



MUSEUMS
ASSOCIATION OF
SASKATCHEWAN

MUSEUMS ARE MORE...

Education and Interpretation Self-Assessment Workbook 2019

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Acknowledgments

The *Education and Interpretation Self-Assessment Workbook* was developed to provide a series of simple questions to help our members determine to what degree they meet the MAS's *Standards for Saskatchewan Museums (2016)* for how educational and Interpretation should be planned, designed, programmed and evaluated. Members can use their scores to identify areas in which their education and interpretation practices can be enriched. The self-assessment workbook also provides our members with the opportunity to record and track changes and improvements over time.

The *Education and Interpretation* for Saskatchewan Museums was written by Kristine Flynn. Kathleen Watkin, MAS Advisor, facilitated the project on behalf of MAS with the guidance of Wendy Fitch, Executive Director. Graphic Design work was completed by Michelle Brownridge, MAS Community Engagement Coordinator. Members of the MAS community were consulted and provided valuable feedback.

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Assistance and further information about the *Education and Interpretation Self-Assessment Workbook* can be obtained from:

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Introduction to this Workbook

Your institutions' education and interpretation practices grow out of its mission and exist to serve your community. The standards and recommendations in this workbook will guide you in ensuring that they are relevant, responsible, responsive, and meaningful to all of that community.

Do not be daunted by the number of recommendations or where you currently fall. No matter the size of your institution, its Staff (Paid and Unpaid), or its budget, you can build on your strengths and commit to working on a few of the areas where you need improvement each year. Look to other similar institutions for inspiration and/or collaboration.

The effort you put into policies, procedures, manuals, and other documentation will pay off in making future decisions and program development easier. Just as important is robust evaluation and a culture of continuous improvement. Each time a program is delivered, it should be evaluated so that small tweaks improvements can be made. Additionally, with every publication and social media post, you should learn from the last.

How to Use This Workbook

This Workbook is divided into 6 sections:

1. Public Programs
2. School Programs
3. Community Engagement
4. Publications
5. Social Media
6. References and Appendixes

1. With all Staff (Paid and Unpaid), review each *Standard(s) Based Question*, its *Associated Saskatchewan Museums Standard(s)* and *Why it is Important*.
2. Look at the *Performance Indicators* column and select the option(s) that best describe the present situation at your institution.
3. Use the *How to Improve/ Maintain* section to allocate tasks for Staff (Paid and Unpaid) to improve the institution's performance in this area.
4. If your current situation is Bronze, use the steps listed in Graduate to Silver first, and then undertake the Graduate to Gold tasks. Your long-term goal should be to achieve the Gold status for each Standard.
5. Use the workbook columns to record the date each improvement task is completed as well as any relevant notes relating to the task.

Additionally, with the Staff (Paid and Unpaid),

1. Review each Section's *Tips and Hints*. Discuss any that might be useful to put into practice in your institution.
2. Review *Unacceptable and Non-Recommended Practices* with all Staff (Paid and Unpaid) to ensure these are clearly understood.
3. For additional information see *Further Resources* and/or contact MAS.
4. Every 2 years, review and reflect on each section. Make notes of your progress and areas for improvement and apply this information to your strategic and long-term planning goals.

Unacceptable and Non-Recommended Practices

Regardless of where your institution is in meeting the standards and in using this workbook to improve your education and interpretation practices, certain practices are unacceptable and/or not recommended under any circumstances.

Unacceptable Practices

1. Creating or continuing programs that appropriate the voices, beliefs and/or material culture of other cultural communities.
2. Creating or continuing programs that present the voices, beliefs and/or material culture of other cultural communities without engaging in appropriate consultation with those communities.
3. Creating or continuing programs that knowingly present information that is false and/or not supported by evidence or research.
4. Creating or continuing programs that put visitors, Staff (Paid and Unpaid), or collections at risk of harm.
5. Use of collections in programming in a manner that threatens their preservation unless designated as part of a hands-on or teaching/education collection.
6. Allowing programs to be delivered on site without having at least one properly outfitted first aid kit and one Staff (Paid and Unpaid) trained in basic First Aid. (Management G7)

Non-Recommended Practices

1. Not allocating staff resources for program development, delivery, and evaluation.
2. Not allocating financial resources for program development and upkeep (i.e. to replace consumables or well-worn props/replicas).
3. Not developing programs concurrently with related exhibits.
4. Allowing program content and language to become out-of-date.
5. Allowing the operation of equipment or machinery, especially antique, without conducting risk assessments, keeping thorough, recorded maintenance logs, and ensuring operators are well-trained.

Standards for Public Programs

Public programs reflect the institution's stated purpose within the institution's mission statement or incorporation documents and are expressed through a wide range of activities. Programs can take place within or outside the institution, using a variety of approaches and methods for reaching different audiences and satisfying their needs. At their best, institution programs are both educational and engaging. They involve the community in institution activities and provide opportunities to share information and create meaning.

Public Programs' Tips and Hints:

- Show your organizational values in all the programs you create and in how you deliver them.
- Engage your whole institution in public program development and evaluation.
- Get specific about who the audience(s) are for your programs. While birthday parties are planned so that everyone has fun, they are tailored to the interests and abilities of the birthday child. Your programs should be tailored to your target audience(s).
- Strive for accessibility and inclusion. Plan your programs and all associated activities with these values in mind. Assess the barriers that may exist for meaningful participation in your programs. For example, how will someone with mobility challenges be included in a physically active game? How will someone with sight impairment participate and contribute to a "look and find" scavenger hunt? Are there areas along a tour route where it is noisy or hard to hear the guide?
- Consider working with other institutions in your network to attend and give feedback on each other's programs and their delivery.
- Be creative and open-minded when searching for potential community partners.
- Consider how cell phones and other devices can be used as engagement tools in your programs rather than banning them.
- Think about how your programs, particularly for adults, can be social adventures. How can visitors explore and work together?
- Don't assume your audience has prior knowledge about your institution topics. Do not call this prior knowledge "common sense." Be respectful of your audience's background and their life experiences.
- Look up and become familiar with United Nations Declarations on the Rights of Indigenous Peoples (UNDRIP) and the Canada's Truth and Reconciliation Commission's (TRC) recommendations. Make use of MAS resources and tips sheets.
- When transferring objects from your artifact collection to your learning/ hands-on collection for use in public or school programs, make sure you follow your own policies and Collections Standards, including documenting the reason for transfer and maintaining up-to-date location and condition records.

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>PP1: The institution has a written public programming policy with one or more individuals assigned responsibility for it.</p> <p><i>Associated <u>Saskatchewan Museums Standard(s)</u>: Public Programs-1, 2</i></p>	<p>Having a written policy clarifies how your programming helps your institution meet its mandate, establishes standards and goals, and identifies target audiences.</p> <p>This document will help you plan, make decisions, prioritize, and evaluate programming efforts consistently and effectively.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> A written public programming policy outlines the role, goals, audiences, and standards for programming, including: <ul style="list-style-type: none"> - a commitment to reflecting diversity (PP2) - guidelines for handling sensitive cultural expressions (PP3). <input type="checkbox"/> It is clear which Staff (Paid and Unpaid) are responsible for ensuring this policy is up-to-date and followed. <input type="checkbox"/> Policy is reviewed on a regular basis (2-5 years).
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Public programming policy, procedures, or other guiding documents exist but are not robust or reviewed regularly. <input type="checkbox"/> It is unclear whose responsibility it is to set or review public programming policy.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff (Paid and Unpaid) understand that public programs should connect to the institution's mandate, but that is not written down as part of a formal public programming policy. <input type="checkbox"/> Programming development is ad hoc and informal.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Review policy regularly (2-5 years), update, and present amendments for approval by your governing body.</p> <p>Ensure public programming proposals, manual (PP11), and procedures are based on and reference this policy.</p>		
<p><u>Graduate to Gold</u> Assign at least one Staff person (Paid and Unpaid) responsibility for public programming policy.</p> <p>Review existing policy, goals, and other documents related to public programming. Use these to draft a comprehensive policy. See <i>Appendix 1</i>.</p>		
<p><u>Graduate to Silver:</u> Draft a basic public programming policy and working guidelines, including a few big picture goals. See <i>Appendix 1</i>.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>PP2: The institution recognizes the pluralistic nature of society and ensures that programming policies include a commitment to reflect the cultural diversity of the community it serves.</p> <p><u>Associated Saskatchewan Museums Standard(s):</u> Public Programs- 3</p>	<p>Recognizing and reflecting the diversity of your community shows your commitment to inclusivity and respect for all of the people who contribute to your community's vibrancy.</p> <p>Including a specific commitment in policies is important because it sets an expectation and a standard to guide decisions by all Staff (Paid and Unpaid) and Board Members.</p>	<p><u>Gold:</u></p> <p><input type="checkbox"/> The institution's public programming policy includes a commitment to reflecting the cultural diversity of its community.</p>
		<p><u>Silver:</u></p> <p><input type="checkbox"/> The institution's public programming policy includes statements or comments about diversity, but not a specific commitment.</p>
		<p><u>Bronze:</u></p> <p><input type="checkbox"/> The institution's public programming policy or other guiding documents do not include anything about diversity.</p>

