

Withers Primary School: Art Gallery Visit & Exhibition K-2

**Art In Education (AED 3100)
June 1994**

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Disclaimer

It is not the intention of the author to include any direct reference, inference nor pass judgement on any person, place or occasion within this document. Rather, the factual evidence has been presented here to help improve the processes of engagement supporting students undertaking teacher practice training in Western Australian Primary schools.

Materials and references made pertaining to this document are entirely to satisfy predetermined criteria for assessment. It is also important to note that this assessment component has been written post-gallery visits. For the purpose of this assessment component, data collected is as available, when written.

Support material included as appendix items has been selected to provide content for the reader of the due diligence conducted by the authors of this event.

Rationale

To justify the inclusion of an Art Gallery visit within the context of a primary school curriculum requires the educator to plan, develop and implement a program considering the effects such a visit may have upon the individual student and their family. It is envisaged that such an occasion may facilitate children's acquisition of appropriate art learning skills, knowledge and appropriate language.

A visit to the local or regional Art Gallery should firstly be recognised as a major cultural event within that child's life, particularly (as in this case study) as many children during their primary years do not have or are not provided the opportunity to do so. An art excursion within the school curriculum can also benefit other development paradigms by providing forums which allow children to express through a creative and appreciative nature, often ignored in other curriculum areas.

An excursion to the local Art Gallery can also work as the backbone for many related art learning experiences and this learning obviously takes place due to the fact that children are actively involved with the whole hands on concrete process. Exploration and discovery, both accommodated by such an experience offers the child the chance to finally provide the educator with a response to the child's visual environment while also providing for the educator an insight into their areas of need whether of a cognitive, social, affective or emotional area.

Too many adults and indeed educators respond to such powerful learning venues with a critical, unfounded bias often based on their own inadequate art learning experience. Comments such as "... I could do all the London Galleries in a day" suggest that the whole concept of art learning is missing from a person who is directly responsible for 'their' children's development. The process of art is often, and wrongly understood to finish with the exhibition of one's work, where in fact that art work provides opportunity for others to appreciate and discover, long after the art work was completed.

It is the responsibility of the educator to provide or as the situation requires, facilitate, the opportunity for children to explore their greater visual environment and that of the community.

According to the Western Australian Art Syllabus, 1991(p.16-17), the educator must also facilitate the learning of art concepts by providing art activities and experiences that generate an understanding of art and further develop skills for self expression. Overall the Art Gallery learning experience allows for a balanced art programme, by providing a valuable viewing forum (of their own work) while helping further develop creativity in students.

Proposal

It is proposed that as part of the Withers Primary School Junior Cluster art programme, an exhibition of children's work from all classes be presented to the Bunbury Regional Art Gallery culminating in a visit by all classes involved.

The major focus for this exhibition of children's works will centre around the child's concept of 'Self' with various other themes being incorporated as part of individual class activities. An exciting feature of this exhibition will be the inclusion of children learning in a K-2 context, a project newly being undertaken by five (5) classrooms within Withers Primary School, Bunbury.

This exhibition of children's work is proposed to take place on three (3) separate occasions (as facilities allow) and will be officially opened by school principal, Ken McCamish and Arts Coordinator from the Bunbury Regional Gallery, Maggie Buchanan, May 11, 1994. A range of media has been included including mixed media, drawings, paintings and collage. These children's works will be exhibited in the upper hallways and art rooms of the gallery, with the gallery visit by classes centring children's learning on the appreciation of their own art works in a differing context.

It is envisaged that this gallery visit will provide valuable cultural experience for all children involved and will encourage children and their families to visit other areas of cultural interest within Bunbury. It is important to note at this point that this project has been coordinated and implemented by Edith Cowan Undergraduate students, Alexander Hayes and Laura Murray. All workshops and extracurricular activities have been organised by Alexander Hayes.

Goals Of Art Exhibition

As mentioned in the rationale of this proposal, the overall goal is for children to be given the opportunity to explore their local environment while enriching their cultural understanding.

As per the Western Australian Art & Craft Syllabus (1991), general objectives will be met as a result of the activities conducted during the preparation, exhibition and analysis of the project.

General Art Understanding Objectives

Reasons For Making

Art Students will use appropriate language to discuss that people make art for special occasions such as exhibitions to enrich their existence by achieving a unique communication in their own creative work.

