



Nano Nagle Place Education Policy 2024 – 2028



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1. Introduction/Background Research

Nano Nagle Place is a site whose very foundations are built upon education.

Nano Nagle was the foundress of the Presentation Sisters opened seven schools across Cork city for poor Catholic children during the 18th Century, a point in Irish history when it was illegal for Catholics to receive an education. Nano championed ideals of education and social justice, after her death the Presentation Sisters have continued Nano’s mission in many countries across the globe. Our heritage museum tells the story of Nano Nagle, 18th Century Cork and the Presentation Sisters.

Our 3.5-acre complex within Cork City centre was the site of Nano’s first school, the convent which she built for the Ursuline Sisters in 1771 and South Presentation School. Before it reopened to the public in 2017, it had undergone major renovations making it a multipurpose site. The complex houses the School of Architecture, UCC School of Physiotherapy, Cork Migrant Centre and the Lantern Community Project, two shops, our heritage museum, the Presentation Sisters’ Archive, a garden café as well as residential quarters, meeting rooms, Conference Space an other multiuse spaces.

The buildings which span from the 18th, 19th, 20th and 21st centuries. The heritage museum is housed in a 19th-century Gothic chapel and tells Nano’s fascinating story within the context of the 18th century and is fully interactive through the use of 21st-century technology.

However there are hurdles we have to overcome due to the nature of our site. The first being that our spaces are quite small. Our museum along with the 1771 convent have rooms which can accommodate no more than 30 people (at a squeeze). Our educational space has a similar capacity. The issue of space is something we cannot change and are determined to work around. So far we have been successful in overcoming these hurdles of space by limiting groups to 30 and staggering times

| Physical Resources | Staff & Partnership Resources |
|---|---|
| <ul style="list-style-type: none"> • Interactive museum • 1771 convent • Buildings from the 18th, 19th, 20th and 21st century. Varied architecture • Graveyard/ Garden • Educational space (with projector + wifi capabilities) • Educational resources (18th century objects, art supplies, clipboards, etc) | <ul style="list-style-type: none"> • Education Team (Programme Manager and Learning Officer) • Staff with wide range of historical and heritage knowledge • Presentation Sisters • Outside Facilitators |

| Current Audiences | Target Audiences |
|---|---|
| <ul style="list-style-type: none"> • Secondary Schools • Primary Schools • Tourists (Trip advisor reviews) • Third Level students | <ul style="list-style-type: none"> • Secondary Schools • Third Level Students • Families • Special interest groups (religious groups, sustainability tours, convents tours, garden tours) |

| | |
|--|---|
| <ul style="list-style-type: none"> • Active Retired groups • Adult education/lifelong learning | <ul style="list-style-type: none"> • Culturally curious • Past pupils of South Pres |
|--|---|

We have identified as we are in the City Centre there are 12 other Heritage /Attractions nearby currently that are external competition.

2. SWOT Analysis

| | |
|--|--|
| <p>STRENGTHS</p> <ul style="list-style-type: none"> - Reputational gain thanks to international recognition - Nano Nagle Place as heritage asset - MPSI Interim Accreditation 2023 - Creativity, variety, ambition - Talented committed team - Partnerships with heritage / environmental/ arts bodies - Presentation Sisters Support | <p>WEAKNESSES</p> <ul style="list-style-type: none"> - Financial capacity - Capacity to meet digital demands - Team at full capacity, skeleton staff - Cost of programming - Community pressure for spaces - Difficulty of space as venue - Lack of administrative support in Programme Office - Lack of private office space |
| <p>OPPORTUNITIES</p> <ul style="list-style-type: none"> - Partnerships - Integration with Ministry - National & international funding streams - Unique heritage / social justice ethos - Living heritage. Sustainable tourism - Tour operators and conferencing - International audience - Membership thanks to connected communities | <p>THREATS</p> <ul style="list-style-type: none"> - Loss of core executive team members - Staff burn out - Covid19 - Cost of digital programming for international impact - Depleted tourism numbers - Cork not a largescale tourism destination - Museum reception 'off the beaten path' |

3. Education Mission Statement

“To create an educational hub in Cork City centre which encompasses Nano Nagle’s vision of social justice, inclusion and education, through a range of engaging experiences for learners of all ages.”

4. Content.

The following is a summary of our education provision at Nano Nagle Place. The museum employs evaluation methods to assess the impact of its programs, ensuring continuous improvement and alignment with educational standards. Marketing efforts amplify the museum's visibility, leveraging social media, partnerships, and community outreach to attract a diverse audience. Networking with local and international educational institutions enriches the museum's offerings, facilitating the exchange of ideas and best practices. Additionally, the museum resources include interactive exhibits, archival materials, and digital tools, supporting a rich, immersive learning environment for all visitors.