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Ensure that all Staff (Paid and Unpaid) understand this commitment and what it means for their roles.</p> <p>Regularly review (2-3 years) how well this commitment is being fulfilled.</p>		
<p><u>Graduate to Gold</u> Revise public programming policy to include a specific commitment.</p> <p>Circulate updated policy to all Staff (Paid and Unpaid) and Board members.</p>		
<p><u>Graduate to Silver:</u> Draft a commitment statement to include in public programming policy.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>PP3: The institution is sensitive to issues related to traditional knowledge, diverse belief systems, cultural experiences, and cultural appropriation, limiting access to culturally sensitive information when necessary.</p> <p><u>Associated Saskatchewan Museums Standard(s):</u> Public Programs-4</p> <p>Collections Management - 19</p>	<p>Institutions have an opportunity to be a place of sharing and connection, but we must recognize and respect that cultural, spiritual, and traditional knowledge, beliefs, experiences, and other expressions belong to their source communities.</p> <p>Being sensitive and allowing source communities to make decisions about what may be shared, how, and by whom are important ways to demonstrate respect. This includes accepting that not all things may be shared with those outside the source community at all.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Where sensitive materials or information exist in the institution's permanent and learning/education collections, the institution has worked with source communities to develop protocols for access and for sharing/ use in programming. <input type="checkbox"/> Public programming policy and/or manual include or references guidelines for using sensitive materials in programming and reference to the above protocols.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Only some of the sensitive information/ material in the institution's permanent or learning/ education collections have been identified and/or listed. <input type="checkbox"/> Public programming includes use or sharing of sensitive information/ material, but approval has not been sought or granted on a consistent basis. <input type="checkbox"/> Staff (Paid and Unpaid) are clear about what constitutes cultural appropriation.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> There is not adequate knowledge about what constitutes sensitive information/ material that might be in your collection or covered/used in your programming. <input type="checkbox"/> Precise source communities have not been identified for all sensitive information/ material. <input type="checkbox"/> Public programming includes use or sharing of sensitive information/ material, but consultation with source communities has not taken place.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Ensure that staying connected with communities whose sensitive information/ materials are used/ shared as part of your programming is a priority. Schedule regular reviews by all groups of protocols and related programming. Be open to all feedback and make changes as needed.</p> <p>Ensure all sensitive information/ materials in your permanent and education/ learning collections are clearly identified and all Staff (Paid and Unpaid) are trained to recognize and respect that identification.</p>		
<p><u>Graduate to Gold</u> Stop delivering programming that uses sensitive information/ materials without permission until consultation can take place.</p> <p>Reach out to source communities to identify and set protocols for use/ sharing of sensitive information/ material.</p> <p>Revise Public Programming policy and/or manual to include appropriate guidelines.</p>		
<p><u>Graduate to Silver:</u> Stop delivering programming that you suspect uses sensitive information/ materials until consultation can take place.</p> <p>Research cultural appropriation and share resources with all Staff (Paid and Unpaid).</p> <p>Use resources listed in <i>Standards for Saskatchewan Museums</i> – 5th Edition Appendix B: First Nations/ Métis Standards and/or Collections Stewardship Self-Assessment Workbook to make a list of artifacts that might be sacred or sensitive.</p> <p>Reach out to and invite cultural representatives to your institution to help you review collections and programs related to their communities.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>PP4: The institution does not participate in the elaboration of sacred sites. When the institution is developing programming at or about these sacred sites, First Nations and Métis people are fully involved in the planning from start to finish.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> Public Programs- 5, 6, 7</p> <p>Addressing appropriate visitor behavior at sacred sites is addressed in Marketing – 6.</p>	<p>Institutions have a responsibility to be aware of sacred sites in or near their location(s) and to show respect for the connected communities and their cultural ownership by allowing them to make decisions about what may be shared, how, and by whom.</p> <p>This is particularly important if these sites have previous elaboration or interpretation/ programming done during a period of time when there was no consultation or when there was an imbalance of power between the First Nations / Métis communities and colonial settlers and/or colonial administrators.</p> <p>Meeting this standard demonstrates commitment to reconciliation and the United Nations Declaration on the Rights of Indigenous Peoples, particularly Articles 11.1, 12.1, 13.1, and 15.1.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Public Programming policy includes or references guidelines and protocols for consulting connected communities at the beginning of any project involving sacred sites. <input type="checkbox"/> All programming at or about sacred sites has been done in partnership with and approved by connected First Nations and Métis communities. <p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution does not consistently consult with or seek approval from connected First Nations or Métis communities before creating or delivering programming, interpretation or other elaboration at or about sacred sites. <p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution is unaware of which First Nations or Métis communities are connected to sacred sites in or near their location or has not been in contact with them. <input type="checkbox"/> Programming at or about a sacred site(s) exists that was not created in consultation.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Ensure that staying connected with First Nations and Métis communities whose sacred sites you do programming at or about is a priority. Schedule regular reviews by all groups of scripts, signs, activities and any other elaborations. Be open to all feedback and make changes as needed.</p>		
<p><u>Graduate to Gold</u> Reach out to communities whose sites are connected to current programming. Invite them to review all programming scripts, signs, activities, and any other elaborations. Be open to all feedback, including requests to stop parts of or whole programs.</p> <p>Ensure all programming manuals/ procedures include guidelines and protocols for consulting connected communities at the beginning of all new projects involving sacred sites.</p>		
<p><u>Graduate to Silver:</u> Identify the communities connected to sacred sites in/near your community, especially those covered by your current programming.</p> <p>Stop delivering programming at or about sacred sites until these communities can be consulted.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>PP5: Whenever possible the institution takes a collaborative approach to the development of programs and services. This is done by building relationships with community groups and involving them in the planning, implementation, and evaluation of programs and services.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> Public Programs- 7,8</p> <p>Community Engagement - 1</p>	<p>Collaborating with community partners brings fresh perspectives, new stories, and outside skills and expertise to your organization.</p> <p>The process of collaboration also creates an opportunity for more community support for and ownership of a project.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Mutually beneficial relationships exist with multiple community and cultural groups who are involved in all stages of programs and service creation and delivery. <input type="checkbox"/> The institution makes meaningful use of feedback and insights gained during community engagement and program/ service evaluation.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Partnerships with community groups exist for planning and delivery of some programs. <input type="checkbox"/> Feedback is asked for from some community partners on some programs/ services.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Community groups participate in delivery of some programs.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Regularly (1-2 years) evaluate programs and services with associated community partners to make sure the needs of all parties' (institution, partners, and visitors) are met.</p> <p>Be open to and respond to all feedback from community groups.</p>		
<p><u>Graduate to Gold</u> Invite existing community partners to discuss their involvement in current programs, how their experience could be made better, and if they have ideas for other ways they could be involved.</p>		
<p><u>Graduate to Silver:</u> Invite existing community partners to share feedback about their experience after each program. Use their feedback to improve your programs and tell them when you have done so.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>PP6: The institution makes a continuous effort to contact and reflect its communities' diversity in its programs and services. This includes developing and implementing programs and services that are relevant to culturally, sexually, and gender diverse visitors.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> Public Programs- 3, 10, 11</p>	<p>Recognizing and reflecting the diversity of your community shows your commitment to inclusivity and respect for all of the people who contribute to your community's vibrancy.</p> <p>This can also help you build new audiences, which can lead to new members and new volunteers.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution keeps up-to-date on the makeup of its community, maintains positive, collaborative relationships with diverse groups within it, and proactively seeks their input and feedback. <input type="checkbox"/> Programs and services reflect and give balanced attention to diverse communities and their stories and histories. <input type="checkbox"/> Programming delivery and activities are sensitive to and respect diverse cultural, and LGBTQ2 protocols.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution has contacted and listened to some of the diverse groups within its community. <input type="checkbox"/> Some programs and services reflect some of the diversity present in the community, but for the majority of programs the area's historically dominant culture is the primary and central focus.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Programs and services reflect only a small part of the diversity in its community. <input type="checkbox"/> Institution is unsure how to approach different groups.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Continually build and maintain relationships within your community.</p> <p>Regularly (1-2 years) evaluate whether programs reflect and serve the current make-up of your community.</p> <p>Learn about institutional biases and examine how your programs may unintentionally reflect them.</p> <p>Examine barriers to participation by diverse groups in your programming and services.</p>		
<p><u>Graduate to Gold</u> Seek out cultural competency and LGBTQ2 sensitivity training opportunities for Staff (Paid and Unpaid).</p> <p>Research the current and historical makeup of your community to identify groups currently overlooked in your programming.</p> <p>Examine program narratives to see which groups are given the most prominent position and why. Work to balance your storytelling and give equal weight and time to diverse histories.</p>		
<p><u>Graduate to Silver:</u> Identify and reach out to the communities that exist within the institution's local area or whose culture is reflected in its collection. Be sensitive, open, and willing to listen and learn. If appropriate, offer opportunities to partner on programming.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>PP7: The institution ensures public access to its programs and services through the development, implementation and evaluation of a variety of programming options that address the needs of different audiences and learning styles.</p> <p><i>Associated <u>Saskatchewan Museums Standard(s)</u>: Public Programs- 12</i></p>	<p>Programming that is not accessible physically or intellectually will not be enjoyable to a wide range of audiences or will leave some out entirely. Your institution's goal should be for all participants to be engaged at their level and able to meaningfully participate in some way in some or all elements of a program.</p> <p>This also includes ensuring that participants can physically attend programming.</p> <p><i>Note: Look to Exhibits Self-Assessment Workbook EG3 and EG5 for standards and indicators for ensuring spaces adhere to the principles of Universal Design (designing an environment so that it can be accessed, understood and used to the greatest extent by all people regardless of their age, size, or abilities).</i></p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Public programming policies and manual outline standards and guidelines for developing accessible programs. <input type="checkbox"/> Results of accessibility audits of exhibits and programs are incorporated into program manuals, scripts, and Staff (Paid and Unpaid) training pieces. <input type="checkbox"/> Programs are developed to intentionally include a variety of delivery modes/activities targeted to different learning styles.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Accessibility audits have been conducted of some programming. <input type="checkbox"/> Modifications for accessibility are made to programs "on the fly" when necessary, but these are not recorded or consistent. <input type="checkbox"/> Programs typically include activities or delivery modes that appeal to 1-2 different learning styles.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Programs have not been reviewed to identify accessibility issues. <input type="checkbox"/> Program development does not take into account different learning styles.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Keep up-to-date on current research in institution/ informal learning by ensuring that Staff (Paid and Unpaid) have opportunities for professional development (workshops, webinars, self-study).</p> <p>Continually ask for feedback from participants and conduct regular reviews and accessibility audits of program (1-2 years).</p>		
<p><u>Graduate to Gold</u> Research accessibility audits and complete one for all of your programming. Incorporate your findings into program manuals and train/update Staff (Paid and Unpaid).</p> <p>Ensure your Public Programming policy includes standards for accessibility.</p> <p>When developing a program, identify the learning styles of the intended audience(s) and ensure activities and delivery modes will appeal to and work for them.</p>		
<p><u>Graduate to Silver:</u> Conduct a basic accessibility audit of your current programs. What are some barriers to meaningful participation? See Tips section for more ideas.</p> <p>Identify the learning styles that current programs' activities and delivery modes will appeal to. Consider how you could change things up to engage others (i.e. Incorporating movement or "learn by doing" activities.)</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>PP8: The institution is familiar with the variety of technological tools available via the Internet and delivers programs and services using the tools most appropriate to achieve the goals and objectives of the program. This includes using social networks and public media.</p> <p><i>Associated <u>Saskatchewan Museums Standard(s)</u>: Public Programs 13-14 (See Social Media Section for more information)</i></p>	<p>Institutions should take advantage of new and evolving modes of audience participation and engagement, opportunities to share their content, and ways of communicating with their audience.</p> <p>From mid-tour selfie contests, to blog posts elaborating on the information available on artifact signs, to social media Q&As with institution staff, to video streamed exhibit openings and lectures, to augmented reality games, the possibilities for connecting with your in-person and off-location audiences are endless and exciting!</p> <p>Note: Check out the Exhibits Self-Assessment Virtual Exhibit section for more information and inspiration.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Institution is open to and makes intentional use of personal communication devices (cell phones, tablets) during programs where/when appropriate. <input type="checkbox"/> Institution uses technological tools to facilitate meaningful participation during in-institution programs and/or as stand-alone experiences for off-site visitors. <input type="checkbox"/> Technological tools are considered as part of program development process, including as a way to gather audience input (i.e. polls, surveys).
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Institution uses technological tools for promotion. <input type="checkbox"/> Institution encourages program participants to share their experiences online and responds to these shares. <input type="checkbox"/> Online exhibits and blog posts share the institution's content with audiences who cannot visit in person.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Institution does not use technological tools for program development or delivery. <input type="checkbox"/> Institution is uncomfortable with the use of cell phones/tablets as part of programming.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Keep up-to-date with changing technological tools/trends through regular professional development (webinars, workshops, self-study).</p> <p>Regularly evaluate use of technological tools in programming to make sure it is accessible and still relevant.</p> <p>Ensure Staff (Paid and Unpaid) are trained to be able to help visitors and participants use any/all technological tools needed to participate in programming.</p>		
<p><u>Graduate to Gold</u> Explore how technological tools could be used to enhance current programming or to include and engage audiences from afar.</p> <p>Include consideration of technological tools in program development processes.</p>		
<p><u>Graduate to Silver:</u> Explore how technological tools could be used to share institution content with off-site audiences. See Social Media section for more tips.</p> <p>Research how phones/tablets can be used for quality experiences in institutions.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>PP9: Training is provided for Staff (Paid and Unpaid) involved in public programming to ensure they present valid information about the institution's mandate and collection.</p> <p><i>Associated <u>Saskatchewan Museums Standard(s)</u>: Public Programs- 15</i></p>	<p>Good training boosts confidence by giving Staff (Paid and Unpaid) the knowledge, tools, and skills to do their jobs well and be ambassadors for your institution.</p> <p>Training should not only include information about your collection and exhibits, but also about the institution and its facility, history, services, and safety procedures.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Resources like program manuals, backgrounders about program content, and lists of additional recommended readings are shared well ahead of expected program delivery. <input type="checkbox"/> Staff (Paid and Unpaid) are encouraged to learn program or tour scripts/ messages, then use their own passion and creativity to make them their own. <input type="checkbox"/> Regular performance evaluations are conducted and the results included in written training plans for Staff (Paid and Unpaid).
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Orientations to the whole institution and its goals are held for all Staff (Paid and Unpaid) at the start of their work with the institution. <input type="checkbox"/> Training related to specific programming is a mix of verbal instructions and written materials.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Training is mostly verbal, focused on specific programming needs, and done just before expected program delivery. <input type="checkbox"/> Some program points, messages, or scripts are written down for reference.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Consider a mentoring program for new programming Staff (Paid and Unpaid) where experienced leaders/ guides are paired with those new to the institution or program/ area.</p> <p>Keep up-to-date with scholarship related to your institution's content and review/ revise training materials accordingly.</p> <p>Make good quality information about institution content and artifacts tangential to programs/ tours available to Staff (Paid and Unpaid) so they can be familiar with their whole workplace and its exciting "secrets."</p>		
<p><u>Graduate to Gold</u> Institute a performance evaluation program. This may include participant surveys, peer reviews, etc. Present results to Staff (Paid and Unpaid) in a constructive way and draft written training plans where needed.</p> <p>Gather current written training materials for each program. Identify gaps and make a plan to fill them.</p>		
<p><u>Graduate to Silver</u> The next time you train a Staff person (Paid and Unpaid), write down the steps you take and the information you share. Ask for feedback from the trainee. Combine into a training document.</p> <p>Start an orientation program where all new Staff (Paid and Unpaid) are invited to learn about the museum (history, layout) ahead of program delivery dates.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>PP10: All Staff (Paid and Unpaid) assume the responsibility for creating and maintaining good community relations and always deal with members of the public with politeness and respect. This includes being open viewpoints suggested by the collections/ exhibitions which may be different from their own and convey those viewpoints to their audiences fairly and with integrity.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> Public Programs- 16, 17</p>	<p>Not all content in an institution is "easy," or light-hearted. Sometimes institution content is challenging to our own views or understanding of the world.</p> <p>Institution Staff (Paid and Unpaid) may be uncomfortable with some content or disagree with one or more of the points of view espoused. When they are acting on behalf of the institution, however, they should conduct themselves in a manner that represents the institution respectfully and provide accurate historical information without prejudice and with a collective voice of the institution that does not place personal beliefs above the mission of the historical relevance of the collection.</p> <p>Doing otherwise may sow misinformation, confuse or mislead visitors, and/or damage the institution's reputation.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> All Staff (Paid and Unpaid) are welcoming, sensitive, and respectful, even when confronted with negative feedback or viewpoints they find objectionable. Abuse of Staff (verbal or otherwise), however, is not tolerated and policies/ procedures are in place to protect Staff. <input type="checkbox"/> Staff (Paid and Unpaid) understand their responsibility to learn about content in the institution and share accurate information about it with visitors in a respectful manner. <input type="checkbox"/> The institution encourages Staff (Paid and Unpaid) to ask questions and voice objections to content or its presentation internally without judgement or sanction.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> "Front facing" Staff (Paid and Unpaid) such as those at the front desk or involved with programming feel responsible for visitor experience. <input type="checkbox"/> Staff are unsure how to discuss content or viewpoints they are uncomfortable with or object to with visitors. <input type="checkbox"/> Staff (Paid and Unpaid) do not know how to or are not comfortable voicing objections to content or its presentation internally.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff (Paid and Unpaid) are uncomfortable responding to negative feedback. <input type="checkbox"/> Staff (Paid and Unpaid) do not talk about or pass quickly over institution content they are uncomfortable or disagree with.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Foster a culture of inquiry and ensure Staff (Paid and Unpaid) feel comfortable raising questions and objections.</p> <p>Regularly audit and evaluate Staff (Paid and Unpaid) performance. Present results in a constructive way to the person evaluated.</p>		
<p><u>Graduate to Gold</u> Ensure that customer service expectations are part of training for all Staff (Paid and Unpaid) regardless of how much time they spend interacting with the public.</p> <p>Ensure training materials for exhibits and programs provide accurate and comprehensive information about their content and how it will be presented. Build ownership by giving all Staff (Paid and Unpaid) the opportunity to review these materials.</p> <p>Ensure that Staff (Paid and Unpaid) responsible for programming have opportunities for professional development related to teaching difficult topics (workshops, webinars, self-study).</p> <p>Draft policies and procedures for handling abuse of Staff (verbal or otherwise).</p> <p>Draft procedures to guide Staff (Paid and Unpaid) in voicing and receiving internal objections to exhibit or programming content.</p>		
<p><u>Graduate to Silver:</u> Ensure that Staff (Paid and Unpaid) have opportunities for professional development related to dealing with difficult people (workshops, webinars, self-study).</p> <p>Ensure Staff (Paid and Unpaid) understand that personal beliefs and opinions related to historical events are not those of the institution and therefore shall not be shared with visitors.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>PP11: The institution has a written manual outlining programming activities and procedures. These programming activities and procedures are reviewed annually with a written report produced</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> Public Programs- 18, 20</p>	<p>Having a programming manual is good practise for training, ensuring program standards are met consistently, and succession planning.</p> <p>Written evaluation reports make sure lessons learned can be used to improve future programming.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution's written program manual is based on its programming policy and best-practice. It includes guidelines for overall program delivery and evaluation as well as specific program/ activity descriptions and procedures. <input type="checkbox"/> Safety procedures and risk assessments are included for each program. <input type="checkbox"/> Evaluation reports are produced annually and used to inform future programming.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Procedures and other materials to guide program delivery exist but have not been pulled together into a manual. <input type="checkbox"/> Program evaluation is not consistent and reports are either not produced or not used.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Program delivery is ad hoc. <input type="checkbox"/> Few procedure documents exist. <input type="checkbox"/> Evaluation is ad hoc and reports are not produced.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Review manual regularly (1-2 years).</p> <p>Ensure evaluation reports are shared with Staff (Paid and Unpaid) responsible for updating or delivering programming so that lessons learned or changes needed are taken into account.</p>		
<p><u>Graduate to Gold</u> Gather all procedures and materials related to programs. Identify gaps and develop material to fill them. Collect into a manual.</p> <p>Do a risk/ safety audit of your programs. Ensure appropriate safety measures/ precautions are written down and included with program manual.</p>		
<p><u>Graduate to Silver:</u> The next time each program is delivered, write down the steps you take from booking through setup and delivery, including evaluation. Collect these in one place so they are easy to find and use.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>PP12: The institution ensures that public programming activities do not present risks to artifacts, buildings, displays, participants or institution personnel.</p> <p><i>Associated <u>Saskatchewan Museums Standard(s)</u>: Public Programs- 19</i></p> <p>Management G46, G48, G52</p>	<p>All institution programming activities should be safe for visitors, Staff (Paid and Unpaid), collections, exhibits and institution buildings.</p> <p>See Collections Stewardship Workbook Collections' Conservation Tips and Hints section for ideas for dividing the floor plan of your building into zones based on rules required for each space.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Risk assessments for all programming activities have been carried out and mitigation steps included in program manuals, training materials, and procedures. <input type="checkbox"/> Staff (Paid and Unpaid) responsible for programming delivery are familiar with the institution's Emergency Response Plan procedures, including evacuation plans.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Programming activities only take place where they will not harm artifacts or displays. <input type="checkbox"/> Program participants are oriented to safe and appropriate behaviors at the start of all programs. <input type="checkbox"/> Emergency plans are in place, but Staff (Paid and Unpaid) responsible for programming delivery are not familiar with them. <input type="checkbox"/> Objects used in programming have been designated as part of an education/learning collection or are props/reproductions. Staff (Paid and Unpaid) know which objects they may handle and use.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Institution does not incorporate formal risk assessments into program planning. <input type="checkbox"/> Programming uses some artifacts that have not been designated as part of an education/learning collection.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u></p> <p>The institution ensures that public programming activities do not present risks to artifacts, buildings, displays, participants or institution personnel.</p> <p>Ensure all new program development takes risk management into account from the start.</p> <p>Conduct regular emergency preparedness drills. Include scenarios where programming is underway.</p>		
<p><u>Graduate to Gold</u></p> <p>Develop a risk assessment check-list or question set. Use it to review all programming. When risks are identified, outline mitigation steps and incorporate them into program and training manuals/materials.</p> <p>Train all Staff (Paid and Unpaid) responsible for programming on the parts of the Emergency Response Plan related to their roles. Conduct drills to ensure staff are comfortable enacting procedures.</p>		
<p><u>Graduate to Silver:</u></p> <p>Evaluate the locations and nature of programming activities to make sure they are not harming exhibits or collections.</p> <p>Make sure your Emergency Response Plan includes provisions for any visitors or program participants present.</p> <p>Make a list of all objects/artifacts used in programming. Note which have not been designated as part of your education/learning collection. Make a plan for replacing these objects or ensuring that they are well cared for during programming.</p>		

