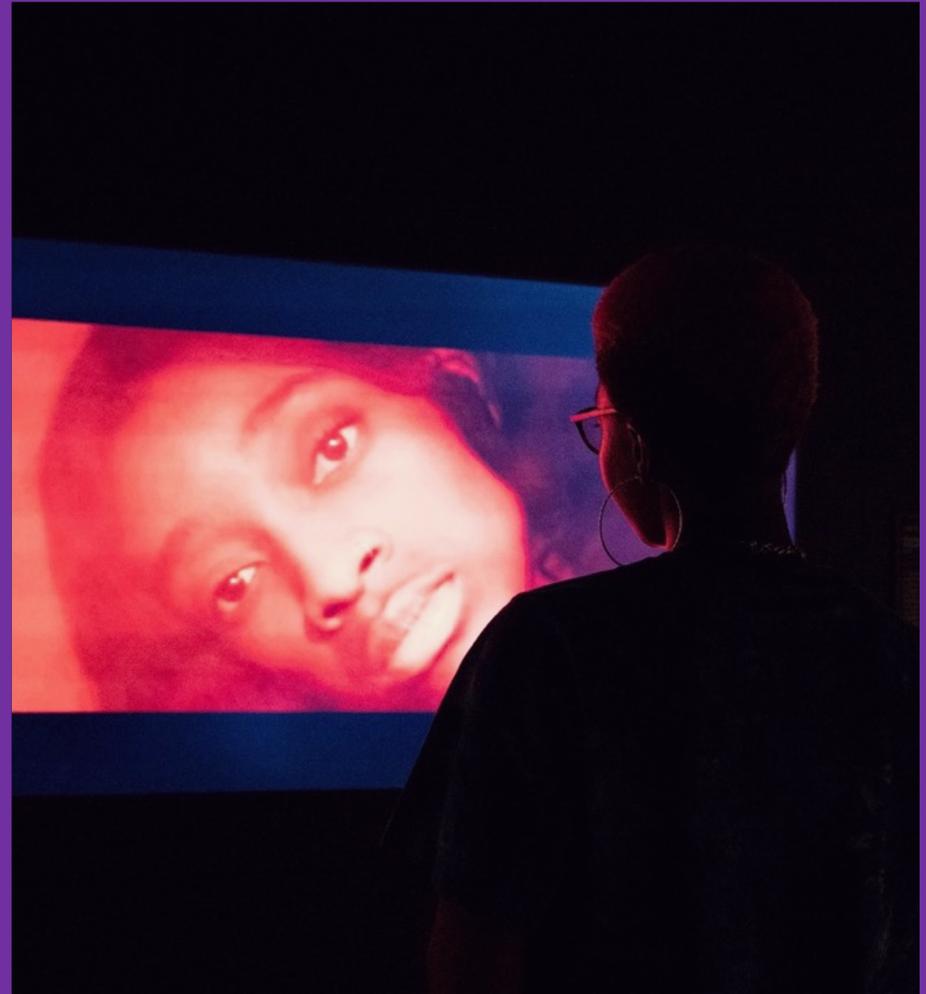
- Limited funding for school trips, particularly in deprived areas where schools can't rely on a PTA to supplement costs.
  - Only 21% of Teacher Art Pass members had a budget in their department for school trips.
  - 56% cited a lack of funding for travel or admission as a barrier, and 41% a lack of resources to backfill roles and help facilitate trip.
- Evidencing the value to pupil learning outcomes
  - Teachers shared a desire for more information from museums to help them make the case to senior leadership teams that a visit will benefit pupil learning outcomes and cultural capital.
  - This information supports teachers in obtaining approval for the children to be taken out of school, and for the cost of the trip.



# Summary of barriers

## If you can't see it, you can't be it

- In workshops, teachers in areas of high deprivation in particular flagged the following specific barriers around confidence, ethnicity and faith:
- Many children have never left their local area so present anxiety when faced with the idea of getting on a coach somewhere. Parents can also echo these concerns.
- Acknowledged change is happening, but shared it's hard to engage children when the spaces are full of staff or artists that don't look like them. They feel intimidated to enter the space.
- Some members of faiths have a high level of sensitivity towards contents and interpretation in museums, there is a larger education piece for teachers to allay concerns amongst parents regarding a visit.



# How can museums help remove barriers for teachers?

# Communicating the offer for teachers and schools

- Teachers consistently shared that the **greatest barrier** to using museums, that the cultural sector has control over, **is understanding what's on offer.**
- Teachers really want information, but don't know where to find it and don't have time to hunt for it.
- For example teachers shared ideas for what museums could offer, being unaware many of the ideas are already on offer:
  - *'It would be great if museums could offer workshops for schools'*
  - *'Please encourage galleries to produce activity packs that can be used with online access to exhibitions'*
  - *'Teachers should have a free entry to any exhibit if planning a school visit.'*
- 71% Teacher Art Pass members took students on school trips pre-pandemic vs. 56% over the past year.
- To help get back to pre-pandemic visitor numbers and beyond, we've identified **a big opportunity to re-look at how information is communicated to teachers, and focus it on their needs.**

# What information do teachers need from museums?

## School Trips

Information for teachers and schools needs to be clearly signposted in prominent areas of museum websites, ideally linking to one place where teachers can find all the information they need.

