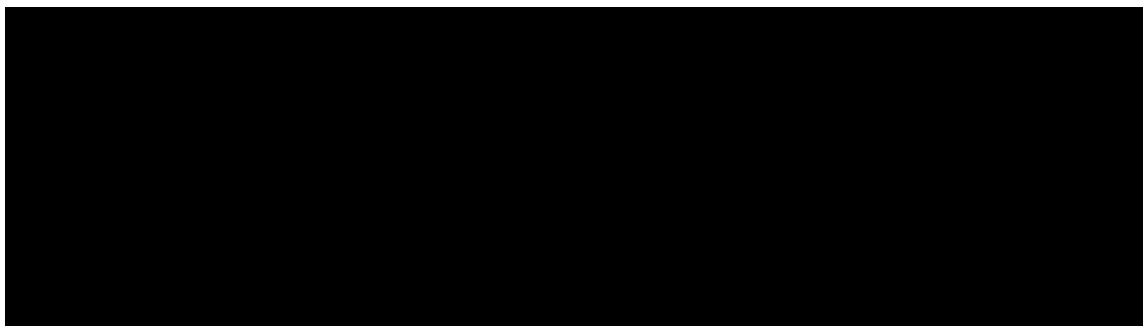


Nunavut Heritage Skills Gap Study

Inuit Heritage Trust Inc.

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The Inuit Heritage Trust is dedicated to the preservation, enrichment and protection of Inuit cultural heritage and identity embodied in Nunavut's archaeology sites, ethnographic resources and traditional place names. The Trust's activities are based on the principle of respect for the traditional knowledge and wisdom of our Elders.

The Inuit Heritage Trust receives its mandate from the Nunavut Land Claims Agreement, the largest aboriginal land claim settlement in Canadian history, signed in 1993.

Why a Heritage Skills Gap Analysis?

Nunavut's heritage sector is a complex and growing portion of Nunavut's human resources, economic development and tourism. Unlike in other southern Canadian provinces, Nunavut's heritage sector and its workers don't align to the traditional areas such as 'heritage', 'culture', 'arts', 'archives', 'community capacity builder'. Nunavut's heritage workers jobs entail aspects of all these areas. As the skills and abilities of Nunavut's heritage workers grow, so too does their roles and responsibilities.

IHT is interested in growing and developing heritage skills, careers and professionals of Nunavummiut. This is not only with the goal of having Nunavummiut and Inuit staff the territorial heritage center when it is built; but also to address the needs in the heritage sector right now. If there is no heritage expertise development in Nunavut now, we will always rely on the skills and knowledge of outside consultants, including hiring mostly southern staff for the territorial heritage center.

This study was meant to begin to explore the gaps we have, where we should set our sights on for the future and how interested partners may work together to achieve this vision.

Inuit Heritage Trust and their commitment to heritage career development

IHT has developed a number of programs over the years related to heritage skills, training and education-building:

1. Our Nunavut Heritage Training Program offers eight modules in basic heritage functions so that heritage workers will learn about the breadth of their job both to their organization and to their collections.
2. The Alain Muktar Heritage Scholarship awards \$5,000 per year to a beneficiary taking 60% of their university/college course work in heritage.
3. The Heritage Leadership Program creates a mentoring relationship between IHT and beneficiaries interested in pursuing a heritage career that leads to professional certification. We provide advice on a number of issues that are barriers to them pursuing or continuing post-secondary education, help to find the right program for them, liaise with universities on their behalf, create a multi-year learning plan with them and provide up to \$3,000 per year to address gaps in other educational sources of funding.
4. The Mentorship Program is specifically aimed at connecting youth that are interested in archaeology with current archaeology projects occurring in the territory. The program helps to make the connection between the youth and the project and provides up to \$3,000 per student to cover costs such as transportation, wages, and food.

Skills Analysis

Inuit Heritage Trust

History of Heritage Development

The Heritage Community has developed since the mid-1980s, primarily due to the political goal of stimulating community-based economic development through tourism. Visitor centres in communities near territorial and federal parks were built to provide an orientation to visitor safety, natural history, and community information. Because Nunavut has a very small tourism base, there has been a trend to combine the heritage function with visitor centres, schools, libraries and elders rooms in a community hub. Archaeological surveys are required within Environmental Impact Assessments conducted prior to resource development but the link to other heritage activities has not been reinforced. There are significant opportunities for community-based programming.

Relationship to Nunavut Land Claims Agreement (NLCA)

- Intention that Inuit culture inform and pervade all aspects and operations of the public, private and community spheres of activity in the territory
- In reality has not yet been realized
- Heritage a shared responsibility within the territory: Parks Canada; Government of Nunavut (CLEY/Education/ED&T), Inuit Heritage Trust Inc. (IHT), Nunavut Tunngavik Incorporated (NTI), Regional Inuit Associations, Nunavut Tourism (NT), and Nunavut Parks Hamlets, various community-based not-for-profit heritage societies
- View that revitalizing language, culture and values would facilitate the healing process in communities; Inuit culture predominates in Nunavut

Nunavut's Heritage Community

Itsarnitaqarvik: Inuktitut word meaning place of anything old

- Federal, territorial and NGO headquarters in Iqaluit:
 - Government of Nunavut (Culture, Language, Elders and Youth – CLEY), note: ED&T based in Pangnirtung and Education in Arviat)
 - Inuit Heritage Trust (IHT)
 - Nunavut Parks
 - Nunavut Tourism
 - Parks Canada

- Archaeology and Paleontology Programs:
 - Permits (CLEY)
 - Culture Resource Management (Parks Canada)
 - IHT
- Toponymy Programs (Place Names/Cultural Landscapes):
 - CLEY
 - IHT
- Archives:
 - Nunavut Archives Program, Igloolik (CLEY)
 - Pond Inlet Archives, Pond Inlet
- Museums:
 - Nunatta Sunakutaangit Museum, Iqaluit
- School museums:
 - Najuqsivik Society, Sanikiluaq
 - Kugluktuk Heritage Centre, Kugluktuk
- Heritage centres:
 - Kitikmeot Heritage Centre, Cambridge Bay
 - Inuit Heritage Centre, Baker Lake
- Tourism/visitor centres:
 - Margaret Aniksak Visitor Centre, Arviat
 - Vera Akumalik Visitor Centre, Baker Lake
 - Arctic Coast Visitor Centre, Cambridge Bay
 - Mallikjuaq Park Visitor Centre, Cape Dorset
 - Unikkaarvik Visitor Centre, Iqaluit
 - Katannilik Park Visitor Centre, Kimmirut
 - Kugluktuk Visitors' Centre, Kugluktuk
 - Angmarlik Visitor Centre, Pangnirtung
 - Nattinnak Centre, Pond Inlet
 - Rankin Inlet Visitor Centre, Rankin Inlet
- Parks Canada Interpretive Centres; three recent national parks in Nunavut:
 - Quttinirpaaq, between Grise Fjord and Resolute Bay
 - Sirmilik, Pond Inlet
 - Auyuittuq, between Pangnirtung and Qikiqtarjuaq: to date only Pangnirtung has an interpretive centre
- Arts and crafts centres:
 - Jessie Oonark Arts and Crafts Centre, Baker Lake
 - Uqqurmiut Centre for Arts & Crafts, Pangnirtung
 - Kinngait Studio, Cape Dorset

- There are a number of communities working to establish or enhance an existing facility, three have received funding:
 - Northwest Passage Museum/Heritage Centre, Gjoa Haven
 - Arts Centre, Cape Dorset
 - Program Development, Arviat
- Others hoping to develop a heritage facility/program include:
 - Grise Fjord
 - Iisaqsivik Society, Clyde River,
 - Resolute Bay
 - Innulariit Elder's Society, Igloolik
 - Naujaat Heritage Society, Repulse Bay
- Related organizations include:
 - Niutaq Cultural Institute, Igloolik
 - Igloolik Research Centre, Igloolik
 - Regional Inuit Associations (e.g., Environmental Impact Assessments)
 - Inuit Research Centre, Ottawa
 - Nunavut Research Institute, Iqaluit

Challenges for the Heritage Community

- Geography:
 - land mass one-fifth the size of Canada, three time zones, 25 communities accessible only by air or sea, no connecting roads
- Population: 32,558
- Tourists: 33,378
- Demographics:
 - Three distinct regions
 - 51% under age 24
 - In 2006, 60% of Inuit adults had not completed any certificate, diploma or degree and 9% had high school or equivalent as their highest level of education, compared with only 8% of non-Inuit having no certificate, diploma or degree and 14% with high school as their highest level of education
 - In 2006, only 3% of Inuit had a university degree compared with 41% of non-Inuit adults (primarily Education or Business). Nunavut Bureau of Statistics www.gov.nu.ca/eia/stats/index.html
 - Territorial goal to have 85% of positions filled by Inuit beneficiaries by 2020
 - Young maternal age
- Cost of doing business:

- Travel within and outside Nunavut
- Professional development
- Networking
- Materials and supplies
- Lack of stable core funding
- Underpaid workforce:
 - Heritage workers throughout Canada are underpaid, but in Nunavut they can get well paying positions in other fields without post-secondary education; Inuit who do receive post-secondary education primarily do so to work in government where they are offered significantly more than in nonprofit organizations