Standards for School Programs

School programs provide learning opportunities designed to complement the formal school curricula. School programs provide a link between the topics outlined in the curriculum and the institution's collections and exhibits.

School Programs' Tips and Hints:

- Programs can be provided in the institution or can take place in the classroom.
- Effective school programs aim to pique student interest and build skills, not just impart facts. The best programs "develop their capacity for careful, critical observation of their world." John Hennigar Shuh, *"Teaching Yourself to Teach with Objects."* See resource section for full citation.
- Work with the educational community and certified teachers to understand different learning styles and current teaching modes/ philosophies and how to apply them to your programming. This includes understanding and using inquiry learning concepts.
- Set learning outcomes/ goals for all school programs. Without learning outcomes, it is difficult to shape the experience and evaluate the program's effectiveness. Match these with Saskatchewan curriculum objectives. See MAS's Tip Sheet on Museums and the Curriculum and MAS's Making the Connection between Museums and Education for more information
- All school programs should connect with the Saskatchewan curriculum. This allows educators to justify using school resource to attend and helps them integrate the visit into their classroom learning plans. It also ensures that you are supporting teachers and students in their learning journey and that your content is age and grade level appropriate.
- Where possible, design opportunities for students to engage in self-directed learning within your programs.
- Meet your students at the level they are at. This includes adjusting your expectations about the level of prior knowledge they may have about your topic. Err on the side of over-explaining. For example, students may not know and, and may be too shy to ask, which part of the wheat plant is the grain that gets made into flour for bread. If you are unsure how much knowledge to assume, ask teachers ahead of their visit.

