



History Trust of South Australia

Education Programs Review

2019



Mandi Dimitriadis



This report has been compiled by Mandi Dimitriadis to inform the History Trust of South Australia's review of its education programs- December 2019

Mandi is currently the Director of Learning at Makers Empire, a South Australian education technology company. She is an experienced and qualified classroom teacher who recognises the power of technology to enhance teaching and improve educational outcomes. She has extensive experience with curriculum development and learning, having previously developed programs for the Australian Government's Department of Education focussed on history curriculum and effective pedagogies. Mandi previously managed education programs at the South Australian Maritime Museum.

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Executive Summary

This report has been researched and compiled by independent education consultant, Mandi Dimitriadis, and is presented as information, considerations and recommendations to inform the direction and outcomes of the History Trust of South Australia (HTSA) review of their education programs.

HTSA currently offers education programs using a range of delivery modes across their three museums and the Centre of Democracy. This review of education programs has been designed to help best align the education offerings of the HTSA with best-practice models in museums around the world.

Existing education programs and engagement data have been reviewed and evaluated to identify gaps, and underrepresented groups. Across all four sites, senior secondary students, students from educationally disadvantaged schools, and students from rural and remote areas were found to be the least represented in HTSA education programs.

Teachers who regularly bring their classes to HTSA education programs were surveyed and found to be very positive about the programs and the value they bring to their teaching and learning programs. They also report difficulty accessing as many programs as they would like due to cost, transport, and school-based factors.

A brief literature review was conducted to identify current trends, issues and best practice in museums around the world. Museums globally are adopting digital content and delivery modes to reach a wider audience and deliver higher quality education programs to their users.

In summary, the HTSA currently offers a range of valued education programs, and represents a respected brand in education. The HTSA has the opportunity to reach over 230,000 more South Australian students and further support the learning of currently underrepresented groups.

A set of thirty recommendations have been presented to support the HTSA to continue to provide quality education programs and excellent service for physical visitors. The recommendations suggest how digital technologies can be embraced to reach a wider cohort of South Australian students, and to position the HTSA as a world class provider of educational experiences.

Background

This report is the outcome of an independent consultancy conducted by Mandi Dimitriadis and requested by the History Trust of South Australia (HTSA) to inform the review of their Education Programs.

HTSA Australia currently offers education programs using a range of delivery modes across their three museums and the Centre of Democracy. This review of education programs has been designed to help best align the education offerings of the HTSA with best-practice models in museums around the world. HTSA considers their current delivery model, of having one qualified teacher based at each museum exclusively developing and delivering museum learning programs, as no longer being financially sustainable or indicative of best-practice. HTSA believes that the learning experiences they offer could be enhanced by taking better advantage of digital tools and online learning delivery models. They also believe that the development of better online resources will improve access to and the quality of learning experiences for students and teachers across the state. As a result of this review HTSA hopes that South Australia's young people will be able to better experience their rich collections and the value of history, whether they are learning as part of a school group, family activity or independent learning.

The review will be conducted over a six-month period and aims to consider the opportunities, challenges and barriers to a digital-by-design approach to education and learning programs that have the potential to reach every student in South Australia.

The review will provide recommendations on a new all of History Trust approach that provides world class education and learning programs in line with the Department for Education's priorities.

The review aims to:

- identify gaps between metropolitan and regional reach of current education programs across all four History Trust public-facing museums;
- determine barriers to digital program development and provision of access in regional and remote areas;
- explore new modes of learning to deliver access to all students in South Australia, including regional and remote students;
- consider opportunities to align digital collections and cultural heritage initiatives with the national curriculum;
- canvas how the History Trust and its four museums can better support the Department for Education's Entrepreneurial Learning Strategy to develop in students the knowledge and skills needed to think and work critically and creatively in the 21st century;
- recommend how we best utilise technology and digital methodologies to provide broad access to world class learning programs for all South Australian students;

- have regard to impact of changes to current programs delivery model across The History Trust and their contribution to visitation and income within each museum and identify mitigation strategies.
- militate opportunities for growth in income generation;
- model best practice 21st century education program delivery for museums within the existing budget envelope;
- open dialogue about opportunities to low SES and regional students to receive increased support from the Department to visit museums, and;
- highlight the value of technology in supporting pre, during and post visit education experiences.

An Education Programs Review Steering Group has been established to consider this scope and oversee the review process, chaired by HTSA CEO Greg Mackie OAM, Education Manager Madelena Bendo will work closely with Director of Public Engagement Kristy Kokegei and the Digital Engagement team, along with independent education and learning strategist, Mandi Dimitriadis to devise and pilot approaches and produce recommendations for a new delivery model.

At six months, the review and recommendations will be complete and ready for implementation. Two pilot projects will be initiated within this first six-month period to begin testing and refining the new model.

The review of the HTSA's education programs is in line with and contributes to the recently released Arts and Culture Plan for South Australia 2019-2024¹ published by the Department for Premier and Cabinet, South Australia. The plan sets six goals to guide the growth of and investment in the state's leadership in the arts and cultural sector.



Figure 1

- To promote the role of arts and culture in enriching the lives of all South Australians.
- To empower South Australia's makers and creators.
- To champion Aboriginal and Torres Strait Islander arts and culture.
- To amplify South Australia's strengths that define the character of the arts in the state.
- To enhance the physical and organisational arts and culture infrastructure in South Australia.
- To drive a connected approach to advocacy and future government investment in arts and culture

Scope of Report

This report has been researched and compiled by independent education consultant, Mandi Dimitriadis, and is presented as information, considerations and recommendations to inform the direction and outcomes of the HTSA review of their education programs.

This report is presented as evidence to inform the wider review of HTSA education programs. The independent consultation it represents forms an integral part of the overall review strategy.

This report reflects the scope of the independent consultation conducted by Mandi Dimitriadis and includes:

1. Collation of existing education programs and delivery models provided by all four sites.
2. Audit and analysis of existing education programs and delivery models provided by all four sites to identify gaps and underrepresented groups.
3. Research into policies, priorities, issues and strategies currently impacting education in South Australian schools.
4. Brief literature review to identify current trends, issues and best practice in museums around the world.
5. Identification of strengths and opportunities presented by education programs across HTSA.
6. Recommendations, considerations and suggested pilots to inform the review of education programs across HTSA.
7. Consultation with the Education Programs Review Steering Group and the directors of each site.



Figure 2

Methodology

This report has been prepared based on information collected using the following methods:

- Collation of data kept by the HTSA and individual sites, including overviews of current education programs and student attendance records at the Migration Museum, National Motor Museum, South Australian Maritime Museum and the Centre of Democracy.
- Consultation with the Education Programs Review Steering Group through committee meetings, Trello board, email and phone calls to ensure that their opinions, expertise, feedback and recommendations were considered.
- Supporting the collection of survey data from teachers currently using education programs offered by HTSA.
- Research process to understand the educational climate that South Australian schools are operating within, including Education Department priorities and policies, curriculum demands, state and national educational directions and the demographical distribution of South Australian students.
- Research into current trends, issues and best practice in museums around the world.
- Compilation of recommendations and considerations based on analysis of data collected.
- Presentation of initial findings to the Education Programs Review Steering Group to enable inclusion of the group's feedback in this report.
- Consultation with museum directors prior to this report being published.



Figure 3

Current Education Programs

The HTSA currently offers education programs across its three museums, the Migration Museum, the National Motor Museum, the South Australian Maritime Museum, and the Centre of Democracy. There are 38 individual education programs offered across the HTSA. There are 13 programs offered by the Migration Museum, 6 by the National Motor Museum, while the South Australian Maritime Museum offers 11 programs and the Centre of Democracy,8.

An analysis of the 38 current education programs showed that, although there are some exceptions, the HTSA currently offers education programs that are:

- Face to face programs, meaning that students physically visit the site with their teacher to participate in the program.
- One-off experiences, meaning that students visit the site on one occasion with their teacher. Please note that some programs do offer pre and post visit activities or resources for teachers to use with their students. However, data is not available to indicate how widely these resources are used. In most cases, the HTSA does not know what the students and teachers do as a result of the education program once they have left the site.
- Guided programs, meaning that groups of students are led through an education program by an education officer, museum officer or volunteer. Please note that each site does offer some self-guided programs where students are led through the program by their own teachers.
- Available throughout the school year, meaning that teachers choose from a menu of education programs that are available during term time. Please note that the Migration Museum offers different programs at different times of the year in order to use their resources and spaces more efficiently. All sites offer some seasonal or temporary programs according to their activities and exhibition schedules.
- Site specific, meaning that each site offers education programs based on the collections, stories and expertise offered at each site. Teachers and students believe they are participating in an education program provided by an individual site rather than participating in an HTSA education program. Please note that there are a few instances where HTSA sites have collaborated to deliver education programs, or where a site has collaborated with an outside organisation on an education program.
- Supported by digital resources, meaning that some existing education programs are accompanied by digitally accessible resources. This includes web-based resources designed to support an education program or be used as research materials in a school setting, and some digital resources used by students whilst at a site-based visit. An example of the latter are the iPad trails developed at the South Australian Maritime Museum.
- Include professional development opportunities for teachers, meaning that each site offers some form of professional development for teachers. This includes workshops and information sessions related to a specific exhibition or program at the sites, and information sessions about the education programs on offer.

An analysis of current education programs was conducted to ascertain which levels of schooling are currently being catered for.

Figure 4 shows the distribution of education programs offered by the HTSA for each year level from Reception to Year 12. Please note that many education programs are available to students from more than one year level, hence, more than 38 items are included in this figure. For example, an education program might be suitable for students from Year 3-6. Although all levels of schooling are represented in the programs currently on offer, there are more programs offered to students in Years 4-6 than any other year levels. This pattern is consistent across individual sites as well as the HTSA as a whole. Interestingly, there is another peak at Year 9, which might be explained by the focus in the Year 9 History Curriculum on *'the movement of people 1750-1901'* which has a natural synergy with the Migration Museum.

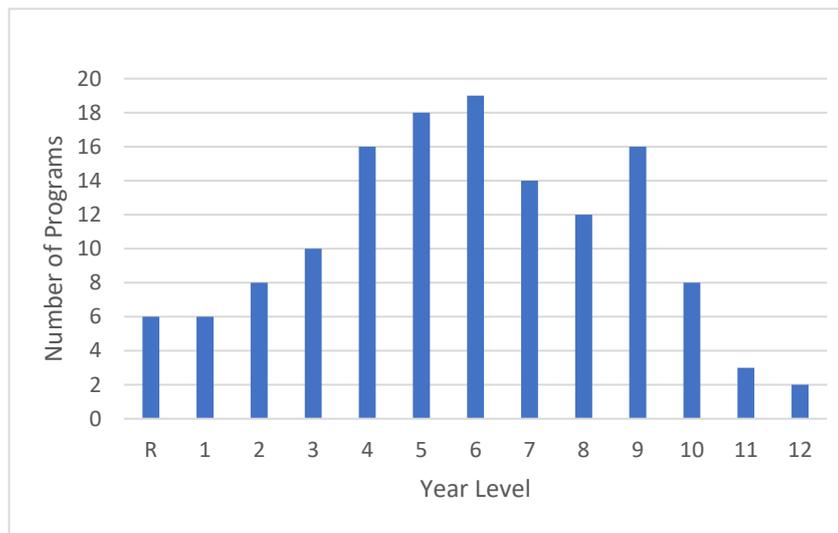


Figure 4

Across all sites, the senior secondary, Years 11 and 12 are the least represented in available programs, followed by programs offered for younger students in Years R-2

Please note that this data was obtained from the 2018 annual reports, reports to the Department for Education, South Australia, and the education websites for each site. There may be some discrepancies due to new programs being created since the last available reports.

None of the sites advertise education programs for pre-school students, although attendance data does show that a small number of pre-school students visited the South Australian Maritime Museum in the last year with their pre-school centre.

Figures 5-8 below, show the distribution of HTSA education programs across each year of schooling at each site. These figures show that the trend to offer most education programs in the primary years is apparent across the three museum sites. The Centre of Democracy's education programs begin at Year 4 (Figure 8) and can be explained by the fact that Civics and Citizenship and similar topics are not addressed in the Australian Curriculum until Year 5. Education Programs for Years 11 and 12 are not offered at any of the museum sites but there are two programs for these year levels offered at the Centre of Democracy (Figure 8).

Education Programs: Migration Museum	P	R	1	2	3	4	5	6	7	8	9	10	11	12
Being a Child in the 19 th Century														
Colonial Footprints on Kaurna land														
First Contacts														
Colonisation and Democracy														
Australia Making of a Nation 1900–present														
Movement of Peoples. If Walls could Speak														
Making of the Modern Nation–1750–1918														
Overview of the modern world and Australia, 1918– present day, waves of migration to Australia and White Australia Policy														
Unpacking Histories														
Daring to Be Different Meets the Centre of Democracy														
Making of Democracy														

Figure 5

Education Programs: National Motor Museum	P	R	1	2	3	4	5	6	7	8	9	10	11	12
Hawker Vans														
Lego Works														
Motor Works														
Bush Mechanics														
Tom Kruse														
Steam Carriage to Supercar														

Figure 6

Education Programs: SA Maritime Museum	P	R	1	2	3	4	5	6	7	8	9	10	11	12
Explorers														
Explorers Digital iPad Trail														
Life Onboard														
Bound for South Australia iPad Inquiry Trail														
Digging up the Past														
Dolphin Discovery														
Dolphin Detectives														
Adelaide Dolphin Sanctuary														
Wrecked														
Biodiversity at Sea														
Day at the Port														

Figure 7

Education Programs: Centre of Democracy	P	R	1	2	3	4	5	6	7	8	9	10	11	12
Self-guided program														
Democracy Overview														
Democracy Walk														
Unlock the Language of Democracy														
Participation: now and then														
Centre of Democracy and Parliament House														
Nincompoops according to Mary Lee														

Figure 8

The 38 current education programs offered by the HTSA were also analysed to ascertain which areas of the curriculum they address. The Australian Curriculum consists of 8 Learning Areas in Years Foundation-10: English, Mathematics, Science, Humanities and Social Sciences (HASS), the Arts, Technologies, Health and Physical Education, and Languages. HASS is taught as History, Geography, Civics & Citizenship, Economics & Business in high schools and as an integrated learning area in primary schools. Additional specialised subjects are introduced in the senior years of Year 11 and 12 as part of the South Australian Certificate of Education (SACE).

The Foundation Year is referred to as 'Reception' in South Australia, being the first year of school for students.

All education programs currently offered by the HTSA identify that they address specific learning areas of the Australian Curriculum. One program is also aligned to the senior years SACE Legal Studies subject.

Figure 10 below, shows distribution of learning areas and subjects identified in the education programs offered by the HTSA. Please note that many education programs identify more than one learning area or subject, hence, more than 38 items are included in this figure. For example, an education program might be advertised as addressing both the HASS and English learning areas. Figure 10 below, shows that all Australian Curriculum Learning Areas are addressed in education programs across the HTSA except for Health and Physical Education.