General Making Art Objectives

- *Skills*: Students will use expressive skills to articulate ideas and feelings in their own artwork;
- *Specific Art Learning Objectives*: Shape and Form tell a visual story.

Initial Planning Steps for Exhibition

- Step 1
 - Consultation with Art Lecturer, Edith Cowan University, Bunbury with initial verbal proposal;
 - Initiate understanding of itinerary for fellow student planning.
- Step 2
 - Approach Education Officer, Bunbury Regional Art Gallery regarding possible exhibition space in Gallery;
 - Approach university supervisor with plan and detailed proposal.
- Step 3
 - Notify school principal with the proposed undertaking;
 - Confirm gallery space with Bunbury Regional art gallery;
 - Write an official proposal to notify ATP teachers regarding intentions.
- Step 4
 - Discuss exhibition and put forward a written proposal for exhibition to Junior Cluster teachers & members at Withers Primary School, Bunbury;
 - Distribute initial written teacher/staff newsletter
- Step 5
 - Investigate gallery corporate goals/outcome statements;
 - Propose timetabling and related schedules.
- Step 6
 - Discuss funding with the school principal, PSP officers and appropriate staff at school.
- Step 7
 - Engage & consult with art gallery director;
 - Determine protocols for school visit/s to the gallery.
- Step 8
 - Resource appropriate materials regarding gallery Schedules;
 - Notify teachers of intended visiting times;
 - Confirm bookings for buses and negotiate with teachers/staff times and dates for gallery visitation.
- Step 9
 - Collect first exhibition works;

- Select times, dates for review /problem solving in consultation with the art gallery Education Officer;
 - Organise, curate and supervise art exhibition assembly.
- Step 10
- Prepare teachers by distributing flyers and information pack with art gallery containing visit information
- Step 11
- Confirm bookings for bus/funding/student and parent notification/support staff organisation;
 - Release press statement/notify media.
- Step 12
- Organise appropriate gallery equipment.
- Step 13
- First gallery visit.
- Step 14
- Assessment, reflection and analysis of first visit;
 - Adjust accordingly.
- Step 15
- Second gallery visit;
 - Exhibition opening
- Step 16
- Evaluation and report.

Itinerary - Withers Primary School Art Exhibition @ BRAG

Room	Venue	Date	Number of Works
13	Upper Hallway	28/3 - 20/4/1994	60
9	Music Room*	28/3 - 20/4/1994	40

- *Note: Printmaking activities will be conducted in the gallery music room during exhibit viewing, opening and at scheduled event times.*

Gallery Response / Problem Solving

All initial communication with Bunbury Regional Art Gallery was undertaken by Alexander Hayes in approach with the Education Office, Maggie Buchannan only. All ensuing communications between the Gallery and the greater Withers Primary School staff were organised and facilitated by Alexander Hayes.

At all times discussions were brief, professional and informative with a general air of enthusiasm and understanding ideologically noted. Proposals and timetabling were discussed at length with agreements being made on framing, hanging and display/workshops being discussed prior to project inception. Great help and advice was given by gallery staff on the best way to present children's work with due consideration being given to the immense pressure this project would place upon the coordinators.

Gallery space was generously made available by Bunbury Regional Art Gallery and press releases negotiated with South Western Times. The official opening was hosted by Maggie Buchannan and official guests and dignitaries duly acknowledged.

Teacher Response / Challenges

Alexander Hayes articulated the concept of a K-2 school children's art exhibition in a written proposal for presentation to a K-2 cluster teachers meeting in March 1994. Supported by Laura Murray the proposal was written up and copy-edited.

Responses from three (3) out of the six (6) teacher cluster including the head teacher were positive however, the three (3) remaining teachers were skeptical such an initiative was even possible. These three remaining teachers in collusion with the teachers aides voted against the proposal.

In my discussions with the Aboriginal & Islander Education Workers (AIEW) shortly after the meeting I was given an indication that this was a typical response to any initiative which opened the school out to liability in the

context of travel insurances. I also understood, by questioning further, whether the idea of kindergarten to year 2 children's artworks showcased in a regional gallery would benefit the children and I was told it was unprecedented and that indeed it would.

Buoyed by this affirmative I took my proposal to the Deputy Principal of Withers Primary School and lodged an appeal in conjunction with my University Supervisor, Carol Hogan against the decision and it was overturned on the proviso that I thoroughly articulate the plan with a comprehensive detail. I was required to articulate every aspect of the proposed project in conjunction with the Gallery manager, Tony Geddes and Gallery Education Officer Maggie Buchanan.