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>SP1: The institution has a written School Programs policy that is coordinated with the Saskatchewan curriculum and provides local content.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> School Programs- 1, 3, 16</p>	<p>A written policy sets standards and describes how your programming will help both your institution meet its mandate and visiting educators and their students achieve their learning objectives.</p> <p>In addition to helping you plan, make decisions, prioritize, and evaluate programming efforts consistently and effectively, this policy demonstrates your commitment to supporting educators and their students.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> A School Programs policy (including a commitment to supporting curriculum needs) guides education program development. <input type="checkbox"/> It is clear which Staff (Paid and Unpaid) are responsible for ensuring this policy is followed and up-to-date. <input type="checkbox"/> Policy is reviewed on a regular basis (2-5 years).
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> School Programs policy, procedures or other guiding documents exist for directing program development, but are not robust or reviewed regularly. <input type="checkbox"/> Learning goals for some programs are connected to the Saskatchewan curriculum.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> A written School Programs policy is not present. <input type="checkbox"/> School program development is ad hoc and not all programs have written learning goals or curriculum connections.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Consider asking your contacts from local educational institutions to review your School Programs policy.</p>		
<p><u>Graduate to Gold</u> Gather and review all school programs policy, procedures, and other guiding documents. Draft a comprehensive policy and ensure all other materials are updated to be consistent with and complement it. See Appendix 1 for tips.</p> <p>Check the Saskatchewan curriculum for potential connections for programs that do not currently have them. Revise programs to better meet these if necessary.</p>		
<p><u>Graduate to Silver:</u> Draft a basic school programs policy and working guidelines for developing and delivering them. See Appendix 1 for tips.</p> <p>Review each of your current school programs. What do you hope students learn? Write down these learning goals.</p> <p>Become familiar with the curriculum for the grades that typically visit your institution.</p> <p>Compare where your learning goals match or complement curriculum outcomes.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>SP2. The institution's education programs should be developed in partnership with educational institutions in the community.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> School Programs- 1, 3, 16</p>	<p>Creating education programs in partnership with educational institutes or local teachers allows you to draw on their expertise to ensure that content will meet curriculum needs and delivery methods will match current educational theories.</p>	<p><u>Gold:</u></p> <p><input type="checkbox"/> Strong connections exist between the institution and local educational institutions who regularly participate in program development and review.</p>
		<p><u>Silver:</u></p> <p><input type="checkbox"/> Connections with local educational institutions exist, but these institutions have not been involved in program development/ review.</p>
		<p><u>Bronze:</u></p> <p><input type="checkbox"/> Connections with local education institutions do not exist beyond their students' attendance at school programs.</p>

How to Improve/Maintain	Date Completed	Notes
<u>Maintain Gold:</u> Prioritize maintaining connections with local educational institutions. Thank and acknowledge them for sharing their time and expertise throughout the process and publicly.		
<u>Graduate to Gold</u> Meet with your current local educational institution contacts. Discuss how you can better meet their needs and ask whether they, or others from their community, may be willing to be a part of program development and review.		
<u>Graduate to Silver:</u> Reach out to local educational institutions whose students currently attend your programs to introduce yourself and offer to meet about how you can work together to meet their students' needs.		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>SP3: The Responsibility for school programs may be delegated to one or more institution Staff (Paid and Unpaid) with teaching skills and knowledge of the subject areas.</p> <p><i>Associated</i> <u><i>Saskatchewan Museums</i></u> <i>Standard(s):</i> School Programs- 2</p>	<p>Developing and leading effective school programs requires a specific set of skills and knowledge, including an understanding of the Saskatchewan curriculum, learning styles, classroom management, plus a robust knowledge of the subject matter.</p> <p>Assigning and supporting one or more Staff (Paid and Unpaid) to be responsible for school programming. This allows them to set and ensure standards are met through thorough program planning, training for other Staff (Paid and Unpaid) who lead programs, and consistent evaluation.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Responsibility for school programs is assigned to one or more Staff (Paid and Unpaid). <input type="checkbox"/> Staff responsible for or who lead school programs have training in both teaching and the subject area/ program content.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Roles are not assigned - responsibility for school programs is shared amongst Staff (Paid and Unpaid). <input type="checkbox"/> Staff (Paid and Unpaid) leading school programs have some teaching skills and a basic understanding of the subject area/ program content.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff (Paid and Unpaid) leading school programs either: <ul style="list-style-type: none"> a) have a lot of knowledge about the subject area/ program content, but struggle to teach students about it. or b) have some teaching skills, but their knowledge of the subject area/ program content may be limited.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Staff (Paid and Unpaid) should have professional development plans/ training in place that allow them time to learn about teaching methods, learning styles, and subject areas covered by institution programs.</p>		
<p><u>Graduate to Gold</u> Assign responsibility for school programs to at least one Staff person (Paid and Unpaid) based on skills and aptitudes.</p> <p>Ensure all Staff (Paid and Unpaid) responsible for or who lead school programs have professional development opportunities around teaching methods, learning styles, and subject areas covered by institution programs.</p>		
<p><u>Graduate to Silver:</u> Match subject experts with Staff (Paid or Unpaid) skilled in teaching. Have them work together to create better school programs - or even deliver the programs together.</p> <p>If no Staff (Paid and Unpaid) have teaching skills, reach out to educators or educational institutions in the community for help or invest in professional development.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>SP4: School programs are based on current learning and human development theories and are designed to encourage critical/historical thinking and encourage life-long learning. They are also created for specific age groups or education levels.</p> <p><i>Associated <u>Saskatchewan Museums Standard(s)</u>: School Programs- 4, 5, 6</i></p>	<p>Being familiar with and keeping up-to-date on education research is important because it allows you to craft appropriate, effective programs that meet and engage students at their level.</p> <p>Crafting programs to encourage critical thinking helps students develop this essential life skill. Your institution's goal should be to go beyond teaching "what" to exploring why, what or who for, and other deeper questions. As Miles Kington noted: <i>"Knowledge is knowing a tomato is a fruit. Wisdom is knowing not to put it in fruit salad."</i></p> <p>Note: Benchmarks for Historical Thinking can be found at the History Education Network (see Resources).</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff (Paid and Unpaid) are familiar with current theories and comfortable designing and delivering appropriate programming for a range of learners. <input type="checkbox"/> Programs are developed for and delivered to specific ages / education levels. <input type="checkbox"/> Programs encourage students to think critically about the material presented and the institution as the presenter. <input type="checkbox"/> Programs make good use of and reference Historical Thinking concepts.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff (Paid and Unpaid) are somewhat familiar with learning and development theories. <input type="checkbox"/> Programs are developed for a range of ages and grade levels, but adjustments are made before or during delivery so that they are more appropriate for each group. <input type="checkbox"/> Programs encourage students to think critically about some of the material presented.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Programs are developed for a wide range of age groups/education levels and delivered more or less the same way for all groups. <input type="checkbox"/> Program delivery is largely instructional and does not encourage critical thinking.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Ensure Staff (Paid and Unpaid) have professional development plans/ training in place that allow them to keep up-to-date on research about human development, teaching methods, and learning styles.</p> <p>Continually evaluate whether programs are age/grade appropriate through student and teacher evaluations.</p>		
<p><u>Graduate to Gold</u> Ensure Staff (Paid and Unpaid) have professional development opportunities to expand their knowledge base.</p> <p>When current programs are adjusted for different age or grade levels, write down what worked so it can be used again.</p> <p>When creating new programs, identify the learning level and styles of the intended grade level audience and design activities to suit their needs.</p> <p>Consider where discussions about institution bias may be appropriate in your programming.</p> <p>Research and incorporate Historical Thinking concepts into current and future programming.</p>		
<p><u>Graduate to Silver:</u> Conduct a review of your school programs. Where they are intended for broad age/ grade ranges, consider how you might change the way you deliver the program for the oldest and youngest students. Write down and test your ideas.</p> <p>Come up with 1-2 critical thinking questions for students to consider during each program/ activity. Introduce the question(s) at the beginning and return to it/them at the end for a brief discussion.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>SP5: School programs are developed in conjunction with the development of exhibit themes, messages, topic points, etc.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> School Programs- 6</p> <p>Exhibits PC1</p>	<p>Good programs build on an exhibit's messaging, allow for deeper exploration of the exhibit's subject matter, and engage the audience in critical thinking about the exhibit itself and its creators.</p> <p>Creating programs in conjunction with exhibit development means both can be designed to complement each other, from ensuring that programs will showcase great photos that didn't fit into the exhibit to designing the physical space in a way that accommodates a crucial programming activity.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff (Paid and Unpaid) responsible for program development are required to participate in exhibit development planning. <input type="checkbox"/> School programs are developed alongside exhibits.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff (Paid and Unpaid) are sometimes consulted on exhibits projects, but not usually in the planning stages. <input type="checkbox"/> School programs are typically developed to complement exhibits after they are completed.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing related school programs is not considered during exhibit planning.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Encourage Staff (Paid and Unpaid) responsible for school programs to not only participate, but to also come up with exhibit ideas related to the Saskatchewan curriculum or other school program goals.</p> <p>Encourage Staff (Paid and Unpaid) responsible for exhibits to become familiar with the institution's goals for school programs and bring their creativity to discussions about new program development.</p>		
<p><u>Graduate to Gold</u> Ensure that part of the exhibit development process includes bringing in Staff (Paid and Unpaid) responsible for school programs in the planning stages.</p> <p>When budgeting for a new exhibit, budget for the creation of a new school program(s) to complement it.</p>		
<p><u>Graduate to Silver:</u> Include Staff (Paid and Unpaid) responsible for school programs in discussions about new exhibits.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>SP6: School programs incorporate the use of interpretive materials and appropriate technologies that engage students in the learning process. This includes ensuring that both teachers and students acquire the skills and tools to independently use the institution's resources.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> School Programs- 8, 17</p>	<p>From creating multi-sensory experiences (like making butter) to facilitating unique interactions with exhibits (like a selfie scavenger hunt), interpretive and technological tools can be used to intrigue students or deepen their experience and connection with your content.</p> <p>Learning through objects (props, replicas, or learning collection artifacts) also presents an opportunity to develop important observation and critical thinking skills.</p> <p>Using technological tools like online exhibits can broaden your institution's reach by allowing off-site visitors to access your content.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Programs use objects to teach observation and critical thinking skills in addition to specific program content. <input type="checkbox"/> Technological tools are used to facilitate meaningful participation during in-institution programs and/or as stand-alone experiences for off-site visitors. <input type="checkbox"/> Interpretive and technological tools are considered as part of program development process.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Programs incorporate the use and examination of objects to teach content. <input type="checkbox"/> Online exhibits and blog posts share the institution experience with teachers and students that cannot visit in person.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Some programs include objects that students can handle. <input type="checkbox"/> Technological tools are not used for school program development or delivery.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Keep up-to-date with changing technological tools/trends through regular professional development (webinars, workshops, self-study).</p> <p>Regularly evaluate use of interpretive and technological tools in programming to make sure they are accessible and relevant to your audience.</p>		
<p><u>Graduate to Gold</u> Research teaching/ learning with objects and ways to use objects to build observation and critical thinking skills. Incorporate these ideas into your programs.</p> <p>Explore how technological tools could be used to enhance current programming or to include and engage audiences from afar.</p> <p>Include consideration of interpretive and technological tools in program development processes.</p>		
<p><u>Graduate to Silver:</u> Examine how objects are used in your programs. How could they be used to facilitate deeper learning?</p> <p>Explore how technological tools could be used to share institution content with off-site audiences.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>SP7: The institution provides teacher preparation and orientation in advance of the institution visit as well as follow-up ideas/activities to reinforce the learning experience, including evaluations. Teachers should be provided with a written school program manual and a Teacher's Guide that outlines the institution's expectations of the teacher and students as well as what the teacher and students can expect from their institution visit.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> School Programs- 11, 13</p>	<p>Providing educators with robust orientation information means that when they arrive with their students you can dive right into your program knowing that expectations are clear and students are ready to learn.</p> <p>Pre and post visit information also helps teachers integrate their institution visit into their classroom learning plan.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> A robust Teacher Guide is shared with all educators pre-visit. <input type="checkbox"/> All school programs have a program manual that is shared with educators when the program is booked. <input type="checkbox"/> Educators are asked for feedback about the Teacher Guide and program manuals. <input type="checkbox"/> Educators are encouraged to visit the institution ahead of their classroom visit. <input type="checkbox"/> Online offerings support and enhance program learnings.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Pre-visit information is available, but is mostly limited to institution rules and expectations for students. <input type="checkbox"/> Some post-visit activities are available for some programs. <input type="checkbox"/> Online offerings do not support programs or exhibits.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> No pre-visit orientation or post-visit information is available.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Review your Teacher Guide regularly (1-2 years).</p> <p>Review program manuals as part of regular program evaluations.</p> <p>For large or complex programs, consider hosting in-person teacher in-services.</p> <p>If you charge admission, consider waiving it for teachers to visit ahead of classroom visits.</p>		
<p><u>Graduate to Gold</u> Make a commitment to teaching educational groups how to get the most out of their visit. Use your current pre-visit orientation information as the start of a Teacher Guide (see <u><i>Making the Connection between Museums and Education</i></u> by MAS in Resources).</p> <p>Draft program manuals for all programs, including an overview of content, curriculum connections, program specific expectations or requirements, and related pre/post visit activities.</p> <p>Integrate online offerings with programs and exhibits.</p>		
<p><u>Graduate to Silver:</u> Develop a one-page pre-visit orientation for teachers. What are your expectations for teachers and their students when they are at your institution?</p> <p>Draft a post-visit recap activity for teachers to use in their classroom related to your program/ exhibit content.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>SP8: The institution conducts periodic evaluations and reviews of its education programs to ensure they are meeting the goals of the institution and changing curriculum needs of the target groups.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> School Programs- 14</p>	<p>Without conducting regular evaluations, you won't know whether, or how well, your programs are achieving their goals.</p> <p>In order to make these evaluations worthwhile, your institution must commit to learning from the results, positive or negative.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution regularly carries out a range of types of evaluation of all of its education programs, including soliciting feedback from educators. <input type="checkbox"/> Evaluation results are reviewed and used by all Staff (Paid and Unpaid) involved to improve.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution regularly carries out at least one type of evaluation for institution visits and programs. <input type="checkbox"/> Evaluation results are recorded and kept with program files.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution does not evaluate its education programs.