The vast majority of education programs state that they address the History or HASS learning areas. Although HASS is an integrated learning area from F-6, the majority of the HTSA education programs identified as HASS, address the history components of this learning area. It is not surprising that 65% of the education programs offered by the HTSA are history learning programs.

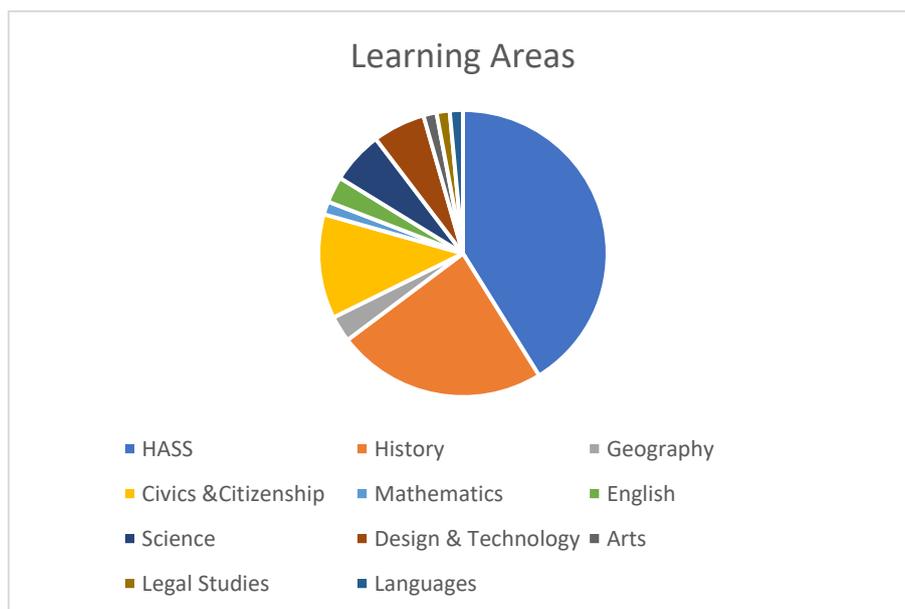


Figure 6

Figures 11-14 below, show the distribution of Learning Areas addressed by education programs across each of the four sites. The three museums follow the trend of offering programs largely addressing History or the History component of HASS. The Centre of Democracy largely offers programs addressing the Civics & Citizenship subject, as would be expected, given the content of the centre’s collections and stories. The Migration Museum (Figure 11) offers two programs that address Civics & Citizenship, one that addresses mathematics and one that addresses English. The National Motor Museum (Figure 12) offers four programs that address the technologies, two that address geography, one that addresses English and one that addresses the Arts. The technologies focus at the National Motors Museum looks at assembly lines and production techniques. The South Australian Maritime Museum (Figure 13) offers four Science programs which focus on the Port River dolphin pod. As previously mentioned, the Centre of Democracy (Figure 14) offers seven programs addressing Civics & Citizenship. It also offers one program addressing language learning and one for legal studies.

Education Programs Migration Museum	HASS	History	Geography	Civics & Citizenship	Mathematics	English	Science	Design & Technology	Arts	Legal Studies	Languages
Being a Child in the 19 th Century											
Colonial Footprints on Kauria land											
First Contacts											
Colonisation and Democracy											
Australia Making of a Nation 1900–present											
Movement of Peoples. If Walls could Speak											
Making of the Modern Nation-1750-1918											
Overview of the modern world and Australia, 1918- present day, waves of migration to Australia and White Australia Policy											
Unpacking Histories											
Daring to Be Different Meets the Centre of Democracy											
Making of Democracy											
Overview: Australia’s Colonisation, Migration and Democracy in the 1800s.											

Figure 7

Education Programs National Motor Museum	HASS	History	Geography	Civics & Citizenship	Mathematics	English	Science	Design & Technology	Arts	Legal Studies	Languages
Hawker Vans											
Lego Works											
Motor Works											
Bush Mechanics											
Tom Kruse											
Steam Carriage to Supercar											

Figure 8

Education Programs SA Maritime Museum	HASS	History	Geography	Civics & Citizenship	Mathematics	English	Science	Design & Technology	Arts	Legal Studies	Languages
Explorers											
Explorers Digital iPad Trail											
Life Onboard											
Bound for South Australia iPad Inquiry Trail											
Digging up the Past											
Dolphin Discovery											
Dolphin Detectives											
Adelaide Dolphin Sanctuary											
Wrecked											
Biodiversity at Sea											
Day at the Port											

Figure 9

Education Programs Centre of Democracy	HASS	History	Geography	Civics & Citizenship	Mathematics	English	Science	Design & Technology	Arts	Legal Studies	Languages
Self-guided program											
Democracy Overview											
Democracy Walk											
Unlock the Language of Democracy											
Australian Electoral Commission											
Participation: now and then											
Centre of Democracy and Parliament House											
Nincompoops according to Mary Lee											

Figure 10

Some of the existing education programs also mention the Australian Curriculum: General Capabilities: literacy, numeracy, ICT capability, ethics, personal and social capability, critical & creative thinking, and intercultural understanding. The Migration Museum makes an overarching statement about addressing all seven of the Australian Curriculum: General Capabilities.

This analysis of the learning areas addressed in HTSA's current education programs is based on information from annual reports and from each site's education website. It is likely that some education programs also address outcomes from learning areas that are not explicitly identified in the documentation about the program. For example, an education program looking at migration patterns and routes might also address geography and mathematics outcomes, even though it is only advertised as being aligned to the history curriculum.

There are also variants in how each education program addresses curriculum learning areas. Some programs break each component of the education program down into how it addresses inquiry questions, content descriptions, elaborations, achievement standards and other elements of the Australian Curriculum, while other programs list the content descriptions it addresses. There are also education programs that state they address a curriculum learning area but don't elaborate on how they are aligned to the curriculum. This analysis has been made using available documentation about each program. There may be other materials that make more detailed curriculum connections.



Figure 11

Current Participation in Education Programs

Annual reports and other HTSA documentation have been analysed to form a picture of student groups currently accessing education programs offered by the HTSA.

During the 2018-19 financial year a total of 30238 students participated in education programs across the HTSA's three museums and the Centre of Democracy.

Figure 16 shows the following attendance numbers:

Migration Museum:

10333 students

National Motor Museum:

3650 students

South Australian Museum:

10226 students

Centre of Democracy:

6029 students

Total: 30238 students

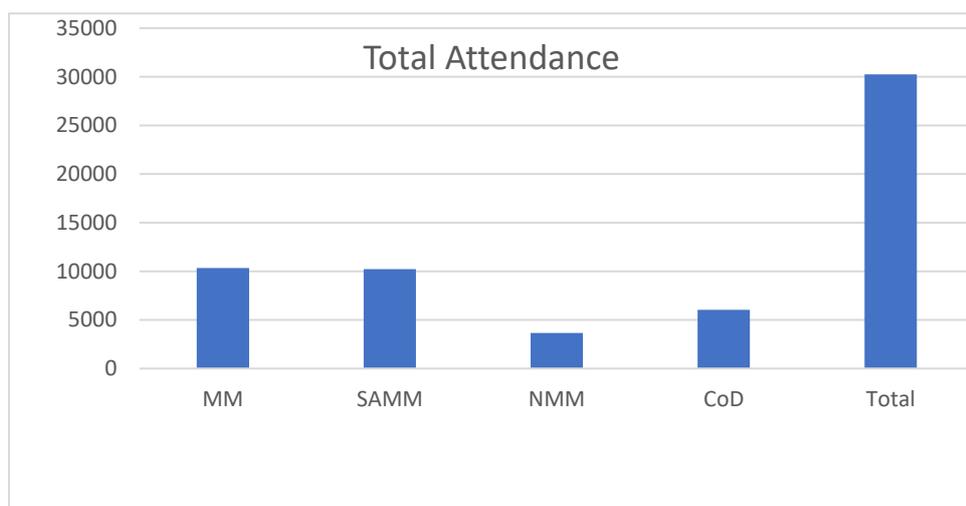


Figure 12

The Australian Curriculum Assessment and Reporting Authority (ACARA) reports that 269,370 students were enrolled in South Australian schools across all year levels in 2018². Therefore, we can ascertain that approximately 11 percent of students enrolled in South Australian schools participated in a HTSA education program in the 2018-19 financial year.

To further understand who is currently accessing education programs, and to identify gaps in underrepresented student groups, the HTSA Education program attendance data has been analysed through the following lenses:

- The three school sectors in South Australia (government, independent and Catholic schools)
- Year levels of students
- Geographical location of schools (metropolitan, and rural or remote)
- Category of educational disadvantage

School Sector

During the 2018-19 financial year, students from all three school sectors participated in HTSA education programs:

Government schools: 17307 students

Independent schools: 6779 students

Catholic schools: 6152 students

Figure 17 shows the numbers of students from each schooling sector who participated in education programs at each HTSA site.

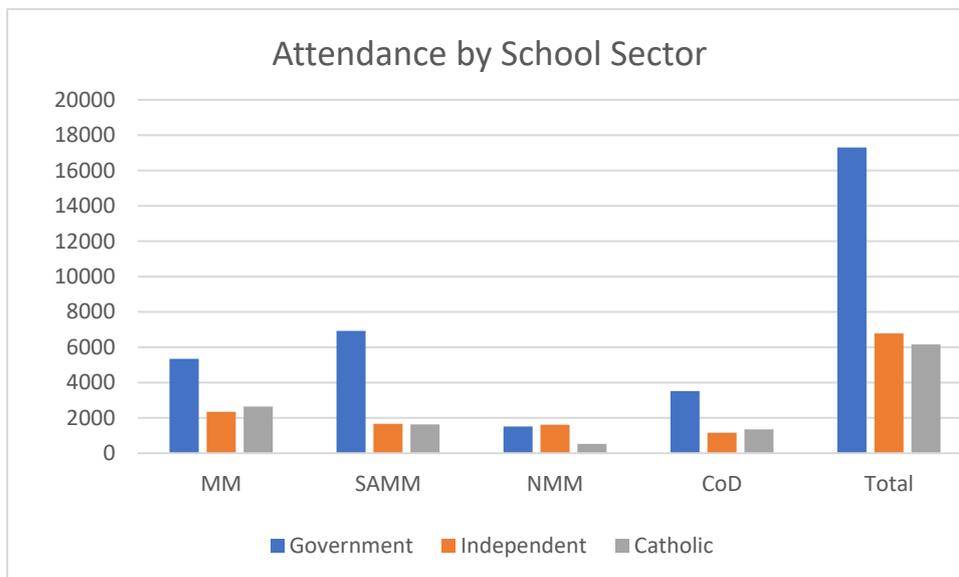


Figure 13

In South Australia there are 513 government schools, 113 independent schools and 101 Catholic schools¹.

Figure 18 shows the breakdown of South Australian schools by sector.

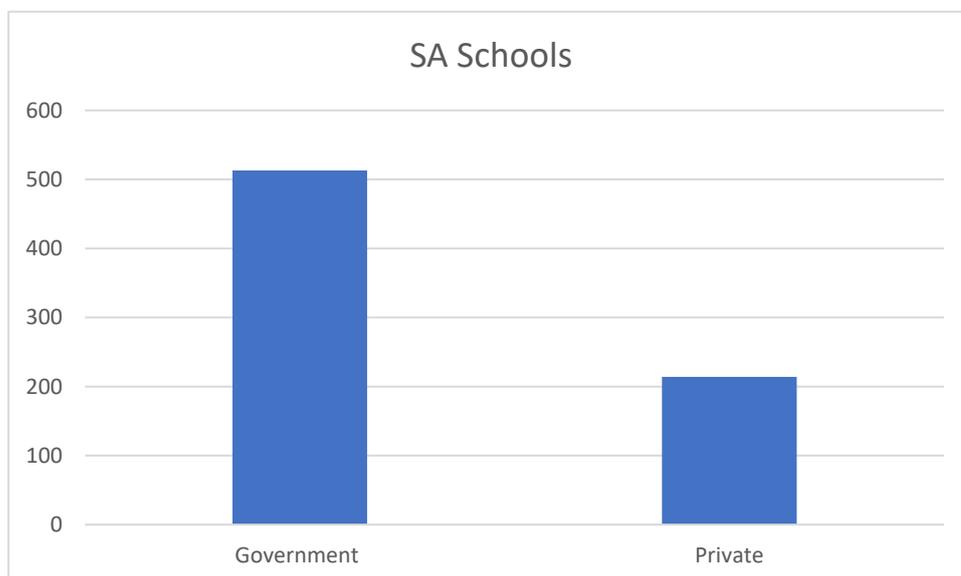


Figure 14

Figure 19 shows attendance at HTSA education programs by sector.

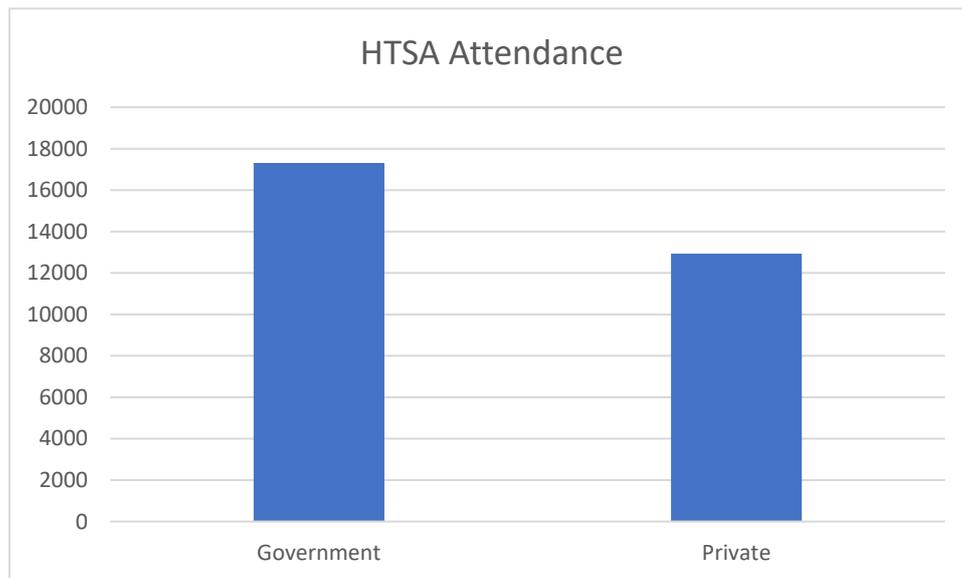


Figure 15

65% of all South Australian school students are enrolled in government schools, while 35% are enrolled in private schools (independent and Catholic schools combined)⁵.