Overall the teachers responded well to the detailed project plan. The administrative issues of insurance costs were offset against a 'cultural inclusion' funding parameter. I discovered that there were also cultural issues with the Bunbury Regional Art Gallery as a 'white pink' centre which was once a religious order building. Further investigations historically also unearthed stories of segregation, forced schooling and racist exclusion of Aboriginal people from the area, which explained part of the initial reticence to engage young children in such an initiative.

School Administration Response

Problems were encountered when organising travel and communications which needed to be managed including reluctance of certain staff to disclose information regarding possible funding for such a venture, non cooperation with itinerary points or refusal to engage in the planning processes.

Timetabling was difficult as general information regarding school policy was proven to be erroneous and in some cases this trip set a precedent for large scale, lower grade children visits to a regional facility en masse. These matters were resolved diplomatically and in general the initial reluctance soon gave way to enthusiasm and positive engagement.

Parent / Student Response

Parents of children in the K-2 classes were engaged with the trip planning, attended the main gallery visit and several parents also participated in planned, creative activities at the gallery. A number of Aboriginal Elders were also in attendance at the exhibition opening, noting, that although the gallery hosted the event, they did not perform an Acknowledgement of Country nor a Welcome to Country.

It was also noted that only two (2) teachers attended the opening function after the main student engagement activities, opting to return to the school earlier than planned. Students at the event showed great enthusiasm for the trip on a “big bus” and then upon alighting running around in the contained front lawn area of the gallery.

The exhibition was a great success according to a number of parents who gave feedback directly to Alexander Hayes, Laura Murray and Maggie Buchanan. Drawing activities at the gallery were well received and a tour of the gallery in full was achieved without any issues.

Edith Cowan University / Art In Education Unit Response

According to feedback from the University Supervisor, this project was considered to be a thorough and professional approach to creative advocacy for early childhood education.

Further feedback from Arts in Education lecturer at Edith Cowan University, Heather Bentham suggested that this ‘whole-of-cluster’ activity was likely to be continued in following years. The rigorous attention to detail was noted by Lecturer, Geoff Lummis and Alexander Hayes was later awarded an ‘Outstanding’ Award for his final Acting Teaching Programme project.

Inclusion in Art Programme / ATP

Minor problems surfaced prior to the Art programme being implemented as part of the ATP at Withers Primary. The classroom teacher considered the exhibition to be a viable venture although questioned how it related to objectives for other curriculum areas.

This problem was solved by devising a related carrier project which incorporated the gallery visit (re: Spring Board Towers) as part of other daily investigations and could be linked with the Social Studies curriculum area. The context in which this venture was being undertaken was also questioned and after many hours of discussion was justified without any further apprehension as to the content to be covered.

Timetabling proved to be a valuable component of the project as the Bunbury Regional Art Gallery gallery runs professional guided tours which were then easily mapped to engage students when they arrived at the venue. Gallery staff were helpful facilitating all creative activities and even taking part in drawing activities conducted by Alexander Hayes.

Names tags proved to be an invaluable way to identify children although an organised parent briefing prior may have also benefited the smooth transition of events. Teachers and staff involved were receptive and helpful, acting as guides and facilitating every move made by coordinators of the gallery visit.

Review of Children's Work

Children's art work was of a very high standard, although it was noted that a general feel of 'intervention' and 'multiplicity' was present and noted in their work. Children show a range of abilities to represent objects or themselves and also demonstrate varying levels of 2 Dimensional representation.

Work was mounted on whitewashed boards as per gallery requirements and resources with mounting took place before and after gallery visits. Children were seen to peer around and investigate how boards were adhered to the wall and were able to

identify their own work quite easily. A range of themes were noted and it appeared several children were influenced entirely by thematic objective rather than free expression of learning experiences taking place within a classroom context.

Review Of Children's Work - On-site Drawing Activity

These activities were run in conjunction with the art gallery and supplemented visits or tours. Children were keen to get started and needed little prompting or facilitation with most drawing. About recounting what they had seen in exhibits or had experienced.

Teachers facilitated drawing activity by distributing materials and offering advice or giving help as needed. The drawings which eventuated are of a high standard, many exhibiting a advanced knowledge of figure representation for their particular age group.

Expectations were only set in an informal manner and it was good to see children actually enjoying expressing themselves with no time restraints or curriculum expectation. Included in this assessable component are the works themselves lent in entirety to facilitate/support the realistic task of examining this working document. The works demonstrate a wide range of artistic expression and meld in a common learning experience.