How to Improve/Maintain	Date Completed	Notes
<u>Maintain Gold:</u> Ensure Staff (Paid and Unpaid) have opportunities for professional development around evaluation methods.		
<u>Graduate to Gold</u> Research evaluation methods. Prepare an evaluation plan for each program that includes more than one type of evaluation method. Ensure that reviewing results from previous evaluations is part of preparing for the next delivery of the program and all new program development.		
<u>Graduate to Silver:</u> Invite educators to provide feedback via a post program survey (paper or electronic via email or an online survey website like SurveyMonkey.com).		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>SP9: A separate space is provided for education programming activities. This is where the extension/education collection is composed of duplicate artifacts or replicas that are to be used for educational purposes should be kept.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> School Programs- 12, 15</p>	<p>This does not need to be a separate room or space that is dedicated to programming activities full-time, but it should be a contained space that meets program needs while keeping in mind your duty to care for your collection and exhibits.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Space(s) for education programming is determined as part of program development and reserved/ arranged ahead of program delivery dates for the duration of the activities. <input type="checkbox"/> Educational artifacts/ replicas are stored together in or near education space and easy to access/ return.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Space(s) for educational programs is decided upon program by program and may shift depending on what else is going on in the institution. <input type="checkbox"/> School program activities do not endanger exhibits or artifacts in these spaces. <input type="checkbox"/> Educational artifacts/ replicas are stored together, but elsewhere in the institution and must be retrieved/ put back before/ after each program.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> School program activities take place throughout the institution wherever they fit. <input type="checkbox"/> Educational artifacts/ replicas are stored throughout the institution and must be gathered before/ put back after each program.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Regularly review space(s) used for school programs.</p> <p>If building capacity allows, consider dedicating a room/ corner as full-time education space.</p>		
<p><u>Graduate to Gold</u> Review your programs and determine which of the spaces used have worked the best for each program or activity. Prioritize using these spaces for school programs.</p> <p>Include consideration for space requirements and the safety of exhibits as part of your program development and review processes.</p>		
<p><u>Graduate to Silver:</u> List the space requirements of each of your current education programs or activities (i.e. enough room for 20 students jump up and down in or a sink for clean-up). Consider how activities may impact the safety of exhibits and artifact. Decide which space(s) are best for delivering each program. Plan ahead to ensure these spaces are available and ready.</p> <p>Make a list of required artifacts/ replicas. Dedicate or acquire a set of these items that can be kept together for programming purposes.</p>		

Standards for Publications

Institution publications can take the form of scholarly books, websites, exhibition catalogues, educational programming, and promotional materials. Other types of publications may include annual reports, financial audits, and long-range planning initiatives. Many institutions are also creating digital content for publication on the Internet. These publications often reflect the institution's mission and communicate valuable information to members and stakeholders beyond exhibition and curatorial interpretation.

Publications' Tips and Hints:

- Ensure that your publications are accessible to your intended audiences. This includes using appropriate language levels and following clear print design guidelines (type colour, font type, spacing, etc.). See the resources section for a link to the CNIB Clear Print Accessibility Guidelines.
- Use clear, plain language whenever possible. Avoid slang, jargon, and overly complicated words and phrases. For guidance, look to the Saskatchewan Literacy Network which offers Clear Language Workshops and other training opportunities. See Resources for more information.
- For online publications, research and follow web accessibility standards.
- Distribution plans for exhibition catalogues, scholarly works, books, or other materials with substantial content must include determining whether the work needs an ISBN number and whether copies must be submitted to Library and Archives Canada.
- Consider drafting an Editorial Style guide to ensure consistent spelling, grammar, and word usage throughout all of your publications (i.e. writing \$3.00 not \$3 or using British spellings instead of American).

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>P1: The institution has a written publications policy with one or more individuals assigned responsibility for all publication production activities.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> Publications- 1, 2</p>	<p>A written publications policy will outline how your published materials help achieve your institution's mission and sets standards for content and presentation.</p> <p>Designating and supporting one or more Staff (Paid and Unpaid) responsible for publications ensures that materials are created, reviewed, and consistently meet your standards.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Publications policy exists and is connected to marketing/ communications policies and plans. <input type="checkbox"/> Responsibility for overseeing creation, approval, and publication of all types of material, whether one person/ department or multiple, is clearly articulated and understood. <input type="checkbox"/> Materials produced meet a consistent, high standard both for content and design.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Publications policy does not exist or is not connected to marketing/ communications policies or plans. <input type="checkbox"/> The institution produces and publishes a variety of materials, but they do not always meet a consistent standard. <input type="checkbox"/> Staff (Paid and Unpaid) are unsure of whose responsibility it is to create, approve, and publish materials or are clear on who is responsible for some material types but not all.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Production and publication of material is sporadic and ad hoc.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Regularly review policy (2-5 years).</p> <p>Draft an editorial style guide.</p> <p>Include a clause in the publications policy around support for internal authorship and work to achieve this.</p>		
<p><u>Graduate to Gold</u> Clarify which Staff (Paid and Unpaid) are responsible for which publications/ types.</p> <p>Draft a policy that includes the types of, purpose, audience, standards, and distribution plans for publications. It should also include reference to legislative requirements regarding intellectual property rights and copyright.</p> <p>Connect your publications policy with marketing/ communications policies and plans.</p>		
<p><u>Graduate to Silver:</u> Designate responsibility for overseeing all institution publications to one or more Staff (Paid or Unpaid) based on skills and interests.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>P2: The institution's publication program addresses the needs of the institution, the community, clients and stakeholders.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> Publications- 3</p>	<p>This ensures that your publications will be effective in conveying your message to your intended audience and encouraging them to act on it in the way you hope.</p> <p>All institution publications (print and digital) should meet basic accessibility standards so that everyone has equal access.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Publications meet the needs of the both the institution and intended audiences. <input type="checkbox"/> Publications (print and digital) meet accessibility standards.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Publications are produced with target audiences in mind and with some consideration for their interests and needs.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Publications are produced without consideration for audience needs.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Continually review publication and accessibility standards.</p> <p>Regularly ask for feedback from target audiences.</p>		
<p><u>Graduate to Gold</u> Ensure all publication project proposals outline institution goals and identify target audiences and their needs.</p> <p>Ask your target audience to review previous publications. Use their feedback to improve future publications.</p> <p>Research accessibility standards for print and digital publications.</p>		
<p><u>Graduate to Silver:</u> Make a list of all publications produced by your institution. Determine the intended audience(s) for each. Next, think about the needs of each of these audiences, both in terms of content and design.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>P3: Publication projects are integrated into the institution's overall planning cycle.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> Publications- 4</p>	<p>This ensures that publication projects are strategic and allocated appropriate resources in order to maintain a high standard of quality.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Publications are considered and budgeted for (including printing and distribution) as part of all project planning processes. <input type="checkbox"/> All publication projects are strategic and connected to overall marketing/communications plans.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Publications are mostly promotional or created as add-ons to completed projects.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Publications are strictly promotional and created in an ad hoc manner.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Review all publication efforts annually and/ or as part of overall marketing/ communications plan reviews.</p> <p>Ensure that adequate time and resources are allocated to publication efforts.</p>		
<p><u>Graduate to Gold</u> Consider and budget for publications as part of all project planning processes.</p> <p>Connect all publication projects to marketing/ communications and plans.</p>		
<p><u>Graduate to Silver:</u> Plan for promotional publications as part of project development processes.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>P4: The institution holds copyright to the material used in all publications. If the institution does not hold copyright it acknowledges the owner of copyright material and pays appropriate fees for use of copyright material in all publications, including those produced for the Internet.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> Publications- 5</p> <p>Management I6 & I8</p>	<p>Copyright protects the intellectual property created by your institution and its Staff (Paid and Unpaid) from use by others without permission.</p> <p>Understanding copyright is important for keeping your institution's work protected as well as making sure you do not use someone else's copyrighted material without permission. This includes photos and graphics found on the internet.</p> <p>Violating copyright can result in fines and other legal ramifications.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution has a clear copyright and moral rights policy covering work produced by its employees. <input type="checkbox"/> All copyright holders for material used in institution publications have been contacted and written agreements for use, acknowledgement, and compensation negotiated.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution has verbal and/ or written permission for the use of most of the copyrighted material in its publications.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution lacks knowledge about copyright ownership for its publications and materials used in them.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Regularly review copyright policies.</p> <p>Ensure that agreements with copyright holders are stored with publication materials for easy retrieval.</p>		
<p><u>Graduate to Gold</u> Draft a copyright and moral rights policy covering work created by institution employees.</p> <p>Contact all copyright holders for material used in institution publications where only verbal permission was given and ensure there is a written agreement in place.</p>		
<p><u>Graduate to Silver:</u> Research Canadian copyright law.</p> <p>Make a list of past publication efforts. Investigate whether copyright is clearly held by the institution for each and whether there are materials within the work where copyright may be held by another entity.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>P5: Ongoing documentation of all publishing efforts is maintained by the institution.</p> <p><i>Associated</i> <u><i>Saskatchewan Museums</i></u> <u><i>Standard(s):</i></u> Publications- 6</p> <p>Communications B12</p>	<p>All publishing efforts by your institution should be documented and maintained in an archive. This is not only good stewardship of your own institutional history, it also helps you ensure your rights are upheld as content creators under the Copyright of Canada.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Copies and/or records of all publication and promotional efforts are recorded and stored using archival standards like Rules of Archival Description (RAD). <input type="checkbox"/> Materials published about or including photos of institution artifacts are noted in or copies are saved in the artifact file.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Copies and/ or records of major publication or promotional efforts are kept in an organized fashion for future reference. <input type="checkbox"/> Materials published about or including photos of institution artifacts are noted in or copies are saved in the artifact file.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Copies and/ or records of institution publications are not regularly kept or consistently stored.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Review related policies and procedures regularly.</p> <p>Consider ways to store digital production records/files and digital publications, including websites and social media profiles.</p>		
<p><u>Graduate to Gold</u> Begin collecting and storing all publications, not just major ones.</p> <p>Plan for upgrading publication storage to archival standards.</p>		
<p><u>Graduate to Silver:</u> Make a list of major institution publications. Check that the institution owns copies of these. If not, make a plan for acquiring them if possible.</p> <p>Make a plan to keep copies of future major publication and promotional pieces.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>P6: Institutions that regularly produce exhibition catalogues and books based on in-house research, specialized publication personnel will maintain control of the production of published work.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> Publications- 7</p>	<p>Doing in-house original research and publishing the results enhance our collective understanding of history and elevate your institution's reputation.</p> <p>Ensuring these works are produced to current academic and professional standards may require specialized expertise and/or software.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> In-house specialized Staff (Paid and Unpaid) are responsible for original research and the production and publishing of this work. <input type="checkbox"/> These responsibilities are included in appropriate Staff (Paid and Unpaid) job/role descriptions. <input type="checkbox"/> Publication schedules are reasonable and take into account other work or roles Staff are responsible for.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution does not regularly do in-house original research or publish works based on it. <input type="checkbox"/> When these projects are undertaken, outside expertise is sought.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution does do in-house original research or publish works based on it.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Ensure responsible Staff (Paid and Unpaid) keep up-to-date on academic standards, current research about institution content, and copyright legislation via continuing professional development.</p> <p>Ensure responsible Staff (Paid and Unpaid) have access to current scholarly research sources and other necessary resources to enable them to do their job well.</p>		
<p><u>Graduate to Gold</u> Commit to doing in-house original research and production of catalogues or academic works. Recruit or train specialized Staff (Paid and Unpaid) to take on these roles.</p> <p>Ensure written job or role descriptions set clear and reasonable expectations.</p>		
<p><u>Graduate to Silver:</u> Consider doing in-house original research and producing catalogues, academic articles or books. Investigate sources of outside expertise that could be drawn upon to help.</p>		

