



MODULE SIX

Working with Partners and Where to Get Help



Working together makes everything easier, as seen here at the launch of the Halifax Art Boat at from the Maritime Museum of the Atlantic. There are many resources available to museums to help create and present school programs.

TOOLBOX FOR
MUSEUM
SCHOOL
PROGRAMS



MODULE SIX

Working with Partners and Where to Get Help

This module will encourage museums to create partnerships to develop and present better school programs. It will also provide suggestions on resources available to NSM sites to help them develop school programs.

Audience: Program Developers.

At the end of this module, readers will:

- Understand how to develop partnerships and the benefits of collaborating with archives and libraries.
- Better understand how to access volunteer/unpaid staff, including interns
- Know who and what ICI and S4C are and how museums can access them/it.

Glossary:

- Archival Records
- Collection
- Engagement
- Exhibit
- ICI (Innovation, Collections and Infrastructure)
- IMP (Interpretive Master Plan)
- Inclusive
- Lifelong Learning
- NSM (Nova Scotia Museum)
- Object
- Object-Based Learning
- Primary Source
- School Program
- Specific Curriculum Outcomes (SCOs)
- Student
- Website and Online Initiatives
- Working Collection

Partnerships are a necessity. They allow museums to become more innovative in the way they offer programs. They can allow sites to do more than could have been accomplished using only their resources. When teachers see that a program meets multiple outcomes, provides multiple opportunities, and engages multiple perspectives, it will be more attractive to them.

How to Use Partners

Museums are so used to doing programming on their own, that the idea of working with partners can be daunting and the value of such a partnership might not be apparent. Consider some of the following ways to use partners for museum [school programs](#).

During development they can provide help with:

- Research.
- Reproductions, supplies, props, or other objects.
- Activity ideas.
- Better understanding of what teachers need.
- Funding.

During marketing they can provide help with:

- Creating awareness through cross-promotion.
- Increasing “street cred.”
- Distributing promotional materials.

During presentation they can provide help with:

- Staff or volunteers to present the program.
- Providing a venue in which to offer the program.
- Pre- and post-visit supplementary materials.
- Hosting the program during the museum’s off season.
- Providing experiences additional to the museum program.



Working with Archives

Archives and museums are natural partners for collaboration and cooperation, as they often serve the same community in similar ways. Archives and museums support and enhance [lifelong learning](#) opportunities, preserve community heritage, and protect and provide access to information.

Additionally, the Nova Scotia Museum is part of the Archives, Museums, and Libraries section of the Department of Communities Culture and Heritage. As a result not only is it logical for museums and archives to work together, it is supported and encouraged by the department.

How can museums incorporate archives into school programs?

Keeping in mind that museum school programs are focused on [object-based learning](#), archives can often provide [primary source](#) documents that relate to the [object](#) or act as objects themselves and thus enhance the learning experience of the [student](#).

The Nova Scotia Archives (NSA) holds many resources that may be applicable to various museums. William Ross diaries, Uniacke family papers, Gideon White family papers, photographs and documents related to the recovery of the Titanic victims, and Gaelic newspapers and audio recordings are all examples of the vast resources held at the Nova Scotia Archives that can be tied directly to Nova Scotia Museum sites. Local archives throughout Nova Scotia will have resources in addition to that available at NSA.

Ways to Access

Archives Associated with Museums:

Some museums already have an archives incorporated as part of their institution and thus will have [archival records](#) readily available. Checking with the archives staff may open up a number of ways to enhance object-based learning with primary source documents.

Maritime Museum of the Atlantic:

Titanic to Twitter: Using the archival records of wireless transmissions from the RMS *Titanic*, a program was built in which students examine the ways we communicate. The school program was based on the [Titanic on Twitter](#) project which won the 2013 Best of the Web—Social Media at the Museums and the Web conference.