Many children were seen to be relaxed and enjoying just talking about the things they had see while supporting this discussion with valuable visual evidence.

Suggestions To Improve This Resource Package

The following comments/ points/suggestions should be taken into consideration based experience gained;

1. Active parent briefing prior to gallery visit.
2. Written confirmation of school funding available.
3. Written verification of bus timetabling/availability.

4. Agreed coordinator and operations manager.
5. Conclusive assessment criteria for write up.
6. Better organisational methodology
7. Resources with more exciting gallery activities.
8. Funding from the private business sector?
9. Teacher coordinator allocation of school based curriculum staff member to assist operations of visit/project.
10. Press release to be submitted one week prior to exhibition.
11. Invitation for local government officials to be present.
12. Invitation for University staff to be present at opening.
13. Situational analysis of individual needs.
14. More members on the organising team.
15. Collaborative planning on a whole cluster/school level.
16. Greater school involvement.-buddy class for support.
17. Access to facilities which facilitate children's learning.
18. Checklist is more comprehensive and current.

Reference

Ministry of Education (1991). Art & Craft K-7 Syllabus. Government Print. Perth, Western Australia.

Appendix 1 - Cluster Meeting Letter

Multi Age Grouping

Withers Primary Art Exhibition 1994

Bunbury Regional Art Gallery

RE: Proposed Art Exhibition

Dear,

As discussed in the Junior Cluster Meeting, on February the 15th. 1994, Bunbury Regional Art Gallery has offered exhibition space for approx. 120 pieces of children's Art work.

Edith Cowan Students, Laura Murray and Alex Hayes are currently implementing an Art Programme which includes an exhibition of children's art work from their respective classrooms and invite all members of the Junior Cluster for their works to be exhibited also.

Bunbury Regional Art Gallery Education Officer, Maggie Buchannan has advised that an exhibition of children's work can commence as of March 28, 1994 and it is hoped that at least one work from each child in the Junior Cluster can be exhibited.. For these works to be exhibited;

- all work must be child initiated as part of everyday activities
- art works must be 2 Dimensional
- art works must be between A 4 and A 3 in size.
- art works need not have written explanation of subject matter.
- all works must be submitted by March 20 so start collecting now!

Further details regarding exhibition dates will discussed at next meeting with Maggie Buchannan. If any further details are needed please contact Laura Murray or Alex Hayes.

Yours sincerely,

*how did teachers
respond? ✓*

Appendix 2 - Parents Letter

Multi Age Grouping
Withers Primary Art Exhibition 1994
Bunbury Regional Art Gallery

RE: Proposed Art Exhibition

14 / 3 / 94

Dear,

Following last newsletter, exhibition space at Bunbury Regional Art Gallery has now been confirmed.

Edith Cowan Students, Laura Murray and Alex Hayes are currently implementing an Art Programme which includes an exhibition of children's art work from their respective classrooms and invite all members of the Junior Cluster for their works to be exhibited also. ✓

Bunbury Regional Art Gallery Education Officer, Maggie Buchannan has advised that an exhibition of children's work can commence as of March 28, 1994 and it is hoped that at least one work from each child in the Junior Cluster can be exhibited.

For these works to be exhibited:

- All work must be child initiated as part of everyday activities
- Art works must be 2 Dimensional
- Art works must be between A 4 and A 3 in size.
- Art works need not have written explanation of subject matter.
- All works for Exhibition one must be submitted by March 20.

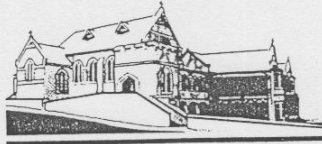
Confirmed exhibition dates are as follows;

- Exhibition 1 - 28/3/94 - 30/4/94 Maximum 60 works
- Exhibition 2 - 8/5/94 - 8/6/94 Maximum 60 Works
- Exhibition 3 - 10/6/94 - 8/7/94 Maximum 60 Works

As part of the art learning experience, Education Officer Maggie Buchannan has offered to visit the school approx 1 week prior to exhibition dates to demonstrate for twenty minutes framing techniques, and to explain the role of the Bunbury Regional Art Gallery. Students Alex Hayes and Laura Murray will contact you again re: exhibition. ✓

Yours sincerely

Appendix - Teacher Letter



BUNBURY ART GALLERIES

64 Wittenoom Street, Bunbury, W.A. 6230
Telephone (097) 21 8616 Fax (097) 21 7423

Dear Teacher,

Thank you for participating in our schools exhibition programme in 1994.