57% of school students attending a HTSA education program are enrolled in government schools while 43% are enrolled in private schools (independent and Catholic schools combined).



Figure 16

Year Level

During the 2018-19 financial year students from all year levels R-12 participated in HTSA education programs. Figure 21 shows how many students from each year level group attended education programs at the HTSA's four sites.

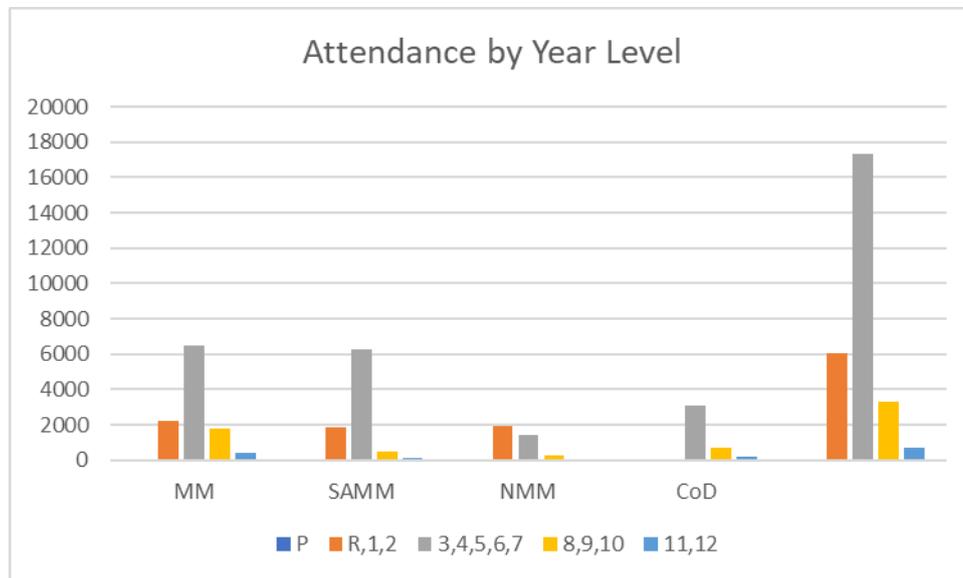


Figure 17

The Department for Education, South Australia data shown in Figure 21 from Term 1, 2018⁴ shows that of the 174,552 students enrolled in South Australian Government schools, 112,693 are primary school students and 61,859 are in secondary school (Years 8-12).

More specifically, there are 41,609 students enrolled in Years R-2 and 68,093 students in Years 3-7 in South Australian government schools. There are 34,443 students enrolled in Years 8-10 and 25,435 students in Years 11-12 in South Australian government schools.

Comparatively, of the 30,238 students participating in HTSA education programs in the 2018-19 financial year: 6021 are in Years R-2, 17,313 are in Years 3-7, 3301 are in Years 8-10 and 720 are in Years 11-12.

Year Level	2017		2018	
	Total	Country	Metro	Total
Reception	13,853.1	3,926.7	9,922.5	13,849.2
01	13,677.9	3,956.3	10,108.2	14,064.5
02	13,907.3	3,961.0	9,735.0	13,696.0
03	14,149.1	4,095.2	9,860.5	13,955.7
04	14,060.6	4,261.9	9,874.5	14,136.4
05	13,450.9	4,282.7	9,765.1	14,047.8
06	13,044.2	4,131.0	9,106.0	13,237.0
07	11,736.8	4,046.7	8,581.3	12,628.0
Other R-7	3,097.2	515.5	2,563.2	3,078.7
Total Primary	110,977.1	33,177.0	79,516.3	112,693.3
08	11,483.8	3,744.5	7,524.3	11,268.8
09	11,158.5	3,669.2	7,881.4	11,550.6
10	11,697.6	3,620.8	8,004.2	11,625.0
11	13,110.8	3,700.8	9,394.8	13,095.6
12	12,924.0	3,429.1	8,911.3	12,340.4
Other 8-12	2,185.2	415.6	1,563.0	1,978.6
Total Secondary	62,559.9	18,580.0	43,279.0	61,859.0
Grand Total	173,537.0	51,757.0	122,795.3	174,552.3

Source for all tables and figures: DECD Term 1 Census 2017-2018

Figure 18

24% of students enrolled in South Australian government schools are in Years R-2, while 20% of students participating in HTSA education programs are in Years R-2.

39% of students enrolled in South Australian government schools are in Years 3-7, while 57% of students participating in HTSA education programs are in Years 3-7.

20% of students enrolled in South Australian government schools are in Years 8-10, while 11% of students participating in HTSA education programs are in Years 8-10.

15% of students enrolled in South Australian government schools are in Years 11-12, while 2% of students participating in HTSA education programs are in Years 11-12.

Geographical Location

During the 2018-19 financial year students from metropolitan, rural and remote schools participated in HTSA education programs. Figure 23 shows how many students from each year level group attended education programs at the HTSA's four sites.

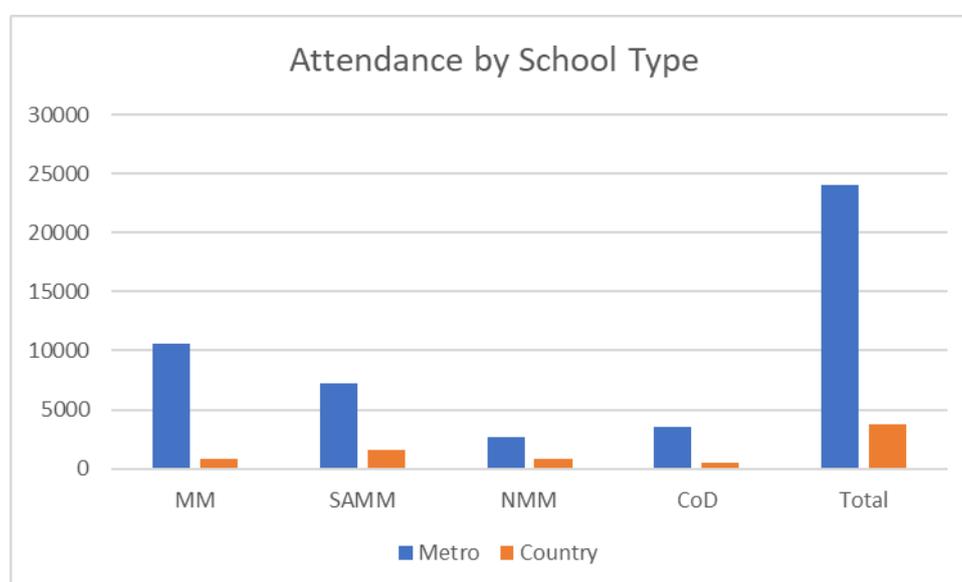


Figure 19

For the purpose of this data analysis, the Office for the Commissioner of Public Sector Employment's boundary map⁵ has been used to determine whether schools are considered as metropolitan or country schools.

According to the Australian Schools Directory⁶ there are 785 schools in South Australia. 440 of these schools are in the metropolitan boundaries of Adelaide, while 440 are in South Australia's rural or remote (country) areas.

56% of South Australian schools are within the metropolitan boundaries of Adelaide.

Comparatively, 87% of students participating in HTSA education programs were enrolled in metropolitan schools and 13% were enrolled in rural or remote (country) schools.

Category of Educational Disadvantage

The Index of Educational Disadvantage is a socio-economic index, used by the Department for Education, South Australia to allocate resources to schools to address educational disadvantage related to socio-economic status⁷. South Australian government schools are allocated a category (1-7) of disadvantage, with category 1 represented the greatest level of educational disadvantage. These categories are calculated by determining factors such as parental income, parental education and occupation, Aboriginality, and student mobility rates, of students enrolled at the school.

For the purpose of this data analysis, and in keeping with common departmental practice, a school is considered to have significant levels of educational disadvantage if it assigned category 1-4.

Figure 24 shows the numbers of students participating in HTSA education programs at all four sites from schools in categories 1-4 and schools in categories 5-7.

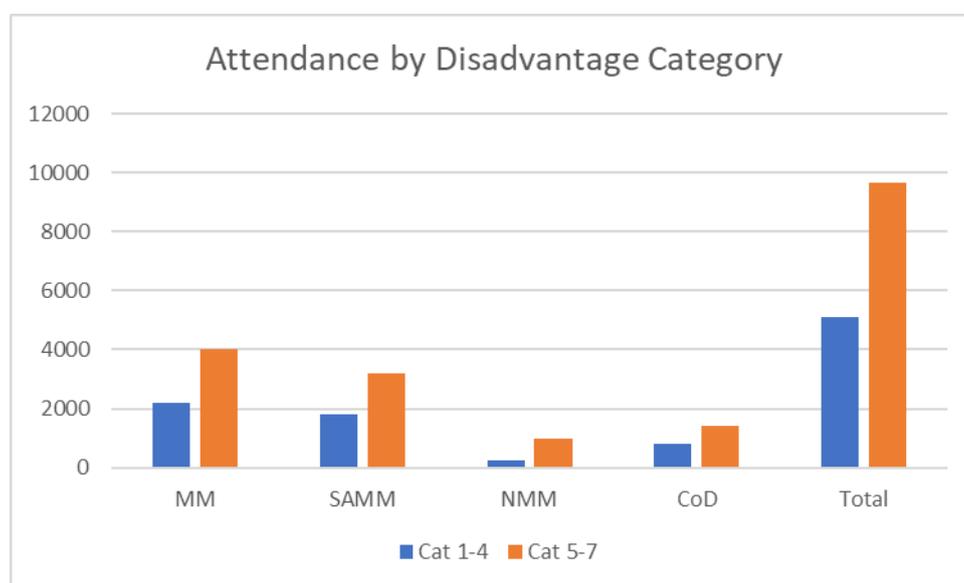


Figure 20

The HTSA recorded the category of educational disadvantage of the schools attended by 13,362 students participating in education programs in the 2018-19 financial year. Of these 13,362 students 3,827 students were enrolled at a category 1-4 school, while 9,535 were enrolled in a category 5-7 school.

The 2018 Index of Educational Disadvantage⁸ shows that 48% of South Australia's government schools are assigned categories 1-4. Comparatively, the available data recorded by the HTSA indicates that 28% of students participating in education programs are enrolled at a school with an educational disadvantage category of 1-4.

Analysis of Attendance Data

By comparing the data compiled by HTSA about student attendance in education programs with state-wide student data, the following patterns were identified:

- The number of students attending HTSA education programs from government schools is statistically less than students attending from private schools (independent and Catholic schools combined). Students enrolled in government schools are underrepresented by 8% in HTSA schools, while students enrolled in independent or Catholic schools are overrepresented by 8%.
- The number of secondary school students attending HTSA education programs is statistically less than primary school students who attend. Students in Years R-2 are underrepresented in HTSA education programs by 4%, students in Years 3-7 are overrepresented by 18%, students in Years 8-10 are under-represented by 9%, while students in Years 11-12 are underrepresented by 13%.
- The number of students from schools in rural or remote areas attending HTSA education programs is statistically less than students attending from schools in metropolitan areas. Students from country schools are underrepresented by 31%. This makes students from country schools the most underrepresented group of students participating in HTSA education programs.
- The number of students enrolled in government schools in categories 1-4 of educational disadvantage are attending HTSA education programs statistically less often than students enrolled in schools in categories 5-7. Students enrolled in schools determined to be educationally disadvantaged are underrepresented in HTSA education programs by 20%.
- Statistically, a student attending a HTSA education program is typically in Year 3-7, is enrolled in a private school or government school not considered to be educationally disadvantaged, attending a metropolitan school and participating in an history related education program. See Figure 25.

Typical Student Attendee

Who is coming?

- Year 3-7
- Catholic/independent
- Metropolitan
- Category 5-7
- History

Who isn't coming?

- Secondary
- R-2
- Regional/Remote
- Category 1-4



Figure 21

Other considerations

This data analysis and comparison process also identified some related issues that should be taken into consideration.

- There appear to be some inconsistencies with data collected about HTSA education programs. The above data analysis of attendance data took into account data collated for HTSA and site-based annual reports, data reported to the Department for Education, and data reported to the Council of Australasian Museum Directors (CAMD). There were some discrepancies noted within these data sets and, therefore, the decision was made to draw upon data reported to CAMD, being the most comprehensive data set.
- To identify patterns and underrepresented groups it would have been useful to consider additional data sets that were not available or easily accessible. This includes details of specific education programs attended by students, site-specific data, and data showing how often students from the same school participate in a HTSA education program during the year.
- The data analysis above, is intended to provide a broad view of attendance patterns at education programs at the HTSA as a whole. A more site-based analysis could be useful to determine attendance patterns in more detail.
- A small number of pre-school students (31) attended HTSA education programs in the 2018-19 financial year but are not included in the above data analysis.
- This data analysis does not include students who attended HTSA education programs with their families, either as home-schooled students or as part of a family visit.
- This data analysis endeavoured to compare HTSA education program attendance data with data describing the state-wide cohort of school students. Where possible, state-wide data was accessed. In cases where state-wide data was unavailable or not relevant, data was sourced from the Department of Education regarding South Australia's government schools. It was determined that the Department for Education data was comprehensive and significant enough to be considered a state-wide snapshot of school students in South Australia.

What do teachers think about HTSA education programs?

Teachers who regularly book their students into HTSA education programs are a valuable source of information about the quality and usefulness of the programs. Their experiences, opinions, feedback, and advice form an important part of this report. A survey was constructed by Madelena Bendo, Kristy Kokegei and Mandi Dimitriadis, and sent to teachers using Survey Monkey⁹. 1919 teachers from HTSA's data base of teachers who have accessed HTSA education programs were invited to participate in the survey. 179 teachers opted to complete the survey. This is considered a statistically valid sample size for collecting valid feedback and determining the value proposition that a product or service provides to regular customers.¹⁰ The survey was also inadvertently completed by a museum visitor who is not a teacher and does not access HTSA education programs. This person's responses were removed from the data set prior to analysis. The survey responses have been summarised and analysed below.

The survey asked the following questions:

1. What subjects do you teach?
2. What year levels do you teach?
3. How often do you bring classes to the National Motor Museum?
How often do you bring classes to the South Australian Maritime Museum?
How often do you bring classes to the Migration Museum?
How often do you bring classes to the Centre of Democracy?
4. What inhibits you from visiting more often?
5. What do you value about the education program(s) we offer?
6. What would make our programs more appealing and useful to you and your students?
7. We are considering designing a range of digital resources to accompany our physical museum programs. What kinds of resources do you currently find valuable for use in your teaching?
8. When planning an excursion, how do you decide which experience to select?
9. Other than school excursions, what else could we do to support your students' learning?
10. Do you have any comments you would like to add?
11. This Review will be undertaken over a 6-month period. As it progresses there are many ways you can stay involved and informed. Please indicate below how (if at all) you'd like to stay involved and we will be in touch.

What subjects do you teach?