Informal Education

Nano Nagle Place has an informal educational offering. At the heart of this offering are our daily 3pm guided tour. These guided tours are conducted by our Ambassadors and volunteer.

Visitors can also use the Nano Nagle Place App during their visit. Visitors can use the audio guide on the app to explore the museum which engagingly describes life in 18th-century Cork before going on to tell the story of how Nano Nagle worked tirelessly to help and educate the poor of the city. This app also allows people to view the site virtually and share Nano's story with a wide variety of audiences on and off site.

Our informal education policy also includes Programming, as we include lectures, book launches, early music concerts and family creativity workshops in our programmes. The majority of these events are low cost or free to attend meaning they are accessible to many. Our annual exhibition is another large part of our informal learning programme.

Finally for younger learners we want our museum to be as playful as possible! We have a quiz at the end of our tour targeted towards younger visitors to test their knowledge on what they learned in our museum. 18th Century costumes were commissioned for the museum for families to play dress up, take pictures dressed in the 18th Century! We have a range of printed material which tell Nano's story. These are available to pick-up and act as take-home materials to remember your visit.

Formal Education

Our formal Museum educational offering has so far been aimed at primary level. We have created educational programmes for schools based around constructivist learning, creativity, objects and teamwork.

Our guided tour helps us utilise the spaces we have and encourage active learning, we explore the museum, the 1771 convent as well as the graveyard where Nano's tomb is located. As mentioned in the previous section we also have a quiz at the end of the tour which we encourage students to try, as it helps us to see what they learned! The guided tour also includes a visit to the 1771 convent, where students get to see Nano's Parlour, a room we know Nano used regularly, and the Artefacts Room, which houses more of our collection such as Nano's bonnet and an accounts book kept by the Presentation Sisters. The activity of visiting the Presentation Sisters graveyard and seeing Nano's Tomb, reinforces the whole experience of visiting the site of Nano's first school, hearing her fascinating story and then touching Nano's coffin. It ties the tour together for the students.

We also offer object based workshops entitled Hop into History for ages 3 - 7 and Museum in a Box for ages 8 – 15. Teachers can request these workshops instead of a regular guided tour if they want a different learning experience for their student. Hop into History involves active learning once again, asking the pupils to physically ‘hop’ back in time to the 18th Century! We have visual cues to help them imagine they have time travelled! We then explore our museum and tell Nano’s story using objects from the 18th Century, using touch to help further reinforce the idea that they are in Nano’s 18th Century Cork!

Museum in a Box was created in collaboration with masters’ students from Cork Institute of Technology, and acts as an interactive cabinet of curiosities. Here, the students work in teams of 4 or 5 to playfully discover the stories behind 18th Century objects. They learn what these objects were used for, along with some interesting stories! We encourage the students to use all their senses to discover the history of these objects, including their imagination!

Both these workshops are modelled after constructivist learning theory, they are scaffolded experiences but do foster elements of lifelong learning such as teamwork, reflection and creative inquiry.

We have also developed online e learning resources accessible for teachers and classrooms. These resources can be used to provide additional engagement for school tours before and after their visit and can also be used globally as learning resources for those who cannot visit in person.

For those who cannot attend the school tours in person we offer a virtual tour which includes virtual activities and a Q&A, along with accompanying learning resources for teachers and students before and after their virtual tour.

We continue to work on our offering for both primary and secondary level students. We hope to measure both students and teacher responses to new educational programmes we are developing and adjust our offerings accordingly.

The Lantern Project at Nano Nagle Place is a place of welcome, learning and inclusion providing a safe space for people to learn and grow, develop new skills, meet others and make new friends. Community education and creativity are the cornerstones of the centre focussing particularly on self-development, well-being and improving self-awareness. Lantern courses use a range of holistic approaches that aim to promote and enhance self-esteem and personal development.

The Cork Migrant Centre at Nano Nagle Place is committed to advocating on behalf of migrant children, families, and communities, and to ensure they have access to the services and supports they need to alleviate the day-to-day challenges and provide them the best possible opportunities to empower them individually and collectively. Established by the Presentation Sisters in 2006, the Centre provides free, confidential and current information on access to services and immigration issues

Type of Educational Provision

| In House Formal | In House informal | Online Formal | Online Informal | External Programme |
|---------------------------|--------------------|----------------------|-----------------------|--------------------|
| School Tours Workshops | Daily guided tours | Virtual School Tours | Nano Nagle Place Blog | |

| | | | | |
|---------|---|--|----------------------|--------------------------------|
| Classes | Self-guided tours with map and guide Themed tours Concerts (Partnership with East Cork Early Music Festival) Annual exhibition Lectures/ Talks Book Launches | | Nano Nagle Place App | Festival Programme & Workshops |
|---------|---|--|----------------------|--------------------------------|

