



Marketing to teachers

Art Fund_

Teacher insights for museums report

From 2021-22 we conducted research with 1,000+ teachers to identify what would support them in using museums and galleries more often in their teaching – for the benefit of their pupils and themselves.

Read the full report here: artfund.org/teacherinsights

Teacher Art Pass members were highly engaged with museums

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



Barriers to visiting

Time-short and unaware of what's on

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



Barriers to visiting

Limited funding for school trips

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



How can museums help remove barriers for teachers?

Communicating the offer for teachers and schools

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

What information do teachers need from museums?

School trips

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

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

What information do teachers need from museums?

School trips

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

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

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

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

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

What information do teachers need from museums?

Continuing professional development (CPD) and training

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

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

What marketing channels do teachers use?

Teacher feedback

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

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

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

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

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

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

Marketing actions museums could take

Website

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

Marketing actions museums could take

Timing

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

Marketing

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

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

Promoting The Wild Escape to teachers

In the files you have downloaded with this presentation you will find the below items to help you in promoting your Wild Escape activities to teachers.

- Email Template, with accompanying image files
- Landing Page Checklist

If you have any questions, please email thewildescape@artfund.org