Teachers were asked to select from a list of subject areas. These included the Learning Areas of the Australian Curriculum, as well as some specialist subjects such as legal studies, philosophy and Aboriginal studies. Respondents could select as many responses as required and were also given the option to list other subject areas.

Figure 26 shows that the most commonly selected subjects were HASS, history, English and mathematics. All subjects were selected by at least one respondent. A larger than expected number of respondents selected 'other' explained by 13 primary teachers who pointed out that they teach all subjects and curriculum areas in primary classroom settings. It is interesting that these teachers didn't identify as teaching individual subjects but view the curriculum as a whole. Other additional items listed included STEM, intensive language and new arrivals programs, school leadership positions, geography, SACE research project, home economics, religious studies, gifted and special education.

It is worth noting that teachers were asked to select the subject areas that they teach, not necessarily the subject areas that they use HTSA education programs to help teach.

Unsurprisingly, the subject areas selected by survey respondents closely align to the curriculum areas covered by the education programs offered by the HTSA in Figure 4.

What subject areas do you teach?

Answered: 179 Skipped: 1

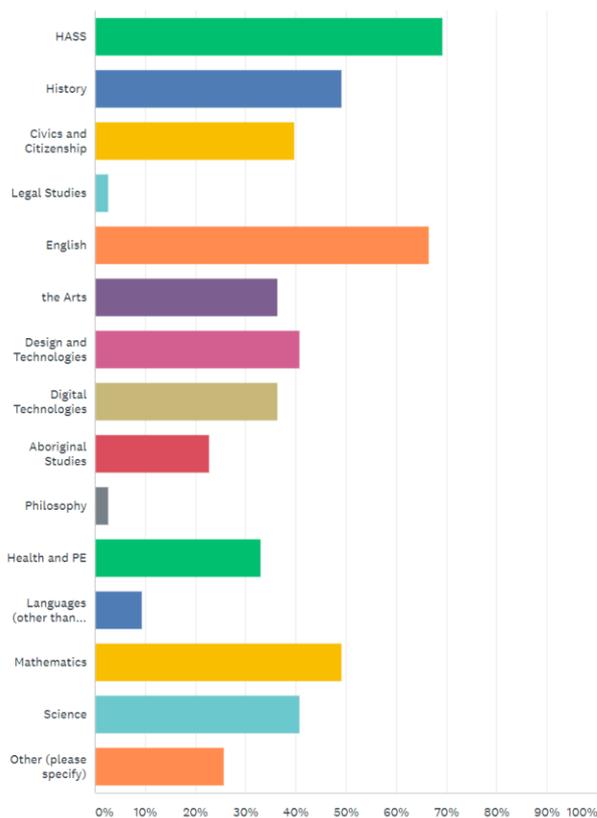


Figure 22

What year levels do you teach?

Respondents were asked to select the year levels they currently teach. They were asked to select from junior primary, primary, junior secondary, and senior secondary. Respondents could select more than one category and list other categories as needed. 56% respondents identified themselves as teaching primary years students, which aligns closely to both the education programs offered by the HTSA, and the data that shows 57% of students attending HTSA education programs are in Years 3-7.

What year levels do you teach?

Answered: 179 Skipped: 1

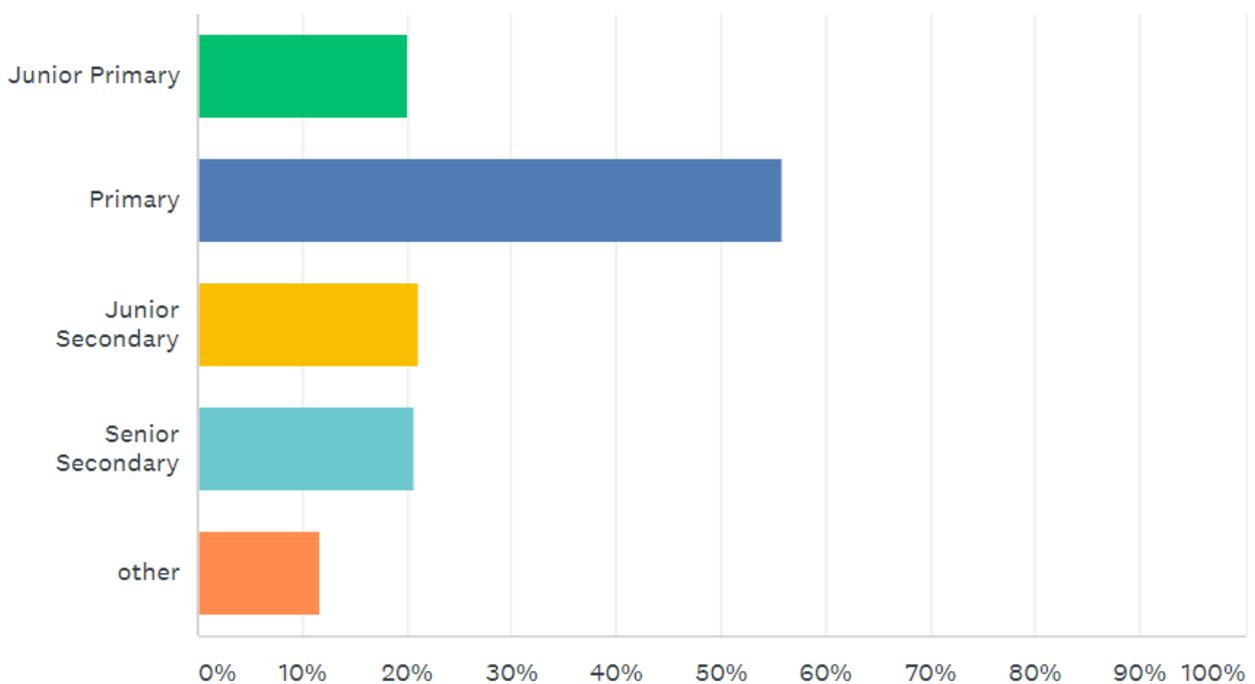
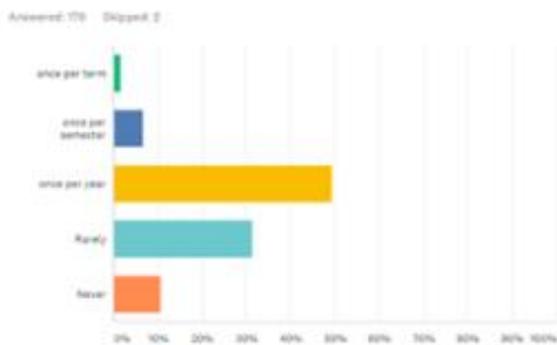


Figure 23

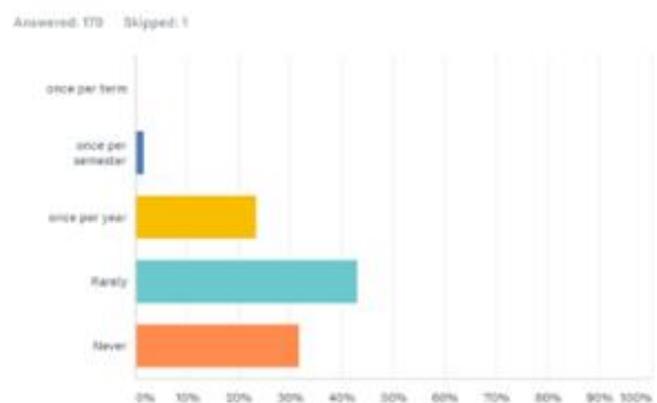
How often do you bring classes to HTSA education programs?

Respondents were asked to identify how often they bring classes to each of the HTSA sites. Respondents were asked to select whether they brought classes to each site once per term, once per semester, once per year, rarely or never. Figure 28 shows that the vast majority of respondents indicated that they bring students to one site once per year. Very few respondents bring students to more than one of the sites more often than rarely. This indicates that teachers responded to the survey through the lens of only one site and do not view the HTSA education programs as an interconnected whole.

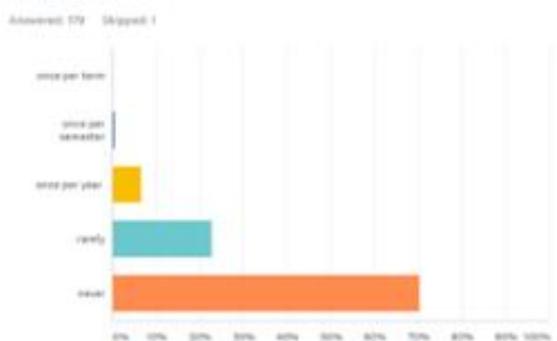
How regularly do you bring students to the Migration Museum?



How regularly do you bring classes to the Maritime Museum?



How regularly do you bring classes to the National Motor Museum?



How regularly do you bring students to the Centre of Democracy?

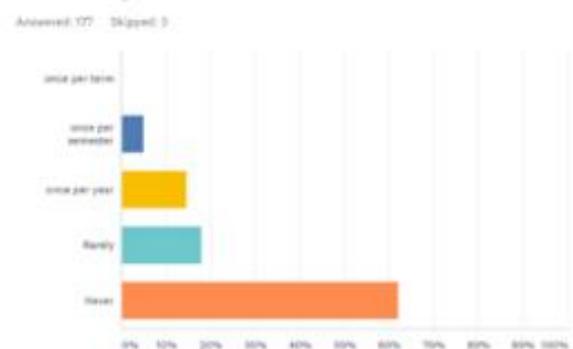


Figure 24

What inhibits you from visiting more often?

Respondents were asked to select the factors that inhibit them from bringing classes to HTSA education programs more often. Respondents could select as many items as applicable from the list - cost, distance, school factors, program offerings, and also list other inhibiting factors. Close to 40% of all respondents listed cost, distance and school factors as inhibiting more frequent visits, while 17% listed program offerings as a prohibitive factor. 52 respondents listed additional factors that inhibit them from accessing HTSA education programs more often.

Some of the additional responses described complex school logistics such as timetabling and excursion paperwork:

Bureaucracy - excursion paperwork Release from classes (especially as a Year 12 teacher) Crowded curriculum Lack of continuity in what I am teaching Timing - clashes with busy school calendar Short notice about events Location (Motor Museum) Cost in the past at a low SES school - although program is free, students needed to pay for public transport

Some many completing programs already existing within the school or annual excursions that remain the same.

Parent Volunteers and Time. Would love to be out and about all the time but other school expectations make it hard.

Only allowed 2 excursions per year and locations have been determined by the school for specific year levels

We have other classes that regularly take their students, therefore I have chosen other excursions generally.

Parent/community volunteers to assist excursions. I have not visited the motor museum because I've not been there myself to see what they have to offer.

Cost - due to 121 Chromebook prices for my parents. Other - depends on the cohort each year whether I feel they will cope with the visit

class = 2 hrs; we must incl. in that 2 hrs public transport to & from Victoria Sq; this precludes visits to sites beyond CBD

Other teachers cited competing curriculum demands or misalignment between curriculum being taught and programs on offer:

We need to justify how they meet the needs of the Australian Curriculum. I will teach the 'Capabilities', so hope to visit the Multicultural Museum for 'Intercultural Understanding' 2020

Different year levels visit some of these places as part of their curriculum linked excursions

Relevance to curriculum

there's a lot of curriculum to get through and to make the visit impactful i would not want to take every year group I teach every year to the museum

Which subjects I am teaching in a given year

Depends on what year level I am teaching, other excursions planned for the year, and knowing what programs are available at these places.

Our biennial trip to Canberra is a major focus for us, hence we rarely visit the Centre for Democracy. Bus costs are significant. Free access to the museums is really important for us, so thank you, otherwise we'd never visit.

Year Level Curriculum expectations. If I taught a younger year level I would come to the Maritime Museum annually. If I taught upper primary I would visit the Centre for Democracy annually as well. I would visit the Migration Museum twice per year if it wasn't for the cost of the bus so only come yearly.

A significant number of respondents chose to emphasize the impact of the restrictive costs and availability of transport options:

Costs for children and restrictions due to school runs for buses

Transport- from Elizabeth

Bus fares impact on the total cost of any excursion. Must now have 2 adults now per class (ave 30 students) with highest first aid training, as well as certified to work with children.

Not the cost of the venue but the cost of transport as we use private buses.

The cost of the bus inhibits how many excursion we take the children on per year. We also do not go to the same place 2 years in a row because we have R/1's this would mean if we took the children as a reception they would go again in Year 1 and we like to give them new experiences.

the cost is purely transport - rural school, no public transport available.

public transport links

cost of transport

Some respondents offered feedback regarding booking and accessibility issues that prevent them from visiting HTSA sites more often:

It is a challenge to book into the Migration Museum - we often learn late about what classes we have and to align a visit (once term has started) to the time in the program it best fits is a challenge.

Many of the experiences made available are not accessible for the student cohort that I work with.

Awareness of what is available, fitting those bookings into the school timetable and venue timetable, ensuring curriculum relevance.

difficulty in booking at times- some programs are very popular and hence difficult to book when we can attend.

Of particular interest, several teachers mentioned not being aware of programs on offer in advance, with three teachers stating that were unaware that the Centre of Democracy existed.

I actually have never heard of the Centre of Democracy. The Motor Museum is a bit far away. The museums I put as 'rarely' was because of the survey options available...I don't always go every year, depending on what topics I am actually teaching. I go when it fits into the topic.

I didn't know the Centre for Democracy existed!!

Share flyers and information sent from relevant venues with staff. Great if Australian curriculum links are made clear with opportunities to inspire engagement of staff

Other year levels visit these venues and so we try to give students varied experiences. I might be ignorant, but I have never heard of the Centre of Democracy. Will definitely look into what it can offer my students.

Centre of Democracy information is confusing - too many exhibits poorly explained

Three respondents also expressed dissatisfaction with the iPad program at the South Australian Maritime Museum:

Previously I have taken my class to the Maritime Museum and they have a very good program on the early settlers. So I took my class recently and was very disappointed that all they got were computers which were programmed.

I don't want my students walking around with their noses in an iPad when they could be interacting with the displays and people at the Maritime Museum

I have used the iPad session at the Maritime Museum once and decided not to use it again as I didn't find it beneficial. It was too complicated for the students to use and took up too much time instead of allowing them to explore the museum.

In summary, responses to this question show several trends in the reasons teachers gave for not accessing HTSA education programs more often:

- Distance and travel limitations
- Cost associated with travelling to HTSA venues
- Pressure on teachers to meet the demands of the curriculum and, therefore, making them reluctant to take students out of school
- Accessing programs that are relevant to the curriculum they are teaching and their student cohort each year.
- Restrictive paperwork and processes required to take students on an excursion
- Lack of awareness of programs that are available or difficulty accessing the programs they want to book in to.
- Conflicting school priorities

Responses to this survey question show that even though respondents are regular participants in HTSA education programs, there are multiple and significant factors that limit their use of the programs. It is a reasonable step to, therefore assume, that these factors also contribute to the fact that the majority of South Australian teachers are not accessing HTSA education programs at all.