Target Audiences

5. Secondary Schools
6. Third Level Students
7. Families
8. Special interest groups (religious groups, sustainability tours, convents tours, garden tours)
9. Culturally curious
10. Past pupils of South Pres

Physical Resources

- Interactive museum
- 1771 convent
- Buildings from the 18th, 19th, 20th and 21st century. Varied architecture
- Graveyard/ Garden
- Educational space (with projector + wifi capabilities)
- Educational resources (18th century objects, art supplies, clipboards, etc)

Staff & Partnership Resources

- Education Team (Programme Manager and Learning Officer)
- Staff with wide range of historical and heritage knowledge
- Presentation Sisters
- Outside Facilitators

5. Aims of Education Policy

1. Become a centre of excellence for accessible, innovative and lifelong learning.
2. Raise awareness of our educational offerings and innovation within & outside of Cork City.
3. Widen our range of educational offerings

4. Continue to establish and strengthen our links with other heritage sites within Cork City centre.
5. Develop online formal and informal learning offerings in collaboration with teachers and outside educational facilitators

6. Objectives to meet our Education Policy Aims

1. Become a centre of excellence for accessible, enjoyable and innovative learning

Specific

- Develop and refine our educational offering in consultation and feedback with various teaching bodies at primary, second and third level, along with life-long learning organisations.
- Create online supports and resources for teachers and facilitators to show students before their visit, as well as 'takeaways' for the students to reflect on what they learned after their visit.
- Continue to programme events based around learning, with particular emphasis on the Lifelong Learning Festival and Heritage Week.

Measurable

Quantity of schools who visit and the relevance of our formal education offerings to the curriculum. Also the quantity and quality of our learning events.

Realistic/Relevant

We programme and host events which encourage learning.

Time-Bound

Ongoing

2. Raise awareness of our educational offerings and innovation outside of Cork city.

Specific

- Identify specific community audiences such as Presentation schools, teachers associations, Transition Year coordinators, active retired groups, language schools and historical societies in other counties across Ireland.
- Use social media as an informal route to awareness raising and gaining new audiences further afield.

Measurable

Quantity of enquiries, school visits, group tours.

Realistic/relevant

Most relevant to our whole education policy in that we are seeking to develop new and greater audiences.

Time-bound

Target campaigns at specific times of the year e.g. summer programmes for language schools, Presentation Day (November) events etc.

3. Widen our range of educational offerings

Specific

- Identify audiences not yet fully catered for such as secondary level workshops and third level students, foreign language visitors, people with different access needs, parents and toddlers, Irish language offerings.
- Consult with these groups and collect feedback.
- Think creatively and develop programmes tailored to these audiences based on our consultations and further research. This includes the development of new formal educational offerings for school groups

Measurable

Analyse the uptake of these new offerings, register interest and quality assessments of these new programmes.

Realistic/Relevant

Central to our educational programme and mission in Nano Nagle Place.

Time-Bound

Ongoing

4. Continue to establish and strengthen our links with other heritage sites within Cork City centre.

Specific

- Identify culturally similar organizations such as the Crawford Art Gallery, St Peters, Elizabeth Fort, Triskel Arts Centre etc.
- Plan joint learning experiences for schools and audiences e.g. Playful Culture Trail & Joint tours with Elizabeth Fort

Measurable

Measured by joint initiatives and reciprocal arrangements

Realistic/relevant

We have informal connections so we would be building on these relationships

Time-Bound

In Development & Ongoing

5. Develop online formal and informal learning offerings in collaboration with teachers and outside educational facilitators.

Specific

- Create engaging digital content to send to teachers before their visits to prepare their pupils for their visit.
- Develop feedback with teachers and outside facilitators to make sure we integrate the curriculum and update content to reflect the feedback.
- Create informal digital content for visitors to explore before or after their visits, which they can engage with via social media or our website.

Measurable

Teacher/student feedback.

Realistic/Relevant

Our formal educational offering is often restricted due to time. If the students can have online resources to engage with before their visit, it saves us having to explain background context (depending on the reason for their visit) and diving into educational activities. For informal learning we are finding in this day and age it is important for a museum to have some type of online educational offering for visitors.