Standards for Community Engagement

Community engagement is the process whereby institutions can inform, engage, and work collaboratively with people in the community in which it is part of, by sharing ideas, strategies, outcomes, and courses of action that best suit the needs of the institution and its constituents. Community engagement provides institutions with the opportunity to solicit public input on new ideas, policies, and initiatives. Conversely, the community engagement process provides opportunity for community members and groups to offer informed responses, advice, or recommendations to the institution. By providing community engagement sessions institutions succeed in fostering dynamic community relationships that are founded on trust, pride, empowerment, and a sense of ownership.

Community Engagement' Tips and Hints:

- Forms of public engagement include but are not limited to website questionnaires, surveys, polls, roundtable discussions, private groups, in-person activities, and public opinion surveys.
- Community engagement activities should have complete support from the institution's Board and Staff (Paid and Unpaid).
- Community engagement means more than simply showing up and asking questions. It means making a commitment to listening, including, and involving participants in your projects in meaningful ways.
- Allow lots of time in your planning schedule for consultations and engagement activities.
- Engage from the beginning and continue to do so through all stages of projects, from concept development through post-project evaluation.
- Work to remove barriers to participation, including transportation, childcare, economic, literacy, or cultural barriers.
- When working with community groups who speak languages other than English, consider whether translations of materials used or produced are appropriate. Ask for recommendations for translators.
- Provide multiple opportunities and types of participation. Be aware of how some ways to participate may be easier/ harder for some audiences and how that may bias your results.
- Be clear from the start about how input and results will be saved, shared with participants, and used (including appropriate acknowledgements).
- Discuss and budget for appropriate ways to thank participants.

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>CE1: The institution has written policies and procedures for all community engagement activities and how communities groups are to be contacted, invited, or requested to participate in activities. Forms of public engagement include but are not limited to websites, surveys, roundtable discussions, private groups, in-person activities, and public opinion surveys.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> Community Engagement- 6</p>	<p>Having a written policy sets overall goals and standards for your community engagement projects.</p> <p>Procedures help to ensure that engagement is conducted respectfully, consistently, effectively, and professionally each and every time.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Written community engagement policies and procedures exist and are followed. <input type="checkbox"/> Community engagement is strategic, multi-faceted and uses the most appropriate tools/ mediums for each audience/ project.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Community engagement is mostly done at a project level and guided by each project's objectives. <input type="checkbox"/> Tools/ mediums are chosen based on ease of setup, with some consideration for audience preference
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Community engagement is limited and ad hoc.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Review policy and procedures regularly and as part of engagement activities.</p> <p>Continually evaluate the forms of engagement used. Consider any factors or barriers that may limit participation by different groups or bias your results and adjust if necessary.</p>		
<p><u>Graduate to Gold</u> Discuss and review protocols and procedures for engagement with participating groups before and after each project to ensure everyone is comfortable and respected.</p> <p>Draft an overall community engagement policy that includes big picture goals and standards. Draft matching procedures to ensure they are met on every project.</p> <p>Plan use of engagement tools around your audiences needs and preferences. If possible, allow multiple ways to participation (i.e. making both online and print surveys available).</p>		
<p><u>Graduate to Silver:</u> Commit to undertaking one community engagement activity in the next year.</p> <p>List and review previous community engagement efforts. Why did you engage in them? What did you hope to learn? How did they work?</p> <p>Gather common goals and steps you took and use these to help shape plans for future engagement.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>CE2: The institution interacts with the community to understand how it can best serve and solicit support from its community, members, and stakeholders.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> Community Engagement- 1, 2</p> <p>Public Programs - 7</p> <p>Membership - 23</p>	<p>Institutions that are focussed inward and are not relevant to their community or responsive to their needs will not receive community support in the form of visits, donations (artifacts or monetary), or volunteers.</p> <p>Your institution will also miss out on new perspectives, fresh ideas, and the opportunity to make a real impact in your community.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution regularly offers and promotes opportunities for input, collaboration, and feedback within its community. <input type="checkbox"/> Mutually beneficial and multi-faceted relationships exist with multiple many community stakeholders. <input type="checkbox"/> The institution actively and strategically seeks out new relationships. <input type="checkbox"/> Asks for support are targeted to the interests and capacity of potential supporters. <input type="checkbox"/> Institution members are regularly asked to provide input and feedback.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Mutually beneficial relationships exist with some community stakeholders around particular events or initiatives. <input type="checkbox"/> The institution works enthusiastically with new community stakeholders that approach it, but does not seek out new relationships
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Community interactions are largely one-way - the institution asks for support, but does not ask how it can support in return. <input type="checkbox"/> Asks for support are generic and not tailored to potential supporters.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Ensure that staying connected with community stakeholders is a priority and the needs of all parties continue to be met.</p> <p>Be open to and respond to all input and feedback from community your community.</p>		
<p><u>Graduate to Gold</u> Invite existing community partners and members to discuss their current level and type of involvement. Work with them to identify issues and concerns that are relevant to them and where/ how you might better support them.</p> <p>Develop a strategy for soliciting general community input, identifying potential stakeholders and collaborators, and building strategic new relationships.</p>		
<p><u>Graduate to Silver:</u> Get to know your existing community partners/ supporters. Invite them to share feedback about their experiences with your institution. Let them know when and how you use their feedback to improve.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>CE3: Knowledge gained from community engagement informs both the institution and the community on almost every aspect of institution best practices such as heritage conservation, institution administration, collections management, interpretation, funding, educational programming, and capacity development.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> Community Engagement- 3</p>	<p>Engaging with your community and collecting their insights and input is only the first step. If you don't use these valuable contributions, you will have wasted your institution's time and resource, risked alienating community members who gave of their time and expertise to answer your call, and robbed your institution of the opportunity to learn and improve.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution values and makes respectful and meaningful use of input, insights, and other results gained during community engagement. <input type="checkbox"/> Results from community engagement projects are saved, shared with participants, and where appropriate, shared with the general public.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution values and uses some of the input and insights gained during community engagement. <input type="checkbox"/> Negative or challenging feedback or insights are sometimes dismissed or ignored. <input type="checkbox"/> Where/ when community input is used, it is acknowledged.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Community engagement is limited. <input type="checkbox"/> When input/ feedback is shared or solicited, results are rarely used, acknowledged, or shared.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Commit to on-going community engagement efforts.</p> <p>Ensure that results are saved and stored in a way that makes retrieval easy.</p> <p>Ensure that reviewing engagement activity results from similar or related projects is part of the process for developing all new projects.</p>		
<p><u>Graduate to Gold</u> Determine how you will use and share results as part of the planning process.</p> <p>Ensure all participants are aware of how results will be used and shared before the activity begins.</p> <p>Commit to listening to and learning from all perspectives.</p>		
<p><u>Graduate to Silver:</u> When input, feedback, or other insights are shared, capture and review them as a team. When/ where this information is used, follow-up with and acknowledge the source. I.e. "In response to feedback from the community/member survey, we are doing X."</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>CE4: Community engagement activities provide platforms for open and transparent discourse with the community. They also provide opportunities for community members to address and/or respond to issues in their area.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> Community Engagement- 4, 5</p>	<p>Institutions that embrace opportunities to engage in discussion about their work and the content within its walls, or to provide platforms for discussion about larger community issues stay connected and relevant to the community they serve.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff (Paid and Unpaid) responsible for leading all live engagement activities are trained and comfortable facilitating them and are able to create safe spaces for productive discussion. <input type="checkbox"/> The institution offers and promotes engagement opportunities where the public is encouraged to ask questions about the institution's work, values, and practices. <input type="checkbox"/> Abusive behavior is not tolerated and policies/ procedures are in place to protect Staff and participants.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution offers some opportunities where the public can learn about the institution's work (i.e. an open meeting or a specific social media activity). <input type="checkbox"/> Engagement activities are primarily focused on institution interests, not community interests/issues.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Community engagement is limited and primarily one-way - the institution asks but does not answer questions.

How to Improve/Maintain	Date Completed	Notes
<u>Maintain Gold:</u> Continue to offer opportunities for the public to question institution practices. Learn from the kinds of questions asked.		
<u>Graduate to Gold</u> Consider how your institution can promote productive discussion about community issues through engagement activities. Ensure all Staff (Paid and Unpaid) have received anti-racism and diversity training. Ensure that Staff (Paid and Unpaid) responsible for leading any live engagement activities have opportunities for professional development related to facilitating group discussion and dealing with difficult people (workshops, webinars, self-study).		
<u>Graduate to Silver:</u> Commit to being more open about the work of your institution. Design and implement one engagement activity that will allow the public to ask questions about what you do.		

Standards for Social Media

Social media provides internet-based interactive communications between a virtually limitless number of users. Through social media, users can instantaneously share information, photos, videos, blogs, posts etc., within a global community. "Community" is key with social media, which encourages massive networking of content-sharing and collaboration. Institutions have taken great advantage of social media to reach out to members, guests, and stakeholders for the promotion of initiatives, programming, fundraising, and community engagement. Additionally, many institutions see the advantage of social media as an alternative platform for interpretation and curation whereby interpretive content generating is a collaboration between the institution and external users.

Social Media' Tips and Hints:

- Social media is only one tool in your marketing/ communications toolkit and should be used as part of an overall strategy for engaging your target audiences.
- All social media platforms offer ways to track your audience and the ways they engage with your content. Some basic metrics you should be tracking include:
 - o Reach (impressions) and Audience growth – How many people are seeing your content?
 - o Engagement – Which posts get the most attention?
 - o Conversion – Is anyone clicking on your links or attending your programs because of your posts?
 - o Volume and content of customer conversation – Are people talking about your content online? What are they saying?
- Trends in social media move quickly. Institutions need to be nimble and adaptable in their strategies to get the most out of them.
- Doing social media well is not free. It involves a big investment of Staff (Paid and Unpaid) time.
- More social media platforms are moving towards paid models for business advertising, including non-profits. Be aware of this trend and consider budgeting for "boosted" posts.
- There are many lists of goofy engagement "holidays" celebrated by brands online (like national hot dog day) and specific institution related online "events" like #MuseumWeek (museum-week.org) and #AskACurator (@AskACurator on Twitter). Check them out and have fun participating when they suit your institution and its brand.
- Ensure that you are following up-to-date accessibility standards, including using image descriptions and video captions where platforms support it. See Resources for more information.