What inhibits you from visiting more often?

Answered: 179 Skipped: 1

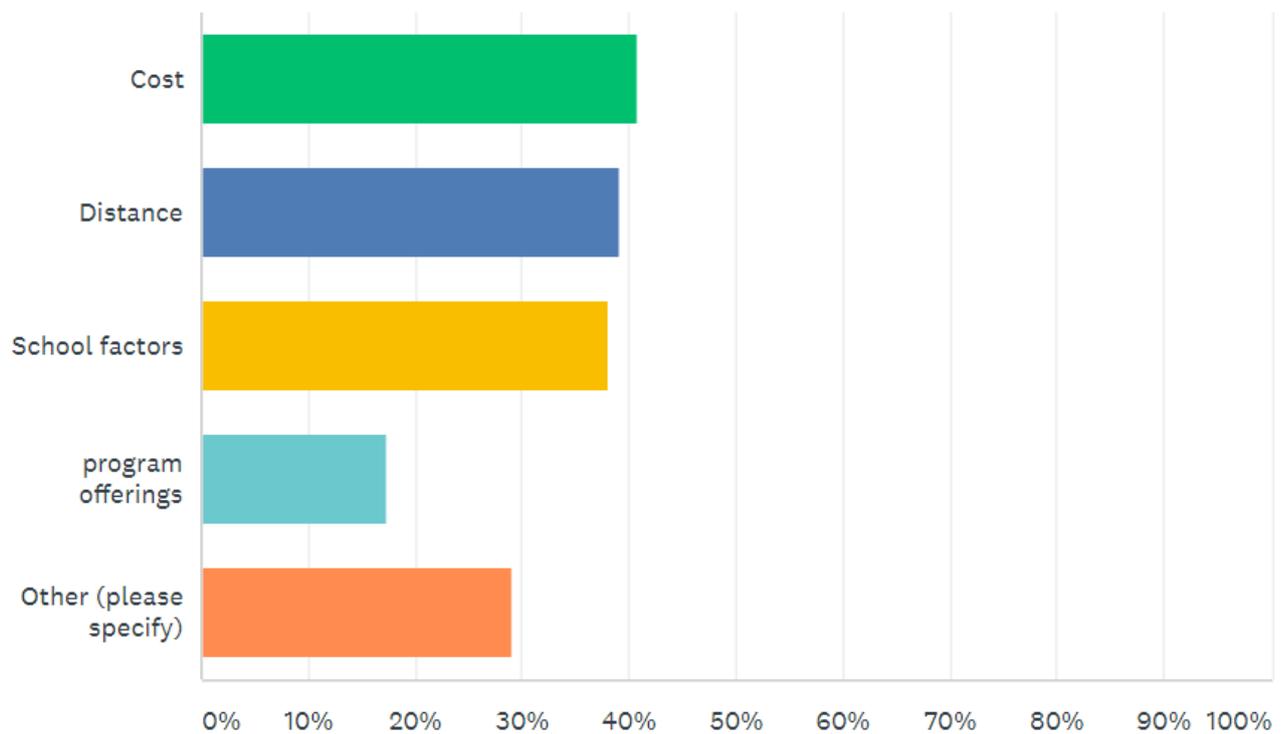


Figure 25

What do you value about the education program(s) we offer?

Respondents were given a blank text box to explain what they value about HTSA education programs. The majority of respondents were keen to express their appreciation for the contribution HTSA education programs make to their teaching and learning programs.

Responses to this survey question were captured in a word cloud (Figure 30) to illustrate some strong trends in teachers' responses.

Teachers value the expertise and guidance they receive when enquiring, booking, and participating in HTSA education programs. They appreciate the expert knowledge that is available to their students and themselves, as well as receiving excellent customer service. For example:

*Real live interaction with someone who has knowledge about the subjects offered
interesting and informative-migration topic for language
expertise of education officers*

We recently went to the Migration Museum and did the making of a democracy. I valued having Toby as our tour guide as it was outstanding. Very engaging! He made a typically boring subject entertaining for the students. The right guide makes the whole experience.

The people who run the programs and the resources you provide. It is also a good experience for the children to learn in a different setting.

The educators in the Migration Museum were excellent and engaging.

Teachers value the quality of the education programs and the ways students are able to engage in learning and the experiences they have access to as part of HTSA education programs. For example:

The "aha" moments I've seen students have! Increased student engagement with learning Enrichment of student learning through hands on history Exposing students to different types of history (public history, social history, artefacts, oral history, heritage) Marking special events like Refugee Week Able to adapt program to suit what we are learning (able to conduct self-guided activity if preferred) Expertise in areas I'm not confident in teaching

Brings subjects more alive to the students.

visual examples extension of knowledge practical examples

The teacher resources that support student learning and the fact that each centre is real world, interactive and engaging for students.

The knowledgeable staff and the experiences that the young children we teach are immersed in for the time we visit the museums. These are experiences we cannot provide at school. I have particularly enjoyed visiting the Migration Museum with my class as the program was specifically for year 1 and 2 students and the children were really engaged in these activities.

Authentic learning experiences delivered by knowledgeable experts connecting authentic places and items with engaged learners.

The depth of understanding that an Education officer and the programmes bring to the learning. It brings the learning to life for the students and helps them connect with real life past and present events.

There are plenty of things to interest students - particularly interactive items. The Maritime Museum incorporates a boat ride, which is great.

Every time we have visited the Maritime museum, The Motor Museum or the Migration museum the class has experienced things that are outside their usual world. They have all been an excellent starting point for or culmination of a unit of learning

Students absorb information visually and professionals and experts evoke enthusiasm to all students who love our history our roots and what makes a complex and beautiful society.

Teachers value the links that are made between HTSA education programs and the curriculum they are teaching. For example:

How the experiences link to the Australian Curriculum and for the young children the hands on experiences available.

Programs that are age appropriate.

The relevance to the curriculum and engagement factor for students

I appreciate it when they connect really well to the Australian curriculum

Relevance to HASS curriculum in Year 4 and Year 6. Relevant to SRC students (as student voice) with Centre for Democracy.

When we go to the Migration Museum, it is very relevant to our curriculum in years 4 and 5.

They match well with the curriculum and are simple and not too long to hold student interest

Teachers value being able to access collections, exhibitions and objects held within the four sites. For example:

The depth of information and the resources that you have to 'hook' students.

Access to artefacts

The interactivity of exhibits and programs for children. Enthusiastic guides. Quality of artefacts.

Displays, information, resources, support

highly engaging displays and presentation

Connection to the curriculum and being able to show students artefacts related to the topic.



Figure 26

What would make our programs more appealing and useful to you and your students?

Respondents were given a blank text box to make suggestions about what would make HTSA education programs more appealing for themselves and their students. Figure 31 below, clearly shows that the majority of respondents would like to see more of what is already happening, reiterating that they value existing programs that are interactive or hands-on in nature, and closely aligned to the curriculum.

Although most respondents gave positive feedback about the quality of the programs they had experienced, there was also evidence that some programs are not considered age- appropriate in pedagogy, content, curriculum links or delivery:

Programs that are creative, promote deep learning, encourage critical thinking and model excellent age-appropriate pedagogies. Clear links to the AC are important.

An interactive program instead of just viewing and trying to learn from what they see links to school curriculum topics for different year levels

To be more age appropriate and better planned

Online resources to provoke thinking before the experience and follow up reflective tools.

I have senior school students, so less talking and more opportunity for them to ask questions and to explore the centre would be helpful

Programs that are for specific age groups of children. Hands on activities for students. Flexible start and finish times to cater for schools that have to travel for up to an hour to get to the museums. Dynamic presenters who are passionate about sharing information and experiences with children. (Most presenters my students have experienced have been great)

More interactive work at the Migration Museum would be good. Students in Years 4 and 5 would benefit from that rather than a speaker talking for an hour.

Some awareness of how to slow and simplify speech for non-native speakers and English language learners.

Material for students that is less text-heavy with ideas expressed in simpler language

Teachers also suggested changes they would like to see in the way they book and find out about HTSA education programs:

better information for schools. online bookings

Asking the teacher specifically what they are teaching. Aligning it with the Australia Curriculum. Bit more hands on.

the staff are wonderful but sometimes the booking process is more challenging to navigate in a timely way

Easier access to booking programs

More workshops please as they tend to be booked out a lot.

I'd like to let someone know what I'll be teaching in my new Year 8-11 Academic Extension Program early next year and find out any relevant Museum Programs.

We are considering designing a range of digital resources to accompany our physical museum programs. What kinds of resources do you currently find valuable for use in your teaching?

All respondents reported using digital resources as part of their teaching programs (Figure 32), with web-based resources (especially YouTube style videos), downloadable pdfs, and games being the most used. Several respondents advised keeping in mind the inconsistent access to internet that schools experience, and the needs of students with disabilities when designing digital resources to support education programs.

Respondents were also invited to share their favourite online resources:

- *YouTube clips are a very useful teaching resource Role plays Primary sources to help students with research & sources analysis History in a box (artefacts you can borrow like AWM, Playford Library) Information about careers in History SA to showcase HASS post-school pathways*
- *How Times Change
<http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/14160/index.htm>*
- *QR codes linked to web-based information and resources*
- *short videos are useful to introduce topics or add more depth to students learning. I have used some from ABC website but I have not found many suitable for young children in the History area. A list of suitable videos would be a great resource.*
- *Videos from Kahoot!*
- *Opportunities to work collaboratively and share ideas through the use of Digital Technologies*
- *The Maritime Museum in Darling Harbour, Sydney sent me a link to a virtual tour of the Endeavour - AWESOME!*
- *Currently use "Inquisitive.com" as a curriculum resource for HASS - and Teach Starter for lesson plans and units of work.*
- *The Adelaide facilities at the museum venues augment and support the wider Aust Curriculum outcomes.*
- *I use Expeditions and Arts & Culture - two accessible Google Apps.*
- *Animated Dreamtime Stories from "Dust Echoes" on available on ABC.*
- *I use a lot of YouTube and pdfs. Also grabcad, shapeways, and thingiverse. I currently have students developing cultural icons on car for printing. Along with microdrones (pimp my ride, the students design legs or blade protectors etc*
- *I use lots of youtube clips and commercially produced programs to compliment my teaching as many of our students are now used to having much of their learning done through multimedia. This often gives us the chance to extend or make more realistic our teaching and therefore the students learning experiences.*
- *Video/music resources with topic links. Ie Civics and Citizenship listen to From Little Things Big Things Grow, Treaty etc.*
- *<https://murielmatterssociety.com.au/> is a goldmine in re to 125th anniversary of SA suffrage for women; I've e-mailed my suffrage thesaurus ex. to the Centre of Democracy; I've developed a .ppt & handout from the MELB exhibition on WW1 posters pro- and anti-conscription*

- *Migration museum on-line tool needs to have each place sign-posted so the kids don't spend their whole time just trying to find where they are. It is a really valuable tool when kids aren't lost and wandering.*

All but one teacher responded positively to the HTSA's plans to develop a range of digital resources to accompany physical museum programs:

They are all just distractors. Games/competitions are all that seem to matter. Some of the autistic type students enjoy collaborative 'quest' type games (minecraft) because it allows them to mask their social difficulties. Mostly IT is used for word documents and reading copied material rather than textbooks. The virtual reality activities are good for about 5 minutes and then the novelty wears off. 3D design generally has outcomes that take too long to achieve - so make them quick. I went to a museum once that had a barcode that you would read something or do something on your phone at each place. That was interesting. Again though, it's just novelty.

We are considering designing a range of digital resources to accompany our physical museum programs. What kinds of resources do you currently find valuable for use in your teaching?

Answered: 179 Skipped: 1

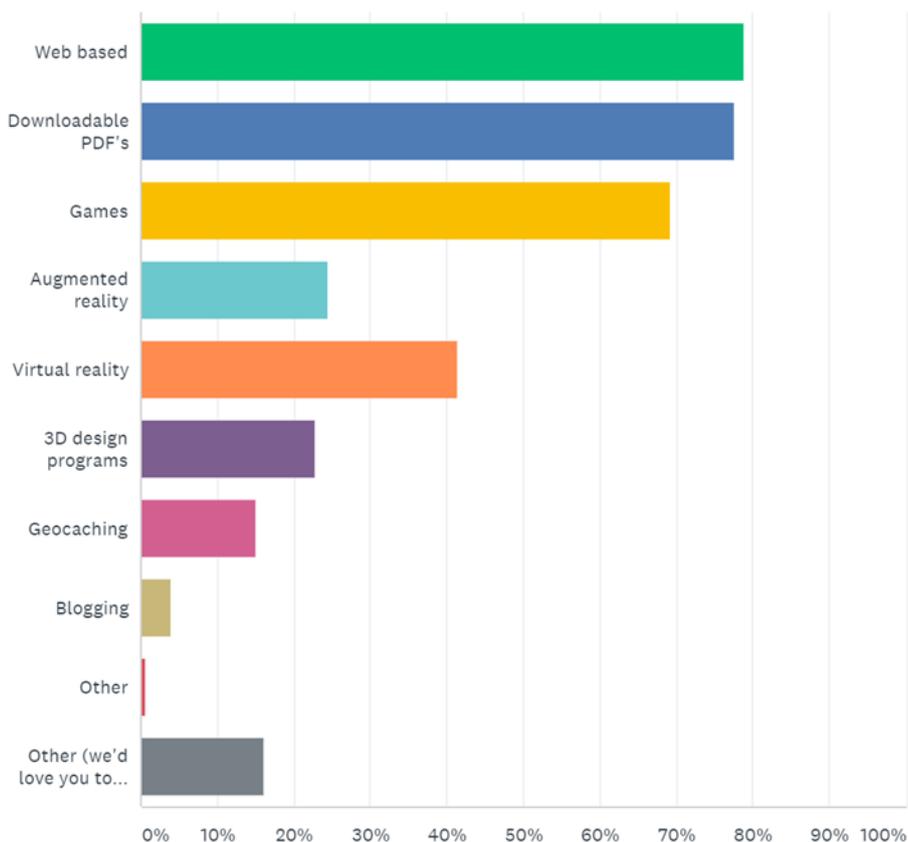


Figure 28

When planning an excursion, how do you decide which experience to select?

Respondents were asked to select the factors they take into consideration when planning an excursion for their students. They could select as many factors as applicable from the list. 90% of respondents identified links to curriculum as being a deciding factor on whether to book a program. 72% of teachers rate cost and 70% rate location as factors they consider when deciding whether to take students on an excursion. 44% of teachers also consider the reputation that a program or venue has before booking, showing that word of mouth is still an important factor.