Time-Bound

Ongoing

7. Annual Action Plan

| Tasks/Action | Person Responsible | Targets | Other Key Players | Critical Success Factors | Resources | Review of Objectives |
|---|--|---|--|---|-----------------|----------------------|
| Target schools in Cork and Kerry for visits by Learning & Engagement Officer and return visits to Nagle Place | Learning and Engagement Officer | 3 schools per quarter (excluding summer quarter) | Programme, Heritage & Education Manager School Principals | Establishing relationships with principals & teachers | Learning Budget | Monthly |
| Promote sessions via newsletters and History Teachers Conferences | Learning and Engagement Officer Comms Department | 4 x newsletters + mention in general seasonal and members newsletters Teacher Conferences in October | Programme, Heritage & Education Manager | Develop promotional materials – online and printed | Learning Budget | Quarterly |
| Add fully developed Icon of Nano Nagle e-learning module to website & market | Learning and Engagement Officer Programme, Heritage & Education Manager | Develop in 2024 | Comms Department | Devising a curriculum linked module that works for teachers | Learning Budget | Quarterly |
| Develop 2 more e-learning modules in 2024 | Learning and Engagement Officer Programme, Heritage & Education Manager | Develop and Test 2024, launch end of year or 2024 | Participating Schools & Public | Devising modules that works for teachers, schools & Public | Learning Budget | Quarterly |
| Seek Articulate 360 training for new Learning and Engagement Officer | Programme Manager Learning and Engagement Officer | Q 2024 | Articulate 360 | Identifying appropriate and good value training | Learning Budget | n/a |
| Actively engage with South Parish Learning Neighbourhood | Learning and Engagement Officer | Quarterly meetings to be attended & events programmed | South Parish Learning Neighbourhood Committee | Diary management to attend meetings | Learning Budget | Quarterly |
| Work with the Presentation Sisters Southwest Team to deliver conference | Programme, Heritage & Education Manager Learning and Engagement Officer Presentation Sisters | Deliver annual conference in 2024 and additional hybrid events | Comms Department Programme Team | Isolation of topics and speakers appealing to Friends of Nano | Learning Budget | Quarterly |

| Title | Education/Learning | | |
|--|---|---|--|
| Objective | Educational programs that align with the national curriculum and provide interactive learning opportunities for students, teachers and Communities. | | |
| Targets Specific Measurable Achievable Relevant Timely | | Objective | Key Result |
| | 1 | To foster creativity, curiosity, and lifelong learning among Children and adults by providing them with engaging and interactive experiences while telling the story of Nano. | Engage 10+ Schools and educational institutions/universities to offer guided tours and educational programs. E-learning modules developed. 50+ alumni educators engaged through the programme. |
| | 2 | Expand our Friends of Nano programme, in Collaboration with the Presentation sisters, creating a community globally where we engage and host gatherings with Friends of Nano. | Host 2x hybrid Conference as well as a site visit to engage and regenerate Friends of Nano whilst attracting new members. Develop a Board Game to be used as a fun educational tool in schools and sell in the shop as part of 250 years. |
| | 3 | Establish an annual competition, linking with the international Presentation community. | Competition launched in Q2 2024 Network of 10+ engage in the competition. |
| | 4 | Develop engaging workshops with Museum interns that can be used when welcoming students on-site | Welcome 6 interns who co-create a museum internship Program Welcome 6 Transition students who co-create Transition Program in collaboration with the Ministry |
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| Title | Education/Lecture Space – Think local, Act Global. | | |
| Objective | <p>An inclusive Space developed in NNP housed in the museum Area that is a dynamic and multifaceted centre that serves as a focal point for the organization's activities, outreach, and engagement, through a global lens.</p> <p>Our Global hub is designed to extend and connect people, enhancing the educational impact while fostering deeper connections from around the world with the museum's Programmes and collections, on a local, national, and international Level. This space has a corollary online space through our You Tube channel and social media pages.</p> | | |
| Targets | | Objective | Key Result |
| Specific Measurable Achievable Relevant Timely | 1 | Raise awareness on global issues through educational partnerships and collaborations under the SDG Framework. | <p>Relationships developed with third-level institutions to create exhibition content for our Global Offering.</p> <p>Series of Lectures, workshops, and temporary Exhibitions, facilitating learning and education opportunities within the Community and wider Networks.</p> <p>Relationship developed with the European Museum Body NEMO, and other key networks.</p> |
| | 2 | Successfully deliver events, online and on site, through cultural exchange and advocacy issues. | <p>4+ events in collaboration with Ministry, promoting cultural exchange by hosting a diverse range of exhibitions, lectures, and workshops.</p> |

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| | | 3+ collaborations with Ministry highlighting issues of an advocacy nature. |
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8. Consultation & Review of Policy

Review documents with relevant parties to maintain accuracy

9. Performance Indicators

Data gathering should be both quantitative & qualitative

Quantitative:

Numbers of visitors

Number of schools/ pupils

Numbers of events

Satisfaction surveys that gather numeric data

Education surveys that gather numeric data

Qualitative:

Satisfaction surveys that gather conversational data

Comments online – discourse analysis

10. Periodic Review Processes of Education Policy

Weekly

Online metrics will be monitored on a weekly basis for all formal and informal educational offerings.

Monthly

We will review our educational activity monthly

Annual

The education action plan will be reviewed on an annual basis.

Ongoing

There will be ongoing analysis of data and feedback gathered from all of our education participants. Asking those who have participated in guided tours to fill in comment cards or fill in online surveys.