- When planning school trips 76% of Teacher Art Pass members will try to get directly in touch with a museum via their website, and 52% Google search for a museum with collections on the theme they are teaching. If they fail to find information quickly, they are likely to give up and prioritise another museum.
- In our England-wide survey of 6,000 teachers (all school phases and subject specialisms), 55% said they would use a national listing of services and resources that UK museums and galleries offer teachers and schools – further evidencing teachers’ desire to have this information readily available. Initiatives to create a ‘national listing’ have been unsuccessful in the past due to a lack of marketing and a direct connection to the teacher community.

# What information do teachers need from museums?

## School Trips

We asked Teacher Art Pass members what information they needed to plan school visits.

In our termly surveys, teachers ranked the information below as most important.

- Cost of admission, workshops, tours (84%)
- Educational themes contained in the museum and what parts of the curriculum they link to (79%). This supports teachers in evidencing the value of a visit to get the cost signed off
- Digital resources on offer, including online classroom resources and teacher CPD (69%)
- Museum location (64%) and museum education team contact details

In workshops, teachers consistently added that useful information would also include:

- Clear instructions on how to book a school group visit
- How many pupils can visit at a time, what age groups the museum is appropriate for, and recommended length of trip based on scale of what's on
- Dates and times of any school-specific programmes
- Facilities e.g. café, toilets, access
- Downloadable Pro forma risk assessment
- Teachers cautioned not to overclaim what's on offer for schools if it only tangentially delivers against certain curriculum themes or learning outcomes.

# What information do teachers need from museums?

## Continuing professional development (CPD) and training

Just under half of UK teachers are interested in online or in-person CPD training from museums. If you offer this, make sure it is clearly signposted on your website, in your email marketing, and on social media. In our research workshops, museums also reported that it was a great 'way in' to build relationships with teachers and local schools.

- In our England-wide survey of 6,000 teachers (all school phases and subject specialisms), 46% were interested in CPD training with museums outlining how to use museum collections or exhibitions in their teaching.
- In our termly Teacher Art Pass members survey, only 32% of teachers were aware of CPD opportunities. Of those that were aware, 63% of teachers attended training. Teacher Art Pass members ranked regular invites to CPD training from museums and galleries highest out of 5 possible professional benefits they could receive add-ons to their Teacher Art Pass.

# Museum feedback

We held a workshop with 40 museums to playback these learnings to their feedback. Museums highlighted barriers that also exist for them and what has worked well historically to reach teachers.

## Barriers

### Lack of resource + audience expertise

- Limited capacity in Learning Teams to communicate services to teachers/schools, and unsure of best marcomms channels to use
- There's a strategic need to focus on teachers in underrepresented areas who aren't warm contacts – connecting takes even more resource.
- Buying data on teachers in the area works well for museum e-newsletters, but can go out of date, and sometimes resource/budget to update isn't available.

## Works well

### Building relationships, using networks

- Partnerships pooling resources with other regional organisations on programming and promotion.
- Tapping into existing local teacher networks. E.g. teacher training colleges.
- CPD training for teachers in how to use collections.
- Designing things directly linked to curriculum needs with explicit statements evidencing value of visits.
- Taking the museum to the school with classroom sessions with museum professionals/objects IRL or digitally, which can lead to visits.

# What marketing channels do teachers use?

# Teacher feedback

We asked Teacher Art Pass members a number of questions on which marketing channels they use the most when considering engaging with museums and galleries both personally and professionally.

The majority rated email newsletters (72%) and social media (60%) as best channels to keep them informed of the museum learning offer.

At work, twitter was the most used social media (35%) and at home Facebook (63%) and Instagram (61%).

Additionally teachers felt the TES website and Facebook groups were relevant places to reach them:

- 58% Times Educational Supplement website
- 49% teacher Facebook group

	I use	I mainly use
Email newsletter	72%	40%
Social media	60%	21%
Via union or associations teacher networks	36%	10%
Via local authority teacher networks	24%	7%
Times Educational Supplement	23%	5%
Guardian Education	18%	3%
Schools Week	6%	2%
Conferences	13%	2%

# Marketing actions museums could take

## Website

- Review website to ensure the teacher and schools offer includes all the information teachers need, both for planning pupil engagement either digitally in the classroom or via school visits, and for teacher CPD training if its available.
- Ensure the area of your website dedicated to teachers and schools is clearly and regularly signposted across prominent areas such as the homepage or website navigation.
- If you don't have dedicated information for teachers and schools, consider what information could be included on the website.
- The more relevant information you have on your website, the higher you will be prioritised in organic search results when teachers use Google to find information. For more information on this, research Search Engine Optimisation (SEO) best practice.

# Marketing actions museums could take

## Timing

- **Teachers plan the full academic year in the summer term May-July each year.** This is the very best period to contact teachers, as it gives them time to factor your offer into their plans. If you miss these months, September and January are also good times to reach teachers, but they will be less able to impact their plans for the year which will already be in motion.