Respondents were also invited to add comments to clarify or explain their responses to this question. Points made in these comments included:

- There are a number of practical considerations that determine whether a teacher will select a particular education program. These include timing within the school year, transport availability, ease of planning and preparation required and the number of students attending.
- A preference for booking programs that were useful in previous years or recommended by a museum staff member with whom they have an existing relationship.
- Emphasis on the importance that curriculum relevance plays in the selection of programs. Teachers will only select programs if they are relevant to their current classroom focus.
- Programs need to be accessible to the students in the teacher's class. This refers to both access for students with disabilities and whether the format of a program is appropriate for their students.

When planning an excursion, how do you decide which experience to select?

Answered: 180 Skipped: 0

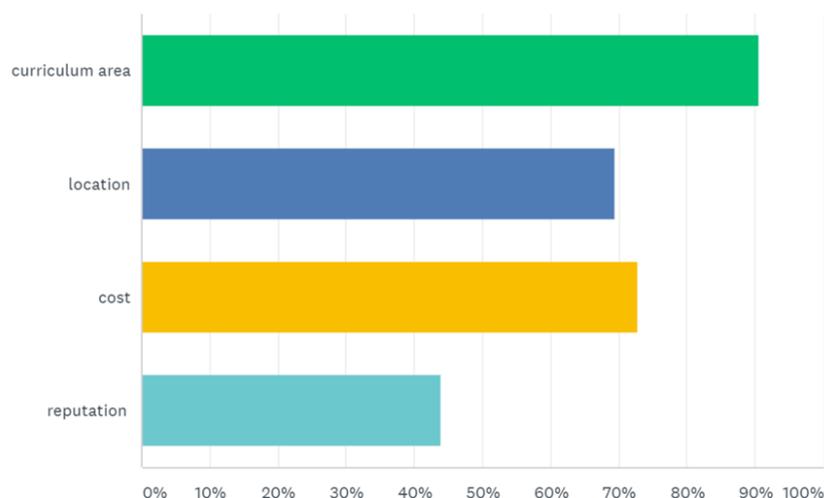


Figure 29

This Review will be undertaken over a 6-month period. As it progresses there are many ways you can stay involved and informed. Please indicate below how (if at all) you'd like to stay involved and we will be in touch.

144 of the 179 survey respondents indicated that they would like to stay involved and informed about the review of HTSA education programs. Most teachers would like to stay informed about the review through email updates. A smaller group of teachers are keen to be involved in developing and/or trialling pilot versions of new programs. 14 teachers have offered to join a reference group to help drive the review.



Figure 31

Understanding the broader South Australian Education Landscape

HTSA education programs contribute to the educational ecosystem in South Australia and form a valuable part of the resources, experiences and collective knowledge available to students and teachers. The HTSA education programs exist alongside and in conjunction with many other programs, resources, priorities, curricula, issues and strategies that make up the current educational landscape in South Australia. A number of these factors have been unpacked below to assist in understanding where the HTSA education programs fit in the broader context.

The Melbourne Declaration on Educational Goals for Young Australians

The Melbourne Declaration on Educational Goals for Young Australians¹¹ was endorsed by Australia's Education Ministers in December 2008, and although it is currently being updated, it remains the current articulation of goals and directions for education in Australia. Acknowledging that improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives, the declaration states two educational goals for young Australians:

Goal One: Australian schooling promotes equity and excellence.

Goal Two: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

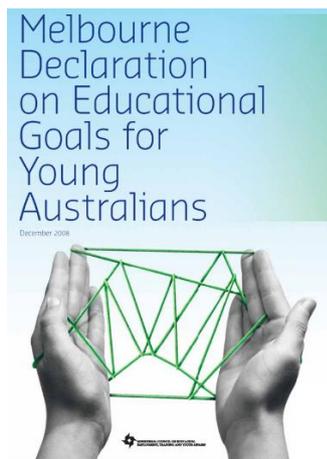


Figure 36

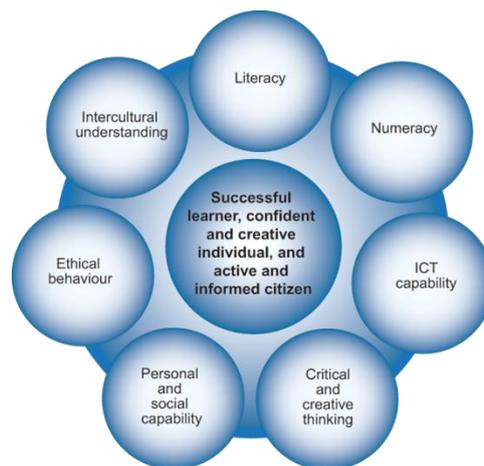


Figure 37

Relevance to HTSA education programs: Education programs should be accessible and equitable for all South Australian students. HTSA education programs are extremely well placed to help students develop as active and informed citizens and should be based on proven effective pedagogies.

The Australian Curriculum

The Australian Curriculum is taught in all government schools and most private schools for students from Reception to Year 10 in South Australia¹². Teachers use the curriculum to plan student learning, monitor and assess student learning, report student progress to parents, and to support student wellbeing.

The Australian Curriculum consists of 8 Learning Areas:

- English
- Mathematics
- Science
- Humanities and Social Sciences (HASS)- history, geography, civics & citizenship, and economics & business.
- The Arts- dance, drama, music, media arts, visual arts
- Technologies- design & technologies and digital technologies
- Health and Physical Education
- Languages

There are 7 general capabilities that describe the knowledge, skills, behaviours and dispositions that children and young people need to live, learn and work successfully in a changing world:

- Critical and creative thinking
- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Personal and social capability
- Ethical understanding
- Intercultural understanding

There are 3 cross-curriculum priorities that provide global, national and regional dimensions to develop students' knowledge, understanding and skills relating to:

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability



Figure 32

Relevance to HTSA education programs

It is essential that HTSA education programs designed for R-10 students are closely aligned to the Australian Curriculum. This means that the programs need to be intentionally designed to address curriculum content, concepts and achievement standards. The Australian Curriculum presents a wide range of opportunities to broaden the scope of curriculum aligned HTSA education programs.

An interesting angle to explore is the thread of historical thinking that runs throughout Australian Curriculum learning areas other than the more obvious links to HASS subjects.

- English: exploration of the relationships between historical, cultural and literary traditions.
- Mathematics: Mathematical ideas have evolved across all cultures over thousands of years and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention.
- Science: how current knowledge has developed over time through the actions of many people.
- The Arts: past, current and emerging arts practices in each art form across a range of cultures and places.
- Technologies: are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time.

This fits with the Department for Education, South Australia's focus on developing conceptual thinking through the Australian Curriculum¹³.

Early Years Learning Framework

The national Early Years Learning Framework¹⁴ guides the learning of children from birth to five years of age and through the transition to school. It is a guide to the programs in a range of early childhood settings.

The framework consists of five learning outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

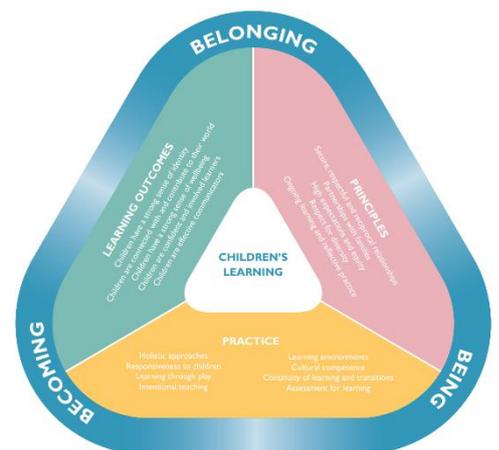


Figure 33

Relevance to HTSA education programs

Programs designed for younger students need to be consistent with the Early Years Learning Framework. It is important to note that many children start school before they turn five years old and this makes the Early Years Learning Framework especially relevant for programs offered to students in their reception year at school.

South Australian Certificate of Education (SACE)

Students in Years 10-12 study towards achieving the South Australian Certificate of Education (SACE)¹⁵. SACE is a modern, internationally recognised secondary school qualification designed to equip students with the skills, knowledge, and personal capabilities to successfully participate in our fast-paced global society. To be awarded the SACE students successfully complete requirements that include a range of skills and subjects studied at school or acquired through other education, training or experience.



Figure 34

Relevance to HTSA education programs

Education programs offered to senior secondary students must help them achieve explicitly identified elements of their SACE and take into account the structures, pressures and other needs experienced by SACE students and their teachers. With senior secondary students being the least represented participants in HTSA education programs, it is highly recommended that resources and programs for this cohort are prioritised.

The South Australian Teaching for Effective Learning Framework

The South Australian Teaching for Effective Learning (TfEL) describes the Department for Education's position on teaching and learning practices that lead to improved student engagement and achievement¹⁶.

Together with the Australian Curriculum, the TfEL framework provides the basis of teaching and learning practices in South Australia.

The framework details a pedagogical approach for teaching and learning that includes creating safe conditions for rigorous learning, developing expert learners, and personalising and connecting learning to students' lives.



Figure 35

Relevance to HTSA education programs

It is important that education programs offered by the HTSA are designed and delivered using pedagogical approaches aligned to the TfEL framework. HTSA education programs are an ideal platform for helping students make personal connections with our state's heritage, history and stories. Although, the TfEL framework is not mandated in independent or Catholic schools, it is recognised as an effective and current pedagogical approach relevant to all students.

Department for Education, South Australia Strategic Plan

The Department for Education's Strategic Plan¹⁷ and Action Plan¹⁸ describe the Department's plans to achieve a world-class education system where all children and young people reach their potential.

The long-term strategic plan sets the high-level directions. The 1-year action plan outlines the shorter-term focus.

The plan has five focus areas:

- Challenging learning: school improvement; learning design, assessment and moderation; literacy and numeracy
- Quality people: professional learning academy; recruitment and selection, future leaders, employee well being
- Strong engagement: Aboriginal education strategy; attendance; anti-bullying; parental engagement; VET pathways
- Better support: curriculum strategies; faster internet; modern services; Year 7 moving to high school; online assessment
- Targeted resources: capital investments; student support services; simpler funding model



Figure 42

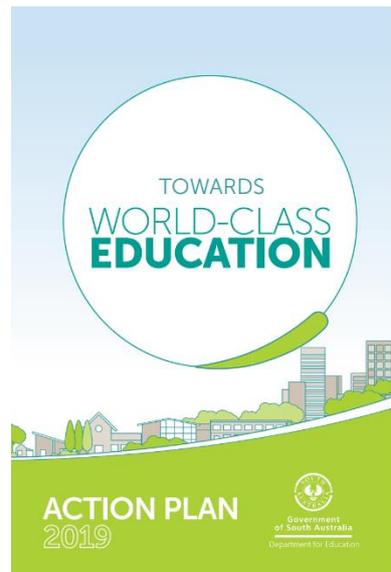


Figure 43

Relevance to HTSA education programs

HTSA education programs can contribute to the Department for Education's strategic plan and action plan in meaningful ways. HTSA education programs can and should be seen as challenging learning experiences that model effective curriculum strategies.

Department for Education, South Australia, STEM Learning Strategy, pre-school to year 12, 2017-2020

In line with the national and global focus on STEM learning, the Department for South Australia's STEM Learning Strategy¹⁹ aims to enable students at every level of schooling to develop knowledge, skills and understanding in STEM subjects and to apply that learning to shape their world. Students will experience these subjects and apply their skills in new ways using collaboration, problem-solving and interdisciplinary thinking.

The strategy has 3 main areas of action:

- build expertise in STEM teaching and learning across all years of public education
- engage students at all year levels in STEM education
- develop systemic excellence in STEM education

Relevance to HTSA education programs

Although not traditionally associated with STEM learning, HTSA education programs are well placed to contribute to the STEM Learning Strategy and to help students develop collaboration, problem-solving and interdisciplinary thinking skills.

'All South Australians, regardless of where they live, should have access to the opportunities of the future. The state government is determined to provide every student with high-quality public education and the chance to be one of our future thinkers, innovators and leaders'²⁰

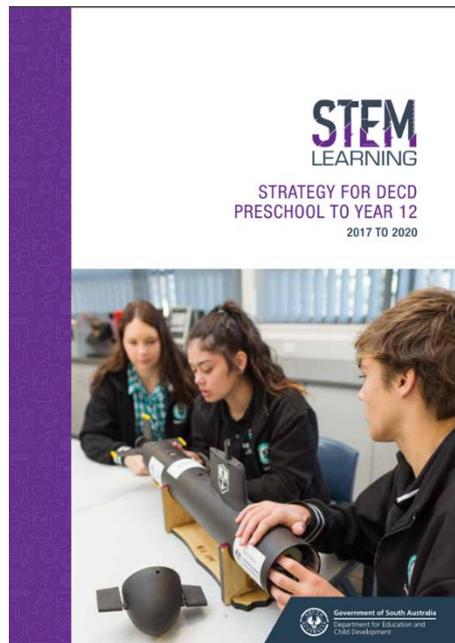


Figure 36

Department for Education, Aboriginal Education Strategy, 2019-2029

This strategy aims to support improved learning outcomes for Aboriginal children and young people, better attendance and retention rates of Aboriginal students and training to ensure teachers, education staff and leaders are culturally responsive²¹.

The strategy was co-designed with the South Australian Aboriginal Education and Training Consultative Council (SAAETCC). Input into the development of the strategy was sought via state-wide consultation from families, carers, students, education staff and the community. It articulates the vision that each Aboriginal child and young person is a proud and confident learner, achieving at their highest potential. The strategy is underpinned by five guiding principles: highest expectations; accessibility and responsiveness; culture and identity; community engagement; and accountability.

Relevance to HTSA education programs

The HTSA can take positive action to ensure that South Australia's Aboriginal students have improved access to its education programs. It is also imperative that HTSA education programs contribute positively to the development of cultural identity and include Aboriginal perspectives in meaningful, authentic and culturally sensitive ways.

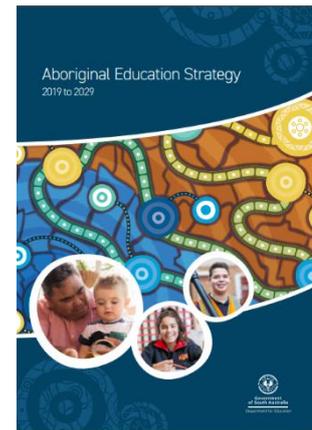


Figure 37

Delivering Digital 2016-2020. Delivering integrated, secure and flexible solutions for public education, care and child protection in South Australia

Delivering Digital²², the Department for Education's digital technology strategy provides a roadmap for investment in solutions that will drive improved learning outcomes and increased business efficiencies through the use of technology. The vision is to achieve integrated, secure and flexible digital systems and services that harness modern technology and provide effective storage and analysis of data. It acknowledges the role that digital technologies play in productive and innovative education, care and child protection practices.