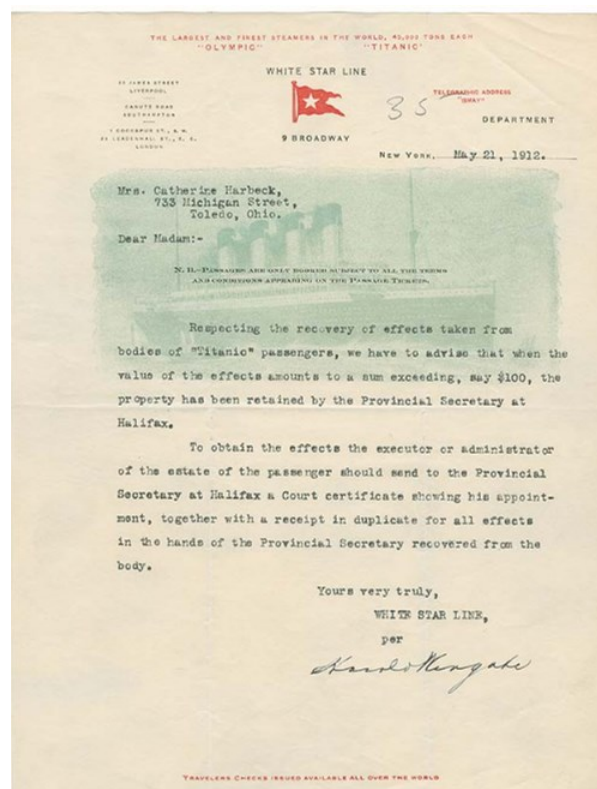


Nova Scotia Museum @ns_museum · 14 Apr 2012

Titanic to Noordam vis Caronia Captain: Noordam many thanks had moderate variable weather throughout, compts, SMITH. #TitanicMMA

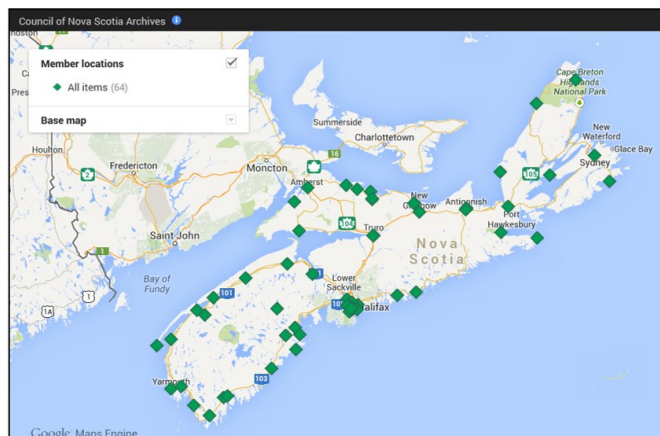
Expand

Reply Retweet Favorite

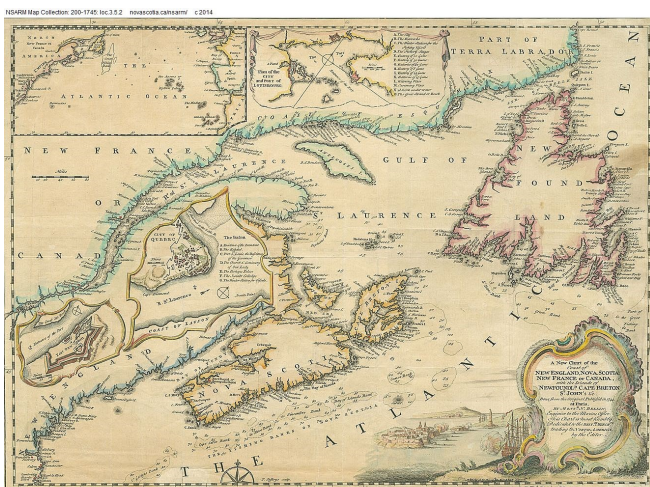


Learning with archival records can be powerful experiences for students. Consider this letter explaining to a widow how to get the personal effects of her husband who died on the Titanic.
(Nova Scotia Archives RG 41, vol. 75, no. 35)

Continued... Working with Archives



As this Nova Scotia Council of Archives map shows, there are archives all across the province.