## Marketing

**Review what marketing channels are available to you to raise awareness of your offer** e.g. museum email marketing campaigns, or social media presence, and possible partner agencies or collaborators that could help you reach teacher audiences.

- Set up a data-capture form in the relevant area of your website so teachers can sign up to hear about your offering via email when you're ready to share it.
- If you can't set up a data-capture form, visit local school websites and build up a database of publicly available contact information, and email these contacts at key moments in the year.
- If you have some available budget, consider hiring an agency to create or include your offer in emails targeting teachers on your behalf e.g. Buzz Education or Times Educational Supplement.

# For more information

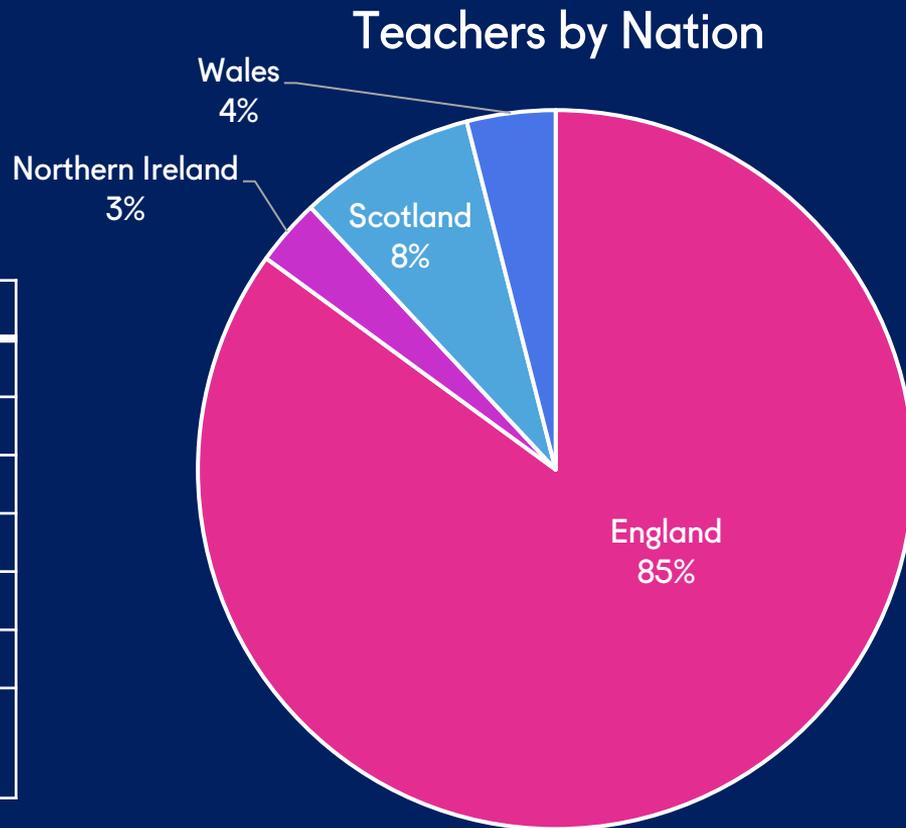
- Contact:

# Appendix

# Size of the UK teacher audience

UK Teachers	2019/20
Total	636,327
Secondary	253,468
Primary	267,140
Special	28,674
Nursery	2,112
Middle	1,223
Non-maintained mainstream*	78,981

\*not maintained/overseen by local authorities e.g. alternative schools - montessori schools



# Who are the 1,000 TAP teachers?

School type	
Secondary	511
Nursery	14
Primary	322
All Stages	38
SEN	31
Post-16	22
Middle	5
PRU	7

Region	
Northern Ireland	1%
Scotland	3%
Wales	1%
England	95%

Subject	
Art and Design	597
English	115
Design and Technology	35
Science	30
History	29
Maths	24
Modern/Foreign Languages	22
Computing/ICT	19
Music	16
PE	16
Geography	14
Religious Education	13
Drama	10
Classics	6
Dance	4

# 12 month timeline of research steps to understand teacher needs

Month	Research Step
Jan 2021	<b>Support from Clore Duffield</b> funding 1 year of research and development into teacher needs
March 2021	<b>Teacher Leaders Roundtable</b> to define the areas of focus for our research
May-July 2021	<b>Recruited 1,000 teachers</b> across primary and secondary phases, providing a free Art Pass in return for research participation in surveys and workshops.  <b>All teacher participants from schools with above average children experiencing disadvantage</b> (over 16% on free school meals). Those that took part were mainly art teachers in England.
Sept-Dec 2021	<b>Qualitative research workshops</b> with teachers, and roundtable with 40 museum partners to playback teacher needs and gather feedback on research.
Jan-Feb 2022	<b>Interviews to fill research gaps</b> , with teachers that were not as well represented within our teacher cohort including science teachers, and those in N.Ireland, Scotland and Wales.
March 2022	<b>England-wide survey of 7,000 teachers</b> conducted with research agency to obtain quantitative feedback on teacher needs identified, and the Art Pass.