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>SM1: Institution utilizes social media to increase knowledge and awareness of its mission, exhibitions, and programming offers to members, stakeholders, and visitors.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> Social Media- 1</p> <p>Marketing B1, B2</p>	<p>Social media is one of many tools that can be used to promote your institution and its services to large audiences for relatively low cost (time and monetary).</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> A written Social Media policy is in place to guide Staff (Paid and Unpaid) in using social media. <input type="checkbox"/> Use of multiple social media platforms is part of overall communication/ marketing policy and plan. <input type="checkbox"/> The institution regularly budgets for paid “boosted” posts/ ads. <input type="checkbox"/> Promotional posts are made regularly multiple times each week and incorporate different media (text, images, gifs, memes, videos).
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution uses and is easily findable on at least one social media platform. <input type="checkbox"/> Members, visitors, and stakeholders are invited to visit institution social media pages. <input type="checkbox"/> Promotional posts are made at least once per week.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution does not use social media to promote itself or uses it sporadically.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Continue to post regularly on chosen social media networks.</p> <p>Keep up-to-date on social media trends and continually evaluate current and new platforms to make sure you are posting where your target audiences will see and engage with your messages.</p>		
<p><u>Graduate to Gold</u> Draft a Social Media Policy.</p> <p>Integrate your social media activities into your overall marketing/ communications plan. Budget for paid posts/ ads.</p> <p>Plan ahead and dedicate Staff (Paid and Unpaid) time for drafting multiple posts/week.</p> <p>Investigate incorporating different media into your posts (images, gifs, memes, videos).</p>		
<p><u>Graduate to Silver:</u> Research social media platforms (Facebook, Twitter, Instagram, Pinterest, YouTube) and join the one that is best for your institution. Look for inspiration in what other institutions are using.</p> <p>Make sure your page(s) are easily findable. Test to see if you can find your pages by searching for your full institution name and/or commonly used name on each platform.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>SM2: Social media provides institutions various levels of information dissemination and control.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> Social Media- 2</p>	<p>While you are in control of what and how you post on social media, visitors can and will comment on, use, share your messages and material widely using their own words and voice with or without your permission.</p> <p>Do not share any material that you do not own copyright for.</p> <p>See SM5 for more information related to tracking social media stats.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution regularly monitors and responds to comments on, shares of and posts about its content, including deleting or requesting that inappropriate content be removed. <input type="checkbox"/> The institution does not share material it does not own copyright for on social media.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution occasionally checks how it's posts and content are being discussed, shared or used on social media. <input type="checkbox"/> The institution does not consider whether it owns copyright before posting material online.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution does not know how to track social media shares of its posts or content.

How to Improve/Maintain	Date Completed	Notes
<u>Maintain Gold:</u> Continue to monitor your institution's social media accounts and how your visitors are using your content across platforms.		
<u>Graduate to Gold</u> Ensure that you own copyright for all material posted on social media. Put a plan into place for regularly monitoring and responding to comments, shares and posts about institution content. Include a procedure for determining and responding to inappropriate comments or posts.		
<u>Graduate to Silver:</u> Learn about social media analytics and audience/content tracking capabilities.		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>SM3: Institutions utilize social media to connect and share varying levels of information with visitors, members, and stakeholders and to connect with those that have never visited or are unable to visit the institution.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> Social Media- 3, 4</p>	<p>Blogs and social media posts allow you connect with your current audiences in new ways and share your collections and stories with new off-site audiences.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Short social media posts about the institution's collection and content are made multiple times each week and incorporate different media (text, images, gifs, memes, videos). <input type="checkbox"/> Longer form blog posts about the institution's collection or content are posted regularly throughout the year and shared via other social media platforms.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Short social media posts about the institution's collection and content are made at least once per week. <input type="checkbox"/> The institution has a blog, but does not use it regularly promote its collection or content.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution does not use social media to share information about its collection or content. <input type="checkbox"/> The institution does not have a blog.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> See SM-1</p> <p>Monitor usage statistics for your blog posts and continually evaluate their effectiveness.</p>		
<p><u>Graduate to Gold</u> See SM-1</p> <p>Plan ahead and dedicate Staff (Paid and Unpaid) time for drafting one blog post per month about an object from your collection, an exhibit, or a general post about content covered by your institution.</p>		
<p><u>Graduate to Silver:</u> Plan ahead and dedicate Staff (Paid and Unpaid) time for drafting 1-2 social media posts/month about your collection.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>SM4: Social media allows institutions to grow its membership (real and virtual) through updated informational posts.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> Social Media- 5</p>	<p>Once you have developed a social media following via regular posts and responses, you have an opportunity to build that following into a community of devoted people who care about your institution and feel like they are a part of your inner circle.</p> <p>An engaged online community can be converted into real world visitors, members, volunteers, and supporters.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution regularly posts exclusive content and opportunities for their social media followers. <input type="checkbox"/> The institution regularly responds to and engages with follower posts about the institution or related content.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution posts behind-the-scenes content on its social media channels. <input type="checkbox"/> The institution occasionally responds to and engages with follower posts about the institution. <input type="checkbox"/> The institution occasionally holds social media contests.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution does not post exclusive content for their social media followers. <input type="checkbox"/> The institution does not engage with follower posts about the institution.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Regularly review your social media strategy as part of overall communications/ marketing plan reviews.</p> <p>Consider recognizing or celebrating followers who regularly engage with your content.</p> <p>Work to convert your social media followers into visitors, members, volunteers, and supporters.</p>		
<p><u>Graduate to Gold</u> Market to your social media followers like they are VIPs. Regularly create interesting and exclusive content and opportunities just for them.</p> <p>Commit to responding to all comments left on institution social media pages in a reasonable amount of time.</p> <p>Search out follower posts about the institution and engage with them. Follow and participate in social media discussions about your institution's topics.</p>		
<p><u>Graduate to Silver:</u> When you are setting up exhibits or working on cataloguing a new artifact, take photos and share a short behind-the-scenes social media post about the experience.</p> <p>Consider holding a contest that is exclusive to your social media followers. Make sure you follow allow all of the social media platform's rules and regulations around contests.</p> <p>Monitor your institution's social media pages and respond to all follower posts and reviews.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>SM 5: Social media allows institutions to express new initiatives, programs, and opportunities to dedicated followers and track follower interest in institution content, programs, and exhibits with accurate engagement metrics (i.e. likes, shares)."</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> Social Media- 6</p>	<p>Tracking social media statistics helps you assess your return on investment, learn about your audience, and demonstrate your online support for grant reporting.</p> <p>See Social Media Tips for ideas about what you should be tracking.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> A written strategy for tracking and using social media metrics is part of an overall communications/ marketing plan.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Institution tracks, uses, and reports on basic social media metrics.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> No social media metrics are tracked or used. <input type="checkbox"/> Institution lacks knowledge of how to track social media metrics.

How to Improve/Maintain	Date Completed	Notes
<u>Maintain Gold:</u> Regularly review your strategy as part of overall communications/ marketing plan reviews.		
<u>Graduate to Gold</u> Draft a written plan for tracking and using social media metrics. Connect it with your overall communications/ marketing goals and plans.		
<u>Graduate to Silver:</u> Research social media analytics or recruit Staff (Paid or Unpaid) or outside consultants who have these skills.		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>SM6: Institutions can utilize social media to showcase artifacts, artworks, and other collections assets that are highly visual. Social media provides increase visual recognition of institution assets, allowing users the opportunity for individual curating of selected images and videos.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> Social Media- 7</p>	<p>Institution visitors are already sharing their personally curated photos of your institution and your collection in their social media collections (as on Pinterest) or via their what they post on their pages (as on Facebook or Instagram).</p> <p>Institutions should encourage and track this visitor driven promotion and participate by sharing their own interesting pictures to pique interest.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Signs or barriers exist to delineate where photos are not appropriate, including in areas with sensitive or copyrighted materials/information. See SM-7. <input type="checkbox"/> Institution actively creates high quality, intriguing images for sharing on strategically chosen platforms. <input type="checkbox"/> Public sharing and curation (including on platforms the institution is not active on) is tracked and studied.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution encourages visitors to take and share photos. <input type="checkbox"/> Sharing via specific platforms or using tracking tools like hashtags is encouraged via signage and/or Staff (Paid and Unpaid). These are then monitored for shared posts. Institution shares a few of their own images on 1-2 platforms.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution does not regularly share images of collections or exhibits. <input type="checkbox"/> Photography is not prohibited, but social sharing is not encouraged. <input type="checkbox"/> Institution does not know if or what images the public posts or where.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> See SM-5 for discussion about social media tracking.</p> <p>Monitor how well signs or barriers stop photography. Adjust as needed.</p> <p>Consider publishing the results of social media studies.</p>		
<p><u>Graduate to Gold</u> Identify areas with sensitive or copyrighted materials where photography is not appropriate. Create signs or barriers to prevent visitors from taking photos.</p> <p>Research which social media platforms are best for sharing visual content and post strategically.</p> <p>Track use of hashtags and actively search out uses of the institution's formal and informal names. Study social media posts made by visitors. What do they reveal about audience interests and favourite artifacts/ exhibits/ spaces in your institution?</p>		
<p><u>Graduate to Silver</u> Encourage visitors to share photos on specific social media platforms (like Facebook) using easily tracked hashtags. Regularly search for your institution's hashtag or name on these platforms to see what visitors are posting.</p>		

Standard(s) Based Questions	Why it is Important	Performance Indicators
<p>SM7: Institutions utilize social media to post timed-based productions such as videos and slide-shows of varying production quality and size to feature programs, events, initiatives, collections, exhibitions, and storytelling.</p> <p><i>Associated Saskatchewan Museums Standard(s):</i> Social Media- 8 Public Programs 13-14 Management G-41 (Photo/ video policy)</p>	<p>Sharing live streams, stories, tours, or other content via online videos or slideshows provides those who cannot attend in person with a way to experience your content.</p> <p>Recording live events or stories also creates a digital record that can be referenced or used later.</p> <p>Always consider the story you want to tell or content you wish to share first and then how best to share it using technology.</p> <p>Be aware that people are increasingly uncomfortable with their image appearing online where they did not expect it, including in event photos and videos.</p>	<p><u>Gold:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution creates (in-house or outsourced) high quality professional videos or slideshow content specifically for an online audience. <input type="checkbox"/> Media is created and shared as part of an overall marketing/ communications strategy. <input type="checkbox"/> Photo/video release forms/ agreements are stored or easily connected to media files.
		<p><u>Silver:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution creates and shares live videos, pre-recorded and edited video, or image slideshows of in-institution events. Production quality is moderate. <input type="checkbox"/> Photo/ video policy, procedures, and release agreements are in place and used. <input type="checkbox"/> Policy or procedures are in place guiding use of personal devices (i.e. cell phones, tablets) in content capture or creation for institution purposes.
		<p><u>Bronze:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> The institution does not create video or photo slideshow content.

