

CONTINUING EDUCATION

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THE ONTARIO MUSEUM ASSOCIATION



*Increase capacity among institutions
and individuals active in the Ontario
museum sector.*

- *Certificate in Museum Studies courses*
- *Workshops (Construction of Mannequins with CCI, Outcomes Based Evaluation)*
- *Webinars (ONCA, Museum Standards)*
- *Annual Conference (Windsor 2015)*
- *Conference Connections – Emerging Museum Professionals Advisory Committee*
- *Online resources*
- *Symposia (Travelling Exhibit Forum 2014)*
- *Listserv – Onmuse-L*
- *Advocacy (Ontario Museums at Queen's Park)*

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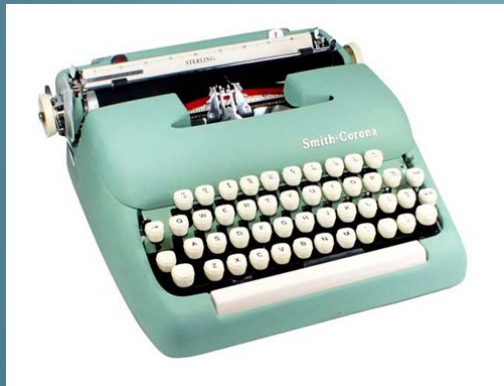
WHY CONTINUING EDUCATION?

- Professional Development
- Better professionals, employees, managers, employers, trustees, citizens
- All about work
 - Finding the best work for you
 - Doing work in the best way possible
 - Making work effective and meaningful
 - Innovating and seeking best practice
- Preparing for what's next

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PREPARING FOR WHAT'S NEXT



As much as possible

- *Being prepared for your next step*
- *Being prepared for where the industry is going*
- *Anticipating change*

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FORMAL POST-SECONDARY EDUCATION

- *Seems like a relatively clear path*



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CONTINUING EDUCATION

*Self-directed
Based on your goals
You decide how it plays out*



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LIFELONG
LEARNING

Jacques Delors, UNESCO International
Commission on Education for the 21st
Century

Learning: The Treasure Within

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LEARNING TO:

KNOW

- *Acquiring tools for understanding the world*
- *Learning to learn*

DO

- *Skills acquisition and the ability to adapt*

LEARNING TO:

LIVE TOGETHER

- *Developing an understanding of others*
- *Recognition of our growing interdependence*
- *Analysis of risks and challenges to implement common projects or to manage the inevitable conflicts in an intelligent and peaceful way*

BE

- *Encouraging discovery and experimentation*
- *Acting with greater autonomy and personal responsibility*
- *Developing imagination and creativity*

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WHERE DO
YOU FIND
CONTINUING
EDUCATION?

- *Universities and colleges*
 - *Undergraduate and graduate faculties*
 - *Faculties of continuing education*
- *Professional associations*
- *Private companies*
- *Mentors*
- *Community organizations*
- *Social media*
- *Reading publications (journals, newsletters, books)*
- *Study tours*
- *Internships, fellowships*
- *Trial and error*
- *Communities of practice*

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EXAMPLE:
NINA SIMON



- *Museum 2.0*
- *Blogging as a way to connect with people*
- *Creating a conversation point with people she admired*
- *Showcase for ideas*
- *A way to share work and promote a consulting practice*
- *Launchpad for a book, “The Participatory Museum”*
- *Community of practice – connections with others through social media*

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EXAMPLE:
EMILY
GRASLIE



- Found the museum as an art student
- Started volunteering, got involved in every area of the museum
- Began a distance-ed Masters of Museum Studies while volunteering
- Led a tour of the museum for Hank Green, Vlog Brothers
- With Hank's help, became the host of a YouTube show called the [Brain Scoop](#)
- Offered a job at the Field Museum to continue the Brain Scoop as a job

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Support individuals through life-long career development & business skills training.

Connect, Create, and Curate training and tools:

→ Services

→ Research

→ Resources

→ Learning

LEARNING – the competitive advantage!



Common & Critical Business Skills



Needed for Career Management



Fewer Specialized Jobs – WIC Typical



Attitudes & Attributes Interviewers Seek

WIC – OUR FOCUS

Practical and Informal Learning

- For a job search
- For managing your career

Your informal learning should support your goals and be recognized.

VOLUNTEERING & JOB SHADOWING

1 **Volunteering: The 3 C's**

Contribution | Connection | Confidence



2 **Job Shadowing:**

- On the job
- Walking through a professional's day
- Behaviour, giving and getting feedback

INTERNSHIP & MENTORSHIP

3 Internships: The Best Features

- Paid, unless for post-secondary credit
- Time-limited
- Recognition and feedback

4 Mentorships: One-on-One

- Relationship-driven
- Transfer of skills
- You can generate, and control them

THINK
PAIR
SHARE

MAKING A PLAN
FOR
CONTINUING
EDUCATION

THINK

Step 1 – What's your goal?

Step 2 – What kind of learning will help you achieve your goal?

Step 3 – How do you get started?

PAIR

- *Find a partner, preferably someone you do not know*
- *Introduce yourself and say why you are at this conference*
- *Tell the person about your goal, how learning can help you to attain it, and how you propose to get started.*
- *Give your partner feedback on their ideas, do you have any similar experiences you can share? Can you recommend people they should talk to?*

SHARE

Optional – share what you discussed with the group

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THANK YOU!

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