Nova Scotia Archives has many archival records available on their website that can be used as 'objects' in museum school programs. For example, this 1745 map shows a very different picture from what we now know this area looks like.
(Nova Scotia Archives Map Collection: 200-1745: loc.3.5.2)

Self-Reflection: Visit the Archives

When was the last time you visited your local archives? Consider stopping by or setting up an informal meeting to introduce yourself and what you do. Find out what they do. Often a conversation over coffee is the first step in building partnerships.



Local Archives

Although not all museums have an archive affiliated with their museum, many may be able to access one of the archival institutions scattered throughout the province. A good place to look for nearby archives is the Council of Nova Scotia Archives website where there are both alphabetical and map based lists of members.

Find these through the Council of Nova Scotia Archives. Use their website (councilofnsarchives.ca/node/24) or call 902-424-7093.

Nova Scotia Archives

The Nova Scotia Archives (NSA) is a resource available to all museums regardless of location. NSA serves as the permanent repository for the archival records of the Government of Nova Scotia and acquires and preserves provincially-significant archival records from the private sector. Most areas of the province are well represented so the odds are good that something can be found that relates to the school program undertaken by the museum. A staff member can advise museums on the various resources. Call 902-424-6055 or email nsarm@gov.ns.ca and provide a description on the program needs.

With a bit more time and deeper digging program developers can also use the website (novascotia.ca/nsarm/) to examine online exhibits or use the Search Archives section of the NSA homepage and use the archival database. When appropriate or interesting documents are found contact NSA regarding the possibility of obtaining a copy.

Check out the NSA social media presence on their twitter page [@NS Archives](https://twitter.com/NS_Archives)

Online Archives

Many regional, provincial, national and private archives have resources available online. Museums should contact the archives to attain permission to use the material.



Working with Libraries

Public libraries, like museums, are community spaces that offer people access to information, programs, technology and so much more. Libraries and museums share similar goals of encouraging lifelong learning and engaging people across all age-groups and community sectors.

Libraries are continually looking for ways to connect with their communities and better serve the public. Partnerships with schools and museums are key. As mentioned in “Working with Archives,” the Nova Scotia Museum is part of the Archives, Museums, and Libraries section of the Department of Communities Culture and Heritage, which encourages museums and libraries to work together.

Libraries and Students: An Existing Relationship

Libraries are often a first place students turn to for homework help and support with school projects. They offer students an array of information resources including: books, online databases, eBooks, library websites with links to “homework help” resources, and research assistance from staff. Library staff are an excellent resource for understanding what students are interested in and what skills they have at different ages.

Libraries, like museums, have a tradition of offering school programs. Library staff often host school classes for research visits or library programs such as scavenger hunts, story time or puppet shows. Some libraries have staff who go out to visit schools and develop relationships with teachers and students. Working with libraries are another way museums can reach out to schools.

Presenting Programs: Together?

In the challenge to offer successful school programs, there is opportunity for museums and libraries to support each other. While all public libraries across the province have similar resources and services, each will differ in some way. Museums and libraries should meet to discuss what they offer schools, teachers and students, and explore ways they can work together.

Museums and libraries might consider “co-programming”, where museum and library staff would present a school program together, at either location. Library staff could for example, offer students a story time or puppet show on a



When researching a new or renewed school program, libraries are a great first step. Library staff can help with the research by recommending resources.



Public libraries, such as the Halifax North Memorial Public Library, offer programs for students of all ages year-round.

Continued... Working with Libraries

museum theme, or, museum staff could bring an artifact or activity to deliver at a library visit.

Space is often limited at museums, especially during the off season when many seasonal museums are closed. Museums could work with libraries to use the library as an alternative venue. Museums could also leave components of their program at the library when they are closed, allowing the library to both hold and present the program. In exchange, libraries could bring their summer reading programs to the museum during the summer where students on vacation could experience parts of the museum's school program.

Additionally, as discussed in [Module Four](#), bussing is often the largest cost for teachers, combining museum and library visits would provide students an even greater learning experience and offer the field trip more value.