How to Improve/Maintain	Date Completed	Notes
<p><u>Maintain Gold:</u> Regularly monitor and evaluate whether these productions are meeting your goals. Use online tracking tools to learn about your audience. Make sure all contracts with any production companies include clear statements about copyright ownership. Make sure you have proper backups of all digital productions. Keep up-to-date with changing technologies.</p>		
<p><u>Graduate to Gold</u> Budget for Staff (Paid and Unpaid) training or outsourcing and specialized equipment.</p> <p>Work plans for videos into marketing / communications plans.</p> <p>For photography or videography captured during public programming or events, draft clear policies and procedures for obtaining participant permissions (i.e. through written photo/video release forms).</p>		
<p><u>Graduate to Silver:</u> Learn about video creation and sharing, explore training options or recruit for needed skills, and start creating. Have fun with it!</p> <p>If using personal devices (i.e. cell phones for video), write down in a policy document how institution sanctioned users should be identified during programming (i.e. official videographer ID), how and when files will be transferred to the institution, whether files must be deleted from personal devices once transferred, and who owns copyright.</p>		

Further Resources

Museum Association of Saskatchewan, *Collections Stewardship Self-Assessment Workbook*. Regina: Museums Association of Saskatchewan, 2017.

Museum Association of Saskatchewan, *Exhibits Self-Assessment Workbook*. Regina: Museums Association of Saskatchewan, 2018.

Museum Association of Saskatchewan, *Standards for Saskatchewan Museums, Fifth Edition*. Regina: Museums Association of Saskatchewan, 2016.

NOTE: This document includes many more excellent resources for each of the categories below.

Public Programs

Ontario Ministry of Tourism, Culture and Sport, "Museum Note: Interpretation and Education."

Retrieved August 6, 2018 from

<http://www.mtc.gov.on.ca/en/museums/notes/Museum%20Note%20Interpretation%20and%20Education.pdf>

Reconciliation Canada Website

Retrieved July 22, 2018 from <http://reconciliationcanada.ca/>

SaskCulture, "Cultural Appropriation: A Panel Discussion."

Retrieved July 22, 2018 from <https://www.youtube.com/watch?v=-4Nouet6Zlg>

Truth and Reconciliation Commission of Canada, "Calls to Action, 2015."

Retrieved July 22, 2018 from

http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

USS Constitution Museum, *Engage Families: A Guide to Family Engagement in Exhibits and Programs*. Boston: USS Constitution Museum, 2018.

Retrieved August 6, 2018 from http://engagefamilies.org/wp-content/uploads/dlm_uploads/2018/05/Engage-Families-Booklet.pdf

School Programs

Hennigar Shuh, John. "Teaching Yourself to Teach with Objects." *Journal of Education (Canadian)*, vol. 7, issue 4 (1982): 8-15.

Retrieved July 22, 2018 from
http://www.allaboutshoes.ca/images/en/pdfs/teachers_resources/chronicles/activities_projects/activity2_teaching_yourself.pdf

Nova Scotia Museum, "Toolbox for Museum School Programs." 2016.
Retrieved July 22, 2018 from <https://museum.novascotia.ca/toolbox>

Seixas, Peter. *Benchmarks of Historical Thinking: A Framework for Assessment in Canada*. Vancouver: University of British Columbia, 2006.
Retrieved July 26, 2018 from
http://historicalthinking.ca/sites/default/files/files/docs/Framework_EN.pdf

Evaluation

Museum Planner, Museum Evaluation Resources
Retrieved August 6, 2018 from <https://museumplanner.org/museum-evaluation/>

Ontario Ministry of Tourism, Culture and Sport, "Museum Note: Program Planning and Evaluation." Retrieved August 6, 2018 from
<http://www.mtc.gov.on.ca/en/museums/notes/Museum%20Note%20Program%20Planning%20and%20Evaluation.pdf>

Renaissance East of England, *Evaluation toolkit for museum practitioners*. Norwich: East of England Museum Hub, 2008. Retrieved August 6, 2018 from
http://visitors.org.uk/wp-content/uploads/2014/08/ShareSE_Evaltoolkit.pdf

USS Constitution Museum – Engage Families Project, "Evaluation Overview."
Retrieved August 6, 2018 from <https://engagefamilies.org/test-evaluate/evaluation-overview/>

Community Engagement

Frank, Flo, Marnie Badham, Sue Hemphill, and Brenda Niskala (Editor). *Artistic and Community Collaboration: A toolkit for community projects*. Regina: Common Weal Community Arts, 2010.

Ontario Museum Association. *Engaging your Community: A Toolkit for Museums*. Toronto: Ontario Museum Association, 2015.
Retrieved August 6, 2018 from <https://members.museumsontario.ca/programs-events/current-initiatives/museumsuccession/EYC>

Publications

National Museum of Australia, "Publishing Policy."

Retrieved July 22, 2018 from http://www.nma.gov.au/_data/assets/pdf_file/0019/1468/POL-C-016-Publishing-policy-2.1-public.pdf

CNIB, "Clear Print Accessibility Guidelines."

Retrieved July 22, 2018 from <http://www.cnib.ca/en/services/resources/Clearprint/Pages/default.aspx>

Saskatchewan Literacy Network, "Plain Language: A guide to clear, effective communication."

Retrieved July 30, 2017 from http://saskliteracy.ca/pdf_links/plainLanguageWorkbook_2010.pdf

Social Media

Winston Churchill Memorial Trust, "Communicating Science with Social Media"

<https://medium.com/communicating-science-with-social-media>

W. Ryan Dodge. "A New Social Media Presence at the Royal Ontario Museum." *Medium*, October 31, 2017.

Retrieved July 22, 2018 from <https://medium.com/@wrdodger/a-new-social-media-presence-at-the-rom-cca20db04b3a>

Museum Hack, "Turn Your Phones On: How Museums Can Leverage Social Media to Connect with Audiences"

Retrieved July 22, 2018 from <https://museumhack.com/museums-leverage-social-media/>

Ontario Museum Association, "Video Production How-To Guide: First Steps to Digital Storytelling in Museums, Version 2," 2011.

Prepared for the Canadian Heritage Information Network's (CHIN) Professional Exchange

Retrieved July 22, 2018 from <https://www.canada.ca/en/heritage-information-network/services/web-interactive-mobile-technologies/guide-ontario-museum-association-video-production.html>

U.S. General Services Administration - DigitalGov, "Federal Social Media Accessibility Toolkit Hackpad." Retrieved August 8, 2018 from

<https://digital.gov/resources/federal-social-media-accessibility-toolkit-hackpad/>

Appendix 1 - Public Programming & School Program Policy Tips & Sample Template

Every institution's public and school program policies will look different, because each institution's goals and audiences are different. But, all program policies should contain certain common elements.

Public Programming Policy, MAS requirements for meeting Gold standard level:

- ☐ Role of programming in attaining your institution's mission (PP1)
- ☐ Goals/ Objectives for programming (PP1)
- ☐ Audience and standards for programming (PP1)
- ☐ A commitment to reflecting the diversity of your community in your programming (PP2)
- ☐ Protocols/ guidelines or reference to appropriate documents for consulting around interpreting sacred sites (PP4) and use of sensitive materials and information (PP3) in programming
- ☐ Standards for programming accessibility (PP7)
- ☐ Timeline for policy review (PP1).

School Programs policy, additional MAS requirements for meeting Gold standard level:

- ☐ A commitment to supporting curriculum needs (SP1).

Examples of institution public and school program policies:

Mansfield Museum, Mansfield District Council

Education Policy, 2013-2016

Retrieved July 22, 2018 from http://www.mansfield.gov.uk/museum/_rsc/education.pdf

National Museum of Australia Canberra

Education and Learning Policy V2.2, November 2010

Retrieved July 22, 2018 from

http://www.nma.gov.au/_data/assets/pdf_file/0014/1454/NMA_EducationandLearningPolicy_v2_2.pdf

Museum Strathroy-Caradoc

Interpretation & Education Policy, unknown date

Retrieved July 22, 2018 from

https://www.strathroymuseum.ca/en/aboutus/resources/Interpretation_Education_Policy.pdf

Meaford Museum

Education and Interpretation Policy, revised 2013

Retrieved July 22, 2018 from <https://www.meaford.ca/forms/museum/3228-education-and-interpretation-policy-oct-2013/file.html>

Sample Template

[Institution name & logo (if applicable)]

The Best Museum Ever

Policy Title: Public Programs Policy

Review: [Period] Every two years

Approved: [Date] January 1, 2018

[In the future, note any revision dates here as well.]

[If this policy replaces another one, state that here.]

1. **Introduction/ Intent**

[PP1 This section should lay out why you do public programs and how that connects to your institution's specific mission and mandate. What specifically do your programs do to achieve your mission?]

The Best Museum Ever recognizes that public programs are a core function and key to achieving its mission of preserving and sharing the history of the Best Town Ever and the Best Region Ever. Public programs engage and connect our audiences with our collections and our exhibits – and the stories they tell. The Museum strives to design and deliver programs that are inclusive, fun, and meet the needs and interests of our audiences.

[For clarity, list a few of your program types or names of long running programs.]

Public programs may include in-Museum guided interpretive tours of Museum galleries, scavenger hunts, demonstrations, and off-site activities like participation in town fairs. They do not include programs designed and delivered to school groups. These are covered in the Best Museum Ever's School Program Policy.

2. **Objectives** [PP1]

The public programs that are offered by The Best Museum Ever strive to achieve the following objectives:

[These should reflect your institution's overall goals, mission, and mandate as well as set specific targets for public programs. Below are a few examples.]

- 2.1. Raise our audiences' level of knowledge about local and regional history, including [insert your topics here].
- 2.2. Connect local and regional history with relevant current issues and events.
- 2.3. Maintain a high standard of accessibility and flexibility to meet the needs of all audiences. [PP7]

- 2.4. Educate audiences about the purpose and function of museums.
- 2.5. Encourage repeat visitation.
- 2.6. Provide opportunities to partner with community groups and organizations.

3. **Audiences**

[Be precise. Your programs can't meet the needs of an audience if you don't know who they are. Below are examples of potential audiences.]

The Museum's aim is to be inclusive and appeal to a broad range of audiences. Our public programs will be designed to meet the needs of these audiences, including:

- 3.1. Local families with young children (under 10).
- 3.2. Local seniors (within the Museum's community and/or region).
- 3.3. Saskatchewan based summer tourists visiting nearby lakes and parks.
- 3.4. Out-of-province and out-of-country tourists visiting the nearby National Park.
- 3.5. New Canadians living in the Museum's community and/or region.
- 3.6. Non-local tourists travelling along the nearby #1 Highway.
- 3.7. Remote audiences who cannot visit in person.
- 3.8. Pre-school and daycare groups.
- 3.9. Businesses looking for team building activities and conference organizers.

4. **Principles and Responsibilities**

The Best Museum Ever commits to:

- 4.1. Including funds for development, maintenance, and delivery of public programs in the Museum's annual operating budget.
- 4.2. Assigning responsibility for public programming to appropriate staff. [PP1]
 - 4.2.1. Where possible, providing these staff with opportunities for professional development related to programming responsibilities.
- 4.3. Ensuring that themes and content of public programs are consistent with the Museum's mission and meet the needs and interests of its audiences.
 - 4.3.1. Whenever possible, consulting the Museum's audiences on the type of event, content, themes and development of programming. [CE2 & CE4]
- 4.4. Setting and following protocols/ guidelines for proper consultation around programming at or about sacred sites [PP4] and/ or use of sensitive materials and information in programs. [PP3]
- 4.5. Reflecting the diversity of its local community and region in its programs. [PP2]
- 4.6. Striving to meet the needs of visitors with a diversity of learning styles and abilities.
- 4.7. Demonstrating a commitment to accuracy and sensitivity in public programs.
- 4.8. Providing adequate space for public programming activities that respects the Museum's responsibility to care for its collections and exhibits as well as ensuring the safety of program participants.

- 4.9. Ensuring all artifacts used in programming are part of the Museum's Learning/ Education/ Hands-On collection.
- 4.10. Continuously evaluating all public programs and using the results to improve.

5. Policy Review

The Public Programs Policy is approved by the Museum's Board of Directors every two years or at any time that changes are deemed necessary.

We gratefully acknowledge the support of...



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