OUR DIGITAL TECHNOLOGY VISION - 2020



Figure 38

Relevance to HTSA education programs

This policy provides evidence that the HTSA's plans to design programs and resources based on digital technologies is in line with Department for Education priorities and will be supported by the improved digital infrastructure in schools.

In designing digital learning programs and resources it is important that the HTSA draws upon world's best practice for integrating technology into teaching and learning programs. The Guidance Report on Using Technology to Improve Learning²³ published by the Education Endowment Foundation in the UK makes four key recommendations for using technology to improve children's learning:

- Consider how technology will improve teaching and learning before introducing it.
- Use technology to improve the quality of explanations and modelling.
- Use technology to improve the impact of student practice.
- Use technology to improve assessment and feedback practices.



USING DIGITAL TECHNOLOGY TO IMPROVE LEARNING

Summary of recommendations

<p>1</p> <p>Consider how technology will improve teaching and learning before introducing it</p> <ul style="list-style-type: none"> • New technology can often appear exciting. However, it can become a solution in search of a problem unless it is introduced in response to an identified need. It is often useful to link the introduction of new technology to wider planning, for example, a review of assessment policy. • Schools should consider the pedagogical rationale for how technology will improve learning. The principles of how to use technology successfully are not distinct from questions of how to teach effectively or how children learn. • Without a clear plan for support and implementation, technology is much less likely to have an impact. This includes considering what initial training will be needed, what time and resources are required, and what ongoing support should be available. • Decisions about whether to introduce technology should also include an analysis of the costs of implementing the technology, alongside the expected benefits. This should include both the upfront costs and any ongoing requirements. 	<p>2</p> <p>Technology can be used to improve the quality of explanations and modelling</p> <ul style="list-style-type: none"> • Technology has the potential to help teachers explain and model new concepts and ideas. However, how explanations and models are conveyed is less important than their clarity, relevance and accessibility to pupils. • Introducing a new form of technology will not automatically change the way teachers teach. The introduction of interactive whiteboards provides an example that highlights the need to consider the pedagogical rationale for adopting a form of technology, and for carefully planning the training required to enable teachers to use it effectively. • Technology can help teachers model in new ways and provide opportunities to highlight how experts think as well as what they do, but may be most effective when used as a supplement rather than a substitute for other forms of modelling. 	<p>3</p> <p>Technology offers ways to improve the impact of pupil practice</p> <ul style="list-style-type: none"> • Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. • Technology can be engaging and motivating for pupils. However, the relationship between technology, motivation and achievement is complex. Monitoring how technology is being used, including by checking that all learners have the skills they need to use it effectively, is likely to reduce the risk that technology becomes a tool that widens the gap between successful learners and their peers. • Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills. • Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. 	<p>4</p> <p>Technology can play a role in improving assessment and feedback</p> <ul style="list-style-type: none"> • Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching. However, how teachers use information from assessments, and how pupils act on feedback, matter more than the way in which it is collected and delivered. • Using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers' decision-making and reduce workload. • Technology can be used to provide feedback directly to pupils via programmes or interventions, but in all cases careful implementation and monitoring are necessary. Feedback via technology is likely to be most beneficial if it supplements, but is aligned to, other forms of feedback.
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Figure 39

What does best practice in museum education look like around the world?

A brief literature review was conducted to build a picture of what is considered current best practice globally, and to identify emerging trends in museum education. The most relevant documents have been summarised below.

1. Best Practice 8: A tool to improve museum education internationally, C. Angelini, International Council of Museums, 2019²⁴

This collection gathers the results of the research and professional activities of the members of the Committee for Education and Cultural Action (CECA) of the International Council of Museums (ICOM). It includes case studies from museums around the world including: Rijksmuseum in The Netherlands, National Museum of Singapore, Fondazione Musei Civici di Venezia in Italy, Perm Regional Museum in Russia, The National Palace Museum in Taiwan, The History Museum in Brazil, The Finnish Museum of Photography, The Kroeller-Muller Museum in The Netherlands and, The South Caucasian Moving Museum of Photography from Georgia, Azerbaijan and Armenia.

Identified trends of best practice included:

- Programs designed with learning intentions in mind, including specific skills, knowledge and concepts. This includes research skills and broad concepts such as belonging, connections and cultural identity.
- A balance of guided learning and self-guided learning supported by age-appropriate resources.
- Programs that allow students to interact with artefacts and make their own interpretations and connections.
- Continuous evaluation of programs, including museum-based research on the impact of education programs, and feedback from teachers and students.
- Programs that are designed as ongoing learning experiences, rather than as one-off museum visits. This includes programs that include multiple visits to a museum and programs where the museum visit is part of a larger education program supported by online resources and digital learning materials.
- Programs that are designed to be digital in nature or partly digital in nature This includes web-based resources, online content, digitised collections and interactive online programs (either live or pre-recorded)
- Programs designed collaboratively, including with community groups, teachers, students, museum staff and external experts.

2. The Learning Power of Museums: A Vision for Museum Education, Great Britain Department for Culture, Media and Sport, 2015²⁵

This study commissioned by the British Government recognises the unique capacity its country's many museums have to provide meaningful educational experiences. The Government believes that education is central to the role of museums today and recognises that many museums are already providing learners with an excellent service, sometimes on limited resources. This paper examines examples of innovative learning activities and presents them as inspirational examples of good practice.

Our vision for the new Millennium is of museums inspiring and supporting a learning society as they reach out to the widest possible range of audiences. learning.²⁵

The paper identifies potential outcomes of museum education programs:

- Enhance the delivery of the National Curriculum by providing new and varied ways of learning.
- Make available a rich storehouse of unique objects and interpretive materials that can bring classroom teaching to life.
- Support learning about local communities and the development of citizenship skills.
- Help develop key skills such as communication, teamwork and creativity.
- Engage unmotivated students and reach underrepresented groups

3. Going the Distance: Online Learning and the Museum, A. Kraybil, Journal of Museum Education, 2015²⁶

This special edition of the Journal of Museum Education examines the unique opportunities museums have to deliver educational experiences to students regardless of where they live by utilising the power of online learning. The editor believes that with technologies becoming more accessible together with a wider adoption of digital learning models, museums have a genuine opportunity to directly impact the way K-12 students and their teachers access museum education.

This window of opportunity for museums to move from the periphery as a supplemental provider, to become a central part of the curriculum is taking place at the same time that schools are responding to the digital revolution.

4. Education Toolkit: methods & techniques from museum and heritage education, A. van Veldhuizen, 2017²⁷

The Education Toolkit is designed as a practical resource for museum educators. The author has compiled a comprehensive how-to guide for implementing proven museum learning strategies based on her own experiences. The strategies outlined include:

- Guided tours
- Dialogue
- Scavenger or treasure hunts
- Activities managed from a central distribution point
- Activities followed by discussion
- Visitors guiding each other
- Learning by doing (hands-on activities)
- Photography, drawing and film activities
- Creative processing
- Visitors generating their own questions
- Object analysis
- Interviews
- Storytelling
- Recitals, lectures and presentations
- Theatre, improvisation and dance
- AV and digital media at heritage sites
- E-learning, online learning and digital learning

Of particular interest the author discusses the advantages and disadvantages of online or digital learning in museum education programs.

Advantages:

- Can be used independently, actively and selectively
- Can incorporate different kinds of games as motivators
- Relatively easily to customise and update
- Huge range of possible applications

Accessible for multiple groups including those who live far away from the museum or can't physically attend.

Disadvantages:

- Difficult to observe exact use by target groups
- Can be labour intensive and costly to make.
- Users are not always represented or valued in the visitor number statistics
- Can be difficult to position offerings as 'serious learning' rather than gaming
- Not all teachers are willing and able to teach using online methods

5. Excellence in Practice: Museum Educational Principles and Standards, American Association of Museums, 2005²⁸

A document developed by the American Association of Museums to help guide and inform the practice of museum education. It is intended for use by museum educators, exhibit developers, curators, directors, board members, peer reviewers, and others who support informal education and teaching with objects, both inside and outside the museum field.

It identifies the following guiding principles and standards for the delivery of best-practice museum education programs:

Accessibility

- Engage the community and serve the museum's audiences.
- Address and employ a diversity of perspectives.

Accountability

- Demonstrate excellence in content knowledge.
- Incorporate learning theory and educational research into practice
- Employ a variety of appropriate educational tools to promote learning.

Advocacy

- Promote education as central to the museum's mission.
- Set goals and measurable objectives and adopt strategies to achieve and document them.
- Promote professional development within the museum community.
- Promote a spirit of inquiry and openness to new ideas and approaches.
- Influence public policy in support of museum learning.

6. Best Practices in Museum Education, William W Fleming Jr, Honors Research Paper, University of Akron, 2016²⁹

A university honours research paper investigating how can museums better enhance learning in their venue, and how museums and school classrooms can be better linked to aid the educational experience. The researcher found that personal, social, and physical settings should intertwine during a museum visit to create a unique and individualised learning experience. He examines a constructivist learning model for museum learning experiences, where visitors connect and build upon their prior knowledge and understandings. He suggests that as museums take on increasing roles as educators, they have an obligation to serve schools and enhance classroom learning. He believes that with effective communication, working towards mutual goals, establishing positions of leadership, and forming healthy relationships between institutions, the museum visit should be an interactive learning experience which can enhance and contribute to classroom learning, not detract from it.

Education Programs Review Steering Committee

This report has been prepared in consultation with the HTSA's Education Programs Review Steering Committee. Input from this committee regarding essential elements of HTSA education programs has been summarised below:

- Making cultural heritage accessible to all students- not just those who can physically visit
- Digital resources and programs are tailored and are digital by design rather than a supplement, or add on, to a physical program
- Better leverage all our assets across the organisation (people, collections, expertise, partnerships etc) to deliver programs across more than just the history curriculum
- Building upon and developing strong relationships with SA teachers
- Opportunities to co-construct education programs with teachers and students
- Engaging ALL South Australian education communities
- Reflecting what we know about contemporary learning is collaborative and social
- Reflecting our knowledge that powerful learning happens when students are engaged with by a compelling narrative.

Findings

After comprehensive research and analysis of the following data sets and topics:

- existing HTSA education programs and delivery models,
- current engagement in HTSA education programs,
- feedback from teachers currently accessing HTSA education programs,
- priorities, issues and strategies currently impacting education in South Australian schools, and
- current trends, issues and best practice in museums around the world,

the remainder of this report endeavours to:

- Summarise strengths of HTSA's existing education programs
- Identify opportunities for improving or enhancing HTSA education programs
- Suggest actions the HTSA should keep doing, stop doing and start doing regarding its education programs
- Present recommendations for the HTSA to consider in the review of education programs
- Highlight additional considerations regarding HTSA education program
- Propose pilot programs to be developed and trialled through the review process

Current HTSA education programs: strengths and opportunities

In summary, the HTSA currently

- offers a range of education programs that are valued by those who access them,
- is respected brand in education that is underpinned by expertise, valued stories, collections, service,
- Owns and borrows stories and collections that are relevant to the Australian Curriculum,
- Has strong partnerships and relationships with other organisations- including a successful collaborative venture with the State Library,
- Offers site-based education programs that generate funds,

and the HTSA has the opportunity to

- reach over 230,000 more South Australian students,
- further support the learning of currently underrepresented groups, including students from rural and remote schools, educationally disadvantaged students, and secondary students,
- to address more widely, the Australian Curriculum Learning Areas, General Capabilities and cross curriculum priorities,
- harness digital technologies in order to provide accessible, engaging and pedagogically current learning programs,
- embrace world's best practice and contemporary thinking in museum education.

To enhance the strengths and take maximum advantage of the opportunities, it is recommended that the HTSA:

Continues to:

- provide quality education programs at each museum for physical visitors.
- providing excellent service to teachers and students.
- position the HTSA as experts and guardians of valuable cultural assets and stories.
- build strong partnerships and relationships with community organisations and groups.

Stops:

- adding technology to existing programs as programs need to be digital by design with technology embedded intentionally to achieve clearly defined learning outcomes.
- creating additional on-site programs until after the review and trial of digitally designed pilot programs.

Starts:

- designing programs that can be accessed by a wider cohort of South Australian students,
- adopts a consistent approach to designing and delivering education programs across HTSA based on agreed guiding principles,
- designing programs that draw upon resources from across the HTSA,
- creating programs that are digital by design where technology is embedded with specific learning intentions in mind.
- maximising use of digitised collections in learning programs,
- drawing upon the expertise across the HTSA.

Recommendations

Based on the research, data, analysis and synthesis described in this report, the following recommendations are proposed:

Recommendation 1

Measures are taken to view the HTSA education programs as a whole rather than four individual sets of programs. This could create a new paradigm where programs are continued to be offered at the four sites but under a broader umbrella of HTSA education programs. Programs offered by the HTSA should have consistent approaches to cost, quality, delivery, curriculum alignment and pedagogical principles regardless of which of the four sites is offering the program.

HTSA Education has been centralised within the HTSA Public Engagement Branch and all new programs will be conceived and developed with a whole of HTSA lens, ensuring quality digital resources, accessibility and standards are met across all programs.

Recommendation 2

Education programs should be seen as the responsibility of the HTSA collectively, and not just the education staff. Strategies to involve and draw upon the expertise of all staff members are encouraged.

HTSA Education remains centralised within the HTSA Public Engagement Branch ensuring access to a broad range of skills and expertise, including digital.

Recommendation 3

A working party be established to implement those recommendations of this report deemed appropriate by the steering committee, and to develop, deliver, and evaluate the pilot projects. South Australian teachers, including those who expressed interest in the survey, should be invited to join this working party.

Establish a small working group consisting of internal (Education Managers, digital engagement, curatorial and museum guide staff) and external (Department for Education, current classroom teachers) stakeholders to oversee the recommendations.

Recommendation 4

A set of guiding principles is developed to steer the development of new programs and the review of existing programs. An example of a top-level set of guiding principles (see Figure 48) could be:

- Programs are designed to be **equitable and accessible** for all South Australian students with underrepresented groups being privileged.
- Programs are designed to **engage** students in hands-on, interactive learning that encourages

collaboration, critical and creative thinking, inquiry and problem-solving.

- Programs maximise the **expertise** of the HTSA including stories, collections and people.
- Programs must be explicitly aligned to the **educational** outcomes of the Australian Curriculum.

The working party will review and adopt a set of principles to guide program design and delivery across all HTSA education program

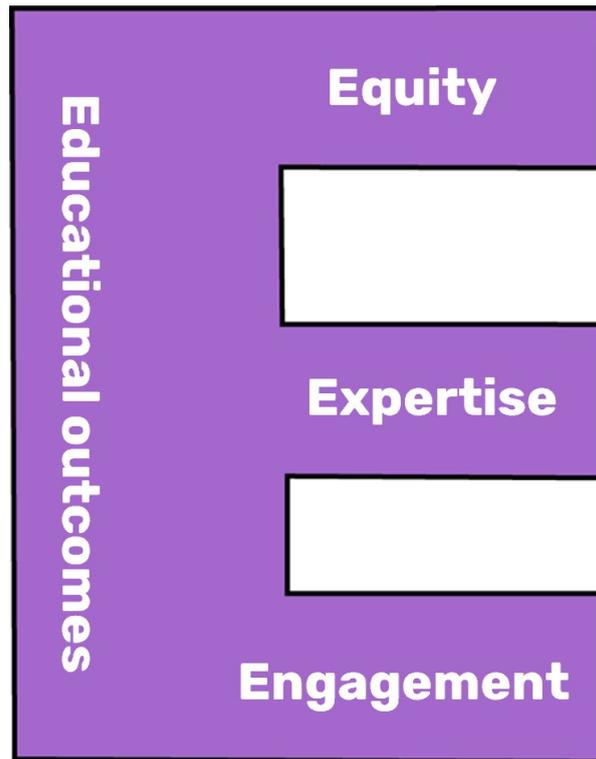


Figure 40

Recommendation 5

New programs are developed that are digital by design and address all guiding principles decided upon under Recommendation 4. Digital learning environments are particularly relevant and effective for contemporary learners and are the best way to reach groups currently underrepresented in HTSA education programs.

This recommendation ensures all future education programs align with our HTSA wide Strategic Plan and that all pilot projects are consistently digital by design.

Recommendation 6

A new position is created to oversee education programs at all four sites with a focus on developing and delivering digitally designed education programs. This position would require an experienced educator with digital learning expertise.

A new Digital Learning Leader (with expertise in digital pedagogy) will be contracted in for 6-12 months to support the conception, development, delivery and evaluation of new digital pilot education projects.

Recommendation 7

At least two new programs are designed and trialled as pilots to test new models including digital content and digital delivery. Three pilot projects have been suggested at the end of this report that incorporate some of the recommendations being made.

For 12-18 months, beginning January 2020, all available education resources will be directed towards the development of digital pilot projects to deliver the outcomes of this Review.

Recommendation 8

Local companies including innovative start-ups are sourced to develop digital learning programs and products to help promote South Australian business and expertise, and to position the HTSA within South Australia's innovation and entrepreneurial state development strategies.

We will look to local skills and expertise wherever possible when developing digital content and platforms for our digital pilot projects. A communications strategy will be developed to position HTSA within SA's innovation and entrepreneurial state development strategies.

Recommendation 9

New education programs should be co-designed by HTSA education, curatorial and other staff members where appropriate, and should include input from teachers and students.

Programs will be co-designed and developed in keeping with contemporary best practice and therefore draw broadly on the expertise of internal and external stakeholders as listed.

Recommendation 10

The HTSA models exemplary practices for including Aboriginal perspectives in its education

programs and seeks to support Aboriginal learners in a targeted, deliberate manner.

Education Managers will use existing networks and the services of the Department for Education to ensure Aboriginal educators and students are key stakeholders in the co-design and delivery process.

Recommendation 11

Targeted actions are taken to reach students from groups currently underrepresented in HTSA education programs, specifically students from rural and remote areas, students from category 1-4 schools, and secondary students. New programs should not be developed without first considering how one or more of these groups will benefit or be able to access the program. Programs or strategies specifically designed to cater for these groups should be prioritised and targets for increasing the numbers of currently underrepresented student groups should be set.

The HTSA Education Working Group will ensure pilot projects consider barriers faced by under-represented schools, and set target KPIs for increasing access to ensure the HTSA delivers on its objective of increasing access to culture for all South Australian school children.

Recommendation 12

Teachers who have indicated they are willing to help design or trial pilot programs as part of the HTSA's review of education programs should be invited to join a working group led by HTSA to facilitate this work.

The Education Managers will form and coordinate a teacher's reference group to help guide the development, delivery and evaluation of all HTSA education programs.

Recommendation 13

Stakeholders are kept informed as the HTSA Education Program review progresses, including the surveyed teachers who indicated that they would like to be kept informed by email.

A comms strategy will ensure quarterly e-newsletters are sent to key stakeholder mailing lists and social campaigns will highlight to broad public audiences the effectiveness of the HTSA new education model.

Recommendation 14

An audit is conducted to determine digital assets already owned by the HTSA that could be incorporated into new programs or used to enhance existing programs. This includes digitised objects, collections and photographs, videos, web resources and other assets.

Throughout February 2020 the HTSA Education Working Group will liaise with key staff across the organisation to conduct a digital resources audit and identify all existing assets (as well as feed future priorities into the HTSA Collections Digitisation and Access Plan).

Recommendation 15

Existing education programs offered at each site are audited more comprehensively than the scope of this report allows, to determine how often each program is being booked. Findings from this audit should be used to make decisions about which programs should be retained, updated or retired. This will help ensure that time, energy and resources, both physical and human are maximised.

The Education Managers are currently conducting an audit of existing education programs with a view to recommending programs for continued delivery and those which are to be stopped because they are too resource heavy or undersubscribed.

Recommendation 16

Professional learning or training is offered to all HTSA staff involved in designing, delivering or organising education programs. The focus should be on contemporary pedagogies, digital learning and other relevant topics. Professional learning could be sourced externally, and/or facilitated by HTSA educators. Opportunities to participate in Department for Education led professional learning should be investigated.

A mixture of internal, external and Department for Education professional development opportunities will continue to be offered to HTSA staff as per our existing approaches to professional development (with a focus on contemporary pedagogy and digital learning).

Recommendation 17

The HTSA continues to offer quality professional learning opportunities for South Australian teachers. Professional Learning should be aligned to the AITSL Professional Standards for Teachers³⁰.

HTSA to continue offering PD opportunities around its education programs to all South Australian teachers.

Recommendation 18

With a move towards more digitally delivered education programs there may be a fear that physical visitor numbers will decline. The HTSA needs to ensure that visitors accessing sites and programs remotely are valued and counted in appropriate data sets and that change management strategies are in place to support people with a changing paradigm.

The Working Group will work closely with the Department for Education and the North Terrace Precinct Education Network to establish appropriate digital KPIs.

Recommendation 19

Administrative aspects of education programs such as booking processes and data collection are centralised to promote consistency across the four sites and to use time and resources most efficiently and economically.

Consistent collection of education data will be centralised under the Public Engagement Branch and HTSA will explore opportunities for streamlining and centralising other

administrative roles as part of the review.

Recommendation 20

Procedures used for booking education programs be reviewed to ensure that teachers are able to book programs efficiently, conveniently, equitably and consistently across the HTSA. Investigation into a centralised, online booking system is recommended.

A centralised Booking System is being considered as part of a broader precinct wide approach and conversations are evolving between the precinct, the Department for Education and a Canberra based school bookings software provider.

Recommendation 21

Data collection processes related to education programs should be reviewed to ensure consistent and accurate practice across HTSA sites and to ensure that appropriate data is available for evaluating new and existing programs.

The Working Group will work closely with the Department for Education and the North Terrace Precinct Education Network to establish appropriate digital KPIs for evaluation and reporting.

Recommendation 22

Consistent approaches are adopted across HTSA to evaluate and monitor education programs to allow continuous improvement and to remove the risks associated with trying new approaches.

Evaluation will be built into the lifecycle of each pilot project and will be used to continually refine and improve HTSA education programs.

Recommendation 23

Models within budget and resource constraints are considered to ensure that each site continues to have access to content area expertise. Education programs for students physically visiting the sites need to be managed and monitored by an educator/s with content knowledge and site-specific knowledge to ensure that the quality and educational integrity of the programs are maintained.

It is important to retain education specific knowledge and expertise at the Museum branches to ensure integrity of programs is maintained. This is agreed in principle but how it is achieved within the existing resources envelope is not clear.

Recommendation 24

Education websites for each site are reviewed to ensure teachers and students are able to access current, updated and clear information. Consideration is given to the web presence of education programs to better communicate a consistent brand across the HTSA, rather than individual approaches at each site.

In January 2020 the Education Managers will update all education websites to reflect current program offerings and ensure consistency of approach.

Recommendation 25

Aligned practices are adopted across all HTSA sites to ensure that costs to schools accessing education programs are equitable and consistent.

In early 2020 Education Managers will assess and make recommendations to standardise HTSA approaches to program accessibility across all 4 museum branches.

Recommendation 26

Measures should be taken to make site-based programs more accessible for students in category 1-4 schools, included discounted costs. Some sites, such as the Migration Museum already discount costs for these schools, however, a consistent approach and policy across HTSA education programs is recommended.

Again, Education Managers will make recommendations to ensure a consistent HTSA wide approach to ensuring accessibility and equity for category 1-4 schools.

The Marketing team will develop and run a philanthropy campaign to financially assist with category 1-4 schools accessing HTSA education programs.

Recommendation 27

Although valued by schools, particularly those in rural and remote areas, travelling education programs are not recommended, as these require intensive allocation of resources are not scalable. It is highly recommended that digital or online strategies be introduced to reach these schools.

All available resources will be re-focused to the delivery of digital by design pilot programs in 2020 and this will necessitate the cessation of physical 'incursions' to schools for at least the next 18 months.

Recommendation 28

Actions are taken to ensure that teachers are more aware of the education programs offered by the HTSA. Communication strategies with teachers need to be reviewed to ensure that teachers receive information in a timely and efficient manner. The HTSA currently has an extensive mailing/email list of over 1000 teachers. However, it appears through the survey conducted for this review, that the majority of these teachers have joined the mailing list through the Migration Museum. It is recommended that teachers accessing programs at the other HTSA sites are actively encouraged to join the lists.

A coordinated HTSA comms strategy will be developed to enable more effective targeting of teachers via email, physical mail outs and social campaigns.

Recommendation 29

Existing education programs are individually evaluated, and consideration given to how they could be streamlined. For example, some programs might be adapted so that they could be more self-guided or delivered by a museum officer (where this is not happening already) Once again, this will help direct resources to where they can be most useful and effective.

From February 2020 all physical museum based education programs will be delivered by Museum guide staff (trained in program delivery by the education Managers).

Recommendation 30

Consideration is made to how new and existing programs might be designed or updated to address additional aspects of the Australian Curriculum. This could include broadening the Australian Curriculum learning areas that are addressed, or considering how the General Capabilities or STEM skills could be explicitly developed through HTSA education programs. Programs aligned to Australian Curriculum need to show teachers how the program specifically helps students meet the Australian Curriculum Achievement Standards and covers curriculum content. Broad or generic statements that an Education Program is aligned to Australian Curriculum: History, for example are not useful for teachers.

While refining of current physical education programs offered at each museum is needed, it is out of scope in year 1 of the Review.

A detailed audit of museum based programs with a view to refining and strengthening physical offerings and boosting museum visitation is slated for year 2 of the Review.

Other Considerations

Although outside the scope of this report and the current review of education programs, there are a number of partnerships and programs that could be explored, and closer connections made to HTSA education programs.

- The HTSA is already closely connected to other cultural and educational organisations. In particular, the relationship with the North Terrace cultural precinct and the strong partnership with the State Library are noted.
- The HTSA's South Australian History Network³¹ encompasses over 300 largely community-run history organisations around the state such as museums, historical societies, interpretive centres, as well as libraries and archives of a local region, business, school or service organisation. This network offers huge potential for education programs and could be investigated as a way to reach more students in regional and remote areas.
- Each year, the HTSA holds South Australia's History Festival³³, a state-wide event exploring South Australia's history. The festival promotes the state's historical collections, places and stories through hundreds of events ranging from talks to tours, walks to workshops and exhibitions to special events. Opportunities to involve more schools and students in the festival could be explored.



Figure 42

Pilot Project Proposals

It is recommended that at least two new projects are developed and trialled using digital content and digital delivery. These projects should also incorporate other recommendations where appropriate, and should be designed with the following principles in mind:

- Programs are designed to be **equitable and accessible** for all South Australian students with previously underrepresented groups being privileged.
- Programs are designed to **engage** students in hands-on interactive learning that encourages collaboration, critical and creative thinking, inquiry and problem-solving.
- Programs maximise the **expertise** of the HTSA including stories, collections and people.
- Programs must be explicitly aligned to the **educational** outcomes of the Australian Curriculum.

It is recommended that the pilot projects are developed, trialled and evaluated by a working party made up of HTSA staff, teachers and students. Under the recommendations of the reference group, the working party will flesh out specific details of the pilot projects.

Three possible pilot projects are suggested below:

Proposed Pilot Project 1: Virtual Museum Visit

What: A curated and narrated virtual tour of a gallery, exhibition or significant object at one of the museums or sites.

Why: To allow groups to interact with museum collections, stories and exhibitions without leaving the classroom. This includes school groups who find it difficult to physically visit museums such as rural and remote schools. A virtual museum visit can also complement a physical visit.

Who: Secondary students. It is suggested that a virtual museum visit be designed to explicitly address Australian Curriculum content for secondary students. For example, a chronological tour of a Migration Museum Gallery exploring Year 9 inquiry question- *What were the changing features of the movements of people from 1750 to 1918?*, or a virtual tour of the *Yelta* focussing on steam power.

Quality Example: https://www.sea.museum/anmm_files/VirtualEndeavour/Virtual-Endeavour.html

Proposed Pilot Project 2: YouTube Style Video Series

What: A collection of short videos focussing on specific and relevant topics that bring Australian Curriculum content and HTSA expertise together. The videos will be short (YouTube style) and have a consistent look, feel and branding. This collection can be added to and updated over time.

Why: To provide resources and HTSA expertise that can be accessed anywhere and at any time. Teachers report regularly using video content in their teaching programs, and this style of resource is easily accessed by contemporary learners.

Who: Video content can be created to cater for all age groups. It is suggested that the pilot project focus on a popular topic studied in secondary school such as 20th century migration or the Industrial Revolution, or topics relevant to the SACE Research Project.

Quality Examples:

<https://www.youtube.com/channel/UCw56Qjdw497hQIXo1vzxjtQ/videos>

<https://www.youtube.com/user/britishmuseum/videos>

<https://www.nma.gov.au/learn/classroom-resources/australian-journey>

Proposed Pilot Project 3: Virtual Excursion

What: A focussed digital excursion to the Migration Museum, National Motor Museum and South Australian Maritime Museum based around a common theme such as transport or play

Why: To provide an accessible experience that brings together resources from multiple HTSA sites using digital delivery methods.

Who: K-2 students. The virtual excursion could address HASS inquiry questions:

- Who am I, where do I live and who came before me?
- How has family life changed over time?
- How has technology affected daily life over time and the connections between people in different places?
- The virtual excursion could also include general capabilities and explicitly integrated other Australian Curriculum Learning Areas including English.
- The virtual excursion could include recorded, interactive and some live content (or all pre-recorded for access anytime)
- The virtual excursion could include hands-on resources/objects sent to school to use during the session and support materials to be used before and after the excursion.

Quality Example: <https://youtu.be/u-VULloi-cg>

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