

Irish Georgian Society Education Policy (adopted 8th June 2015)

Preamble

The Society provides education and training for members, professionals, practitioners, artisans, craft workers and students to enhance the cultural, historical and architectural learning and knowledge of individuals and groups. The need to further develop and deepen the Society's educational provision, especially in the area of primary and secondary education and adult learning, requires more attention.

Policy

It is the stated policy of the Irish Georgian Society, to provide information, training and education across the range of its endeavour, which reflects its vision to conserve, protect and foster interest in Ireland's architectural heritage and the decorative arts.

Guiding Principles

The Society shall:

1. Ensure the content of training and education programmes – including conservation courses, lectures, conferences, seminars, summer schools, training days, tours, events, exhibitions and publications - will be of the highest possible educational merit and integrity.
2. Pursue its policy of providing Continuous Professional Development commensurate with current best practice.
3. Promote specific opportunities for university and college students to stimulate research, facilitate learning and the exchange of ideas, through summer schools, study days and the Desmond Guinness Scholarship Programme.
4. Realize education and training objectives on its own and/or
 - a. in collaboration with like-minded organizations and/or/
 - b. in collaboration with education and training professionals in schools, colleges, universities and other organizations.
5. Ensure that programmes will be delivered by professionals who:
 - (a) commit due care to best practice and teaching methodologies,

- (b) adopt appropriate presentation technology and teaching techniques.
6. Where it would be deemed important for the Society to implement particular education programmes for young learners, the following provision shall be made:
- (a) funding
 - (b) Chapter inclusion;
 - (c) Gárda vetting/clearance;
 - (d) tailored programmes that are age-appropriate;
 - (e) from time-to-time or, as required, seek the advice from school practitioners, on the relevance of the Society's young learners' education initiatives to existing schools' curriculum as laid down by the Department of Education and Skills;
 - (f) welcome primary, secondary schools and adult learners via the Society's website; and
 - (g) introduce learners to the Society through its education and training initiatives.
7. Provide evaluation on the completion of programmes in order to:
- (a) measure the overall education quality and,
 - (b) maintain the on-going effectiveness of future education and skills initiatives.
8. Develop the website as an education and skills learning tool.
9. Ensure that implicit in the education and training provision, is the need to:
- (a) develop awareness of the Society's core objectives;
 - (b) create a greater public and media awareness of our built heritage and landscape environment;
 - (c) promote participation in the attainment of recognized education qualifications;
 - (d) increase Society membership and promote life long membership;