We welcome your childrens artworks in the Galleries.

They will be exhibited in the Music Room and Upper Hallway at the Galleries.

Our Music Room is often occupied for functions. For this reason, PLEASE telephone Maggie and arrange a suitable time before visiting the Galleries.

Bookings on (097) 911-413 or administration 218-616.

Maggie

Maggie Buchanan
Public Programmes Co-ordinator

21/3/94

Appendix - Visiting An Art Gallery Checklist

VISITING AN ART GALLERY CHECKLIST

GALLERIES WELCOME SCHOOL GROUPS AND APPRECIATE FEEDBACK.
eg: examples of children's art relating to the purpose of the visit.

TEACHER PREPARATION

- ☐ 1. Check with gallery for programme of exhibitions and suitability to age group.
- ☐ 2. Book visit well in advance and check parking facilities.
- ☐ 3. Make personal visit beforehand if possible.
- ☐ 4. Arrange for transport.
- ☐ 5. Determine cost of transport and collect funds from students.
- ☐ 6. Prepare activity, questionnaire or worksheet to be completed at the gallery.
- ☐ 7. Let gallery know well in advance of any arrangements which may have to be altered.

STUDENT PREPARATION

- ☐ 1. Introduces students to function and role of an art gallery.
- ☐ 2. Outline purpose of visit in relation to programme.
- ☐ 3. State the behavioural expectations of the school and gallery.

ACTUAL VISIT

- ☐ 1. Leave in plenty of time to arrive on schedule.
- ☐ 2. Introduce gallery representative to students.
- ☐ 3. Encourage children to respond to art objects, participate in discussion and complete assignment prepared for the visit.
- ☐ 4. Collect assignments.
- ☐ 5. Thank gallery representatives.

FOLLOW UP

- ☐ 1. Evaluate student's assignments.
- ☐ 2. Discussion on visit.
- ☐ 3. Express appreciation to the gallery.

HELPFUL HINTS

Did you know that at your request, some galleries provide:

- guides eg Art Gallery of W.A.
- working demonstration eg Fremantle Arts Centre
- discussion with artists eg Fremantle Arts Centre
- notes on exhibitions and artists eg Bannister St, Workshops

Your visit will be more successful.

- if you tell the gallery of your theme or objective;
- if children are given the option of returning to a work of their choice at the end of the formal visit;
- if discussion is focussed on both student and teacher expectations of the visit.

Appendix - Student Assessment

ART AND CRAFTS Student Assessment

- o Indicate in the boxes in line with each student's name his or her levels of attainment. Use ticks, dots or crosses.
- o Use selected information listed under CRITERIA to assist in the writing of comments for semester reports.

CRITERIA

IMAGINATIVE USE OF MEDIA

Always uses medium with imagination.
Often uses medium with imagination.
Rarely uses medium with imagination.
Shows no imaginative use of medium.

INDEPENDENT JUDGEMENT IN VISUAL AND VERBAL TASKS

Always expresses himself or herself in terms of independent judgement.
Often expresses independent judgement.
Finds difficulty in expressing independent judgement.
Rarely confident to use terms of independent judgement.

SKILLS AND PROCESSES

Shows sound application of skills and processes taught.
Shows adequate application of skills and processes taught.
Shows limited evidence of application of skills and processes taught.
Process not understood, skills inadequate.

USE OF TOOLS AND MATERIALS

Shows competence in use of tools and materials.
Shows adequate mastery of tools and materials.
Shows little mastery of tools and materials.
Shows inadequate control of tools and materials.

APPLICATION AND EFFORT

Shows application and sustained effort in all projects.
Shows application and sustained effort in most projects.
Shows application and sustained effort in few projects.
Shows no application or sustained effort.

CO-OPERATION

Always exhibits co-operative, tolerant behaviour.
Usually exhibits co-operative, tolerant behaviour.
Rarely exhibits co-operative, tolerant behaviour.
Cannot co-operate with others.

Appendix - Assessment Table

YEAR		SEMESTER				NAME	COMMENT FOR SEMESTER REPORT
48							

Appendix - Bunbury Regional Gallery Corporate Plan

BUNBURY ART GALLERIES

CORPORATE PLAN

1993

BUNBURY ART GALLERIES

MISSION STATEMENT

Increase interest, appreciation and participation in the visual arts for the enjoyment and cultural enrichment of the people of Bunbury and the South West Region of Western Australia.

