

Education Coaching Programme 2019

Case Study: Scottish Jewish Archives Centre, Glasgow

The Scottish Jewish Archives Centre in Glasgow has been developing tours and study sessions for school groups for a number of years, based on the Centre's records of children who escaped Nazi-occupied Europe on Kindertransports and came to Scotland. Children were often unaccompanied, their parents having failed to get permission for themselves. A number who came to Glasgow were housed and cared for at the Hill Street Boys' Hostel adjacent to Garnethill Synagogue, and many remained after the war and made their home in Scotland. SJAC holds the documented stories of these young refugees, along with artefacts and images from their lives.



Hill Street Boys' Hostel left, synagogue right
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Ernst Marchand's permit to travel, 1939
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SJAC Hon. Curator Deborah Haase wanted to review and improve these study sessions in line with the Scottish curriculum and using more active learning techniques. She and SCA Education Development Officer Douglas Roberts worked through the unit notes and explored new activities, timings and questioning techniques to get the most from the stories.

What has been the material outcome of the Coaching Programme input for your service?

The main outcome has been greater insight and understanding on current approaches to using archive material in learning activities.

I gained a great deal from attending the SCA course *Treasure from the Vaults* on 26 September 2019, exploring how we can create interesting and engaging education materials from archive records. I went on the course as SJAC is

creating hands-on learning kits for a Schools Visit Service for a new Scottish Holocaust-era Study Centre we are creating as part of our Scottish Jewish Heritage Centre project. This is a partnership project between the SJAC and Garnethill Synagogue Preservation Trust funded by capital grants from National Lottery Heritage Fund, The Association of Jewish Refugees, The Wolfson Family Charitable Trust, The Government of the Federal Republic of Germany and the Architectural Heritage Fund.

Within SJAC we have worked over many years with visiting school groups and we have also accessed specialised Holocaust education advice for this project. However we don't have a qualified archive education staff member. This course potentially offered a lot of useful learning for us. It more than fulfilled my hopes. So much so it encouraged me to ask if SCA could come and visit the SJAC on site and see and hear more about our project and the educational learning elements. While we knew what we wanted to share from the collections with the learning groups we could benefit so much from guidance on structure and how to direct the learning to be enquiry based and use active learning techniques.

What skills, expertise or other professional development have you acquired as a result of the Coaching Programme?

I have a far better appreciation of how much material can be investigated in a group session and how to devise interactive learning activities around a document. I had an opportunity to explain the wider context and then to focus on the three learning kits. We have benefitted directly from professional educational skills and expertise and as a result I have a revised structure and content based on enquiry learning and active learning.

What do you feel is the wider benefit of these outcomes and skills to your archive service?

These new skills are influencing our approach to learning at all levels at SJAC. It is also now helping me to have a shape for the facilitator training that will be needed for the volunteers who will lead the learning group sessions.

How do you plan to use the materials and skills gained from the Coaching Programme?

I am using the information and skills to take forward the development of the Scottish Holocaust-era Study Centre Learning Kits and to guide the technology we can use in the delivery.

As a result of your input we are also able to begin to think about scenarios when groups cannot visit the Centre and what might be involved in making the learning kits available remotely.



Hill Street Boys' Hostel, 1939
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