Skills Inventory

- Nunavummiut working in the heritage field with degrees in fields such as: archaeology, anthropology, history, political science, cultural studies, recreation, education, ecology, natural resources, environmental sciences; some have little formal education, perhaps grade 8 or 12
- Elders/cultural experts living in communities with traditional knowledge and language skills
- Important partnerships between individuals/organizations in other parts of Canada or elsewhere that maintain longstanding relationships with community organizations; some of these people are highly educated and skilled
- Assets: creativity, imagination, role playing, humour, practical hands-on skills, traditional knowledge, local/community knowledge
- Gaps: organizational skills, oral and written communication skills, numeracy

Ways to Motivate Nunavummiut to Get Education

- Work with Nunavut Sivuniksavut <http://www.nstraining.ca/> to enhance the heritage aspects of their programming (i.e., currently archaeology and Project Naming)
- Work with Culture and Heritage Advisor, Department of Education, Arviat to identify strategies; current secondary education does not adequately prepare students for post-secondary education

- Develop display/poster/brochures/talk at Career Days and Professional Development Days; provide heritage training to teachers – Parks Canada and Nunavut Parks, for example, currently work in schools and do talk about career opportunities – encourage young people to go to university and think about Heritage as a career before they start families
- Introduce ‘Heritage Fairs’ at the community level; winners to go on to a territorial competitions; the national Heritage Fairs program is now managed by Canada’s History (formerly Canada’s National History Society) <http://resource.canadahistory.ca/fairs/>
- Model heritage camps on existing science camps, or strengthen heritage component of science camps (note: already includes archaeology, GIS, traditional skills on the land)
- Work with ED & T to enhance the cultural impact aspects of the economic impact assessments required of resource exploration companies
- Improve awareness of the potential benefit to the community of heritage centres, beyond being a facility for visitors or something a community has to have because other communities do
- Succession planning: identify candidates in their 20s/30s within the community who could shadow incumbents and be trained to take over their jobs in the future, but recognizing that post-secondary education is usually required
- Nurture workers once in place, develop an individual training plan, enable them to succeed

Challenges for Nunavummiut to Train Outside Nunavut

- Cost
- Distance
- Lack of support from employers, community, family members, need practical assistance with moving to a new place and getting settled
- Formal education is a relatively recent concept for Inuit and not always a positive one
- Difficulty in translating material into Northern/Inuit reality

Existing Training Programs within Nunavut

- Nunavut Heritage Training Program, IHT

- Introductory training in: history, purpose and functions of heritage institutions; facility management, heritage interpretation; research; collections management; conservation; exhibition design; and training seasonal workers
- Background:
 - *Sivumut Kajusiniq 2 (Moving Forward): Nunavut Heritage Sector Needs Assessment and Strategic Plan* (2005; 2010-2015); training was identified as the highest priority in 2005; it remains the highest priority at the community and territorial levels, while at the regional level, funding was identified as the highest priority in ‘09
 - Heritage Training Plan (2007)
 - Provision of Training: Institute I (2007, 2010), Institute II (2008, 2011) and mentorships
 - Archaeological field school for high school students (no longer being offered)

Post-secondary education

- Nunavut Arctic College:
 - Heritage Tourism Training Program (under development)
 - Inuit Culture and Language (primarily translation)

Degree Programs

- Most professional positions in heritage organizations require undergraduate if not graduate degrees, for the most part Nunavummiut have to leave the territory for post-secondary education

Distance Education

- Commonwealth Association of Museums Introduction to Museum Studies, Distance Learning Program: entry level, indigenous and non-indigenous, intended for international use
http://www.maltwood.uvic.ca/cam/programs/distance_learning.html
- Cultural Resource Management Program, University of Victoria: post-graduate diploma program
<http://www.uvcs.uvic.ca/cultural/>
- Heritage Resources Management Program, Athabasca University: both undergraduate and graduate streams
<http://heritage.resources.athabascau.ca/>

In-house training

- Provided by larger heritage organizations, e.g., Parks Canada (Aboriginal Leadership Program), Nunavut Parks, Nunavut Tourism

Conferences/Short-term Courses/Workshops

- Various programs offered by professional associations throughout Canada

Internships

- Aboriginal Training Program in Museum Studies, Canadian Museum of Civilization: experienced with First Nations, not Inuit interns
<http://www.civilization.ca/cmhc/get-involved/aboriginal-training-program>

Potential Employers/Partners

- Government of Nunavut: CLEY
- Inuit Heritage Trust
- Parks Canada
- Nunavut Parks
- Nunavut Tourism
- Piquisilivvik Culture school
- Inuit Research Centre
- Cambridge Bay Research Centre (2017)
- Future territorial heritage centre: what positions will be required depends upon whether the centre is a conceived of as a traditional museum or whether it is more innovative and acts as a service centre/ advisory body/ support to community-based centres throughout Nunavut as well as amassing