OBJECTIVES (By Program)

STRATEGIES

1. EXHIBITIONS

(i) Import and present a range of quality exhibitions of art, craft and design from state, interstate and international sources.

*Work closely with AGWA, NETS and AETA to ensure regional tours of appropriately diverse exhibitions.
*Seek alternative sources of touring exhibitions.

(ii) Produce, present and tour (when possible) exploratory, quality exhibitions of local and regional significance, including the City's permanent collection.

*Examine local and regional visual art production regularly.
*Liaise with local and regional practitioners regularly.
*Assess exhibition possibilities and opportunities.
*Rotate city collection on thematic or media basis regularly.

2. PUBLIC PROGRAMS AND OUTREACH

(i) Provide a comprehensive Public Program of special events and stimulating and informative educational activities and services for a wide range of audiences in Bunbury and throughout the region.

*Engage artists, art historians, art critics, curators, writers and teachers to present lectures, talks, seminars, workshops and demonstrations at the Galleries and on Outreach projects.
*Invite and target participation from specific and general audiences including: students, teachers, artists, parents, children, youth, senior citizens, ethnic minorities, aborigines, men and women.

OBJECTIVES (By Program)

STRATEGIES

3. INFORMATION AND RESEARCH

(i) Publish and distribute information on the visual arts and related subjects ,specifically regarding local and regional concerns ,the Bunbury Art Galleries and its programs and services.

*Produce promotional material and catalogues, education kits, worksheets, and didactic panels for selected exhibitions.

*Make this material widely available and accessible.

(ii) Provide general information, advice and consulting services on matters of art, art education, arts administration and management, conservation, cultural heritage and Gallery programs and services.

*The relevant Gallery staff to attend to enquiries as necessary.

*The relevant Gallery staff to maintain an appropriate level of knowledge.

(iii) Compile research and archival material documenting the history and development of visual arts heritage in Bunbury and the South West region for public access.

*The relevant Gallery staff to collect press clippings, journal texts, etc.

*The relevant Gallery staff to explore, study and document aspects of visual arts practice and history 'in the field'.

OBJECTIVES (By Program)

STRATEGIES

4. PUBLIC RELATIONS AND MARKETING

(i) Advertise, publicise and promote the programs, activities and services of the Galleries through the media and all available commercial and community networks and agencies.

*Purchase advertising in electronic and print media and relevant journals.

*Supply all media with programs, services and events information regularly.

*Organise media interviews and stories regularly.

(ii) Collect statistical data on all aspects of the Galleries' programs, services and visitors and socio economic context.

*Acquire useful statistical data about Bunbury and the region from other organisations.

*Record Gallery and program attendances.

*Conduct visitor surveys.

(iii) Liaise with all relevant educational institutions, community organisations, government agencies, businesses and individuals involved in or associated with the visual arts and encourage their participation in the work of the Galleries and the cultural life of Bunbury and the South West region.

*Supply schools, colleges, artists, art groups, galleries etc with program and events information.

*Invite students, artists, etc, to participate in exhibitions and public programs and outreach services.

Recruit members for the Friends the Galleries and secure volunteers.

*Join relevant art organisations and groups in Bunbury and of the South West region.

OBJECTIVES (By Program)**STRATEGIES**

5. MANAGEMENT,
ADMINISTRATION AND
CORPORATE SERVICES

(i) Secure the necessary human, financial, technical and material resources to achieve the mission, objectives and strategies of the Bunbury Art Galleries.

*Lobby Local and State Government for increased funding and assistance.

*Apply for grants.

*Devise and implement business ventures for profit.

* Seek sponsorship.

*Implement fundraising projects for specific purposes: eg. equipment, staff, etc.

*Produce commercial exhibitions and public programs to generate revenue in association with objectives 1 & 2.

(ii) Maximise the effective and efficient use of human, financial, technical, material and property resources through strategic organisation, management and planning.

*Formulate realistic and accurate budgets.

*Regularly scrutinise income and expenditure.

*Closely monitor and review the use of all resources to eliminate waste and duplication, etc.

* Regularly review and refine organisational structure, operations and programs.

*Produce regular reports on progress.

*Consult regularly with Board of Management and superiors, and appropriate professional experts in Management, Marketing, etc.