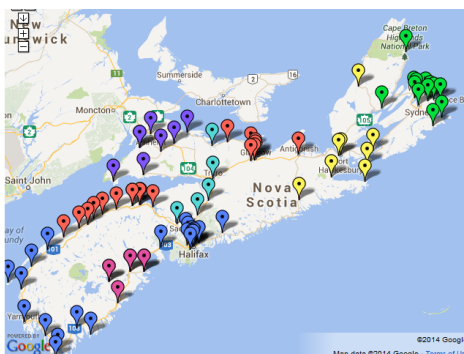
Ways to Access Libraries

To contact local public library or library region, consult the public libraries map at: <http://library.novascotia.ca/map>

Or contact the Nova Scotia Provincial Library for more information: <http://library.novascotia.ca>

Ideas for Museums and Libraries Working Together

- **Libraries regularly build book displays (print & online) on a variety of themes.** Consider working together on an display. Museums could contribute a small pop-up [exhibit](#) to accompany the book display. Similarly, museums could host a pop-up display from the library.
- **Resource and reading lists** created by libraries (print & online) can highlight certain areas of a museum [collection](#), or supplement a museum school program.
- **Library programs** are offered year round, on a variety of themes. Museums could offer to present museum programs at the library, or help with the development, marketing and presentation of library programs.
- **Commemorating events and holidays** is something both libraries and museums do. Work together on programs or have a joint calendar of programs for events such as : African Heritage Month, March Break, Earth Day, Remembrance Day.
- **Libraries promote services** they offer to the public, as well as reading, literacy, and life-long learning, through print and online/social media. There are ample opportunities for cross-promotion of programs and events with similar mandates.
- **Research for programs** can be done at libraries. Research will be easier with the help of the library staff who are trained to assist people looking for information. Enquire about getting an institutional library card with extended loan privileges.
- **Professional and skills development workshops** can be presented by library staff for museums staff or vice versa. Consider what unique skills each institution has to offer.



There are 78 public library branches across Nova Scotia as well as outreach services available to citizens who are not able to visit one of these branches.

Self-Reflection: Visit a Library

When was the last time you visited your local library? Consider stopping by or setting up an informal meeting to introduce yourself and what you do. Find out what they do. Often a conversation over coffee is the first step in building partnerships.





Working with Other Museums

There are many ways museums can work with each other for school programs. This can greatly assist with extending resources for programs and can be done easily as museums are used to working with each other. The Nova Scotia Museum sites already belong to a family of museums and can easily share resources. Museums can also work with community museums, federal museums, heritage properties, and historic sites. The provincial museum organization, Association of Nova Scotia Museums, can help museums find partners in the larger Nova Scotian museum community.

Museums should not focus on being in competition with each other for school programs, but act to support each other. There are museums across the province who have successful programs and are unable to meet the demand for their programs. Partnerships with museums could help share the demand for specific programs, by providing program ideas and topic specific best practices.



Partnering with other museums can be a very successful strategy, such as this program presented in partnership between the Maritime Museum of the Atlantic and Parks Canada to introduce students to the War of 1812.

The IMP provides maps and lists of complementary operations in Nova Scotia. This includes Provincial Heritage Properties, CMAP Museums, Parks Canada, National Historic Sites, Special Places, Private Museums and Exhibition Centers (IMP p. 37-50)

Ideas for Museums Working Together on School Programs

- **Create programs together.** Many museums have similar themes and could find similar ways to address [specific curriculum outcomes \(SCOs\)](#). Museums not in the same community could save development work by offering the same program, personalized for their site. For an example of a successful program that could be offered at any museum in Nova Scotia see [“History Detectives” in Appendix I.](#)
- **Share or trade programs.** Often a museum creates a successful program but is unable to use it after a few years. Consider sharing or trading these programs with another museum.
- **Share objects.** Some museums have [working collections](#) or props that are not in use. See [Module Two](#) for a list of objects that might be shared.
- **Share staff.** Not all museums are able to offer school programs. Not all museums will be in demand for school programs at the same time. Find ways to share staff, either through staff exchange or providing extra staff in exchange for an alternative event.
- **Talk with each other.** Professional development for program development and presentation might not always be available. Allow program developers or presenters from multiple sites to come together to exchange what works, what doesn't work, and brain storm new ideas.

Working with Community

Although this module has mainly focused on partners within the archives, museums and library family, partners do not need to be limited to these groups. Individuals, organizations, clubs, and businesses can all be considered partners.

Many organizations have missions, skills and needs that might complement the museum. Look at areas where resources are lacking and find an organization that might be of assistance. Remember that this should be a two-way relationship. Consider the following chart:

Museum Need	Community Need
Volunteers to help teach programs	Work Experience Social Interaction Community Involvement
Props	Craft Guild or Club looking for a project
Consumable Supplies	Local business looking for positive publicity
Research	Organization with an educational mandate but no venue



Working with Ducks Unlimited, the Uniacke Estate Museum Park and Lawrence House Museum both had assistance in developing and getting props to present a wetlands program. This program met the educational needs of Ducks Unlimited to teach children about wetlands and the needs of the museums for a program with supplies provided at no cost.

Earn A Badge

Who are the people in your neighborhood? Working with your community can be beneficial to both your museum and to community organizations. Think of your community as both your museum's town and your wider provincial community.

- Create a contact list for who is or could be partners for school programs. Don't forget to include:
 - Other Museums in your Community
 - Archives
 - Libraries
 - Community Groups
 - Local Businesses
- Write a SMART Goal to help you contact at least two of the potential partners you've identified in your contact list. Make plans to meet with them and discuss how you could work together to create and/or present school programs.

What is a SMART Goal? Specific, Measurable, Attainable, Relevant and Time-Bound

Community



Partners



Working with Volunteers

Volunteers are significant partners for museums. They come in all varieties, from young people trying to gain experience to senior and recently retired looking to fill their time. All volunteers have their own unique intrinsic motivations, which can include feeling valued for the work that they are doing. Volunteers can be used to enhance the existing staff but are not meant to replace paid positions.

Recruiting Volunteers

There are many ways to recruit volunteers. The museum should start with a job description and expectations that they expect the volunteer to complete. Volunteers can be recruited from high schools and universities (some students are required to complete volunteer hours for specific courses), through community events, online job boards (such as Kijiji), and through current volunteers. The museum [website and online initiatives](#) is also a good place to attract volunteers by posting the job description and requirements.

The volunteers should go through an application and interview process and have a criminal record and child abuse registry check. For more information on requirements for volunteer screening see the department's Volunteer Policy (see [Appendix F](#)).

Who is available to volunteer in your community?



- Junior and Senior High School Students
- College and University Students
- Youth Groups
- Youth involved in Leadership Programs (for example, Duke of Edinburgh Program)
- Recent Immigrants
- Stay-at-Home Parents
- Recently Retired
- Those looking to return to the work force
- Somebody recovering from a long-term illness
- Community Groups
- Board Members
- Teachers who are substitute teaching or only teaching part-time
- Staff from other museums, archives or libraries in your community
- Many workplaces support employees volunteering on work time. Talk to your local companies.



Different volunteers can make different time commitments. Some volunteers might be able to come in for a few hours a week over a year. Others, like the huge group of volunteers at Highland Village who help with Oidhche nam Bocan (Night of the Spooks), are able to give many more hours but over a shorter length of time.



Although volunteers should never replace the duties of a paid staff person, they are an important part of an organization's human resources. Make them feel a part of the team with name tags, a coffee/break area, and include them on special internal communications, such as invitations to exhibit openings and professional development opportunities.



Not all volunteers like to be recognized the same way, but food is a popular treat. Whether it is a cup of coffee and cookie after a school program or a holiday breakfast, as seen here at the Maritime Museum of the Atlantic's volunteer recognition breakfast.

Retention of Volunteers

Volunteers should be given job and workplace safety training. One easy training method is job shadowing the staff. Job shadowing not only trains the volunteer but also helps them become more familiar with the staff. Another training method is to provide volunteers with a training manual.

Museums with successful volunteer programs make their volunteers feel valued and part of the team. Some ways to do this include:

- Building personal relationships with volunteers.
- Providing official name tags.
- Having volunteers work with staff and other volunteers.
- Giving volunteers responsibility.
- Allowing and valuing volunteer feedback.
- Providing professional development opportunities for volunteers to share and develop their knowledge.

Recognition of Volunteers

There are many ways of recognizing the work of volunteers. Thank you cards and verbal recognition of the job the volunteer is doing can also go a long way. Many museums also do formal recognition such as tokens of the volunteers' service or a reception. Most importantly, ask volunteers how they would like to be recognized.



Working with Interns

Interns come from educational institutions for a set amount of time and have set learning goals. Like volunteers, they are a great way to help accomplish projects that museums might not regularly have the resources to achieve while providing training and work experience for a student.

Recruiting Interns

Many different places of study encourage or require students to do internships. Museums wishing to host an intern should directly appeal to the school to invite students to come to their museums. There are many different types of interns available. Bachelor of Education students, also known as pre-service teachers, can sometimes do an “alternative placement” in lieu of, or in addition to, their classroom practicum. In Nova Scotia Mount Saint Vincent University, St. Francis Xavier University, Cape Breton University, and Acadia University all offer Bachelor of Education degrees.

Museums can also appeal to interns from museum studies programs such as Sir Sandford Fleming College’s post-graduate Museum Management and Curatorship program, Algonquin College’s Applied Museum Studies, or University of Toronto Master of Museum Studies Program.

Museums can also partner with students in programs such as graphic design, event management, tourism, marketing, or art. Many programs from Nova Scotia Community College require their students to do an internship.

Working with Interns

When engaging an intern, it is important to have a clearly laid out work plan that shows what the intern will do during their time at the museum. This work plan will ensure that the intern has a meaningful educational experience and that the museum has enough work to keep the intern busy. Frequently interns will have developed many job-related skills during their course of study but require experience to see how academic practices look in practice. Supervisors should remember that interns are using this time as a learning experience and will need direction.

Building successful internship opportunities can result in interns returning as volunteers or staff, and can lead to others in school program considering an internship at the same location.



Interns are often able to work on larger projects, like program development and delivery, as they come to the museum with skills and need to complete a certain number of work hours. This toolbox provided opportunities to several interns.

(Above) Victoria, a Museum Management and Curatorship intern from Sir Sandford Fleming College, helped present school programs at the Museum of Natural History and work on modules in this toolbox.

(Below) Cali and Josie, pre-service teachers from Mount Saint Vincent University, helped evaluate and pilot the Beta Version of this toolbox and the “History Detectives” School Program in [Appendix I](#).



NSM Sites Working with ICI



Many of the ICI staff, including the Interpretation Team, work out of the Museum of Natural History building.

Who is ICI?

ICI (Innovation, Collections and Infrastructure) is the behind house portion of the Nova Scotia Museum (NSM). It includes the Interpretation Team (Innovation), Collections Unit (both natural and cultural history curators and registrars), and Infrastructure support.

The role of ICI is to provide effective stewardship of the province's natural and cultural heritage and information resources. Archives, museums, and libraries under their respective legislation, ensure heritage and learning resources are accessible to all Nova Scotians through innovative programs and services that meet diverse individual and community needs. These provincial institutions play a key role in helping Nova Scotians and visitors discover, experience, understand and appreciate the past, while making sense of the present, and inspiring us to envision the future.

The ICI Interpretation team is here to help the Nova Scotia Museum sites, Archives, and Libraries with the renewal of their interpretive product. The team is here to help answer any questions about school programming and any other interpretive needs.



For more information on Support for Culture funding see this website

cch.novascotia.ca/support4culture

Support for Culture Funding (S4C)

NSM sites can apply for Support for Culture (S4C)'s Interpretive Renewal Project Fund. This funding is successfully being used by NSM sites for the development of school programs and other projects. In keeping with the Department of Communities, Culture and Heritage's commitment to lifelong learning, this fund supports interpretive renewal activities at the 28 museums that make up the Nova Scotia Museum system. Using the values and strategic directions identified in the Department's Interpretive Master Plan (IMP), museums can use this fund to pursue new and creative ways of embracing the past so that Nova Scotians can have increased access to our province's stories and heritage resources. This funds will allow museums to develop relevant, collaborative, innovative and inclusive interpretive products that appeal to diverse audiences and create better experiences for our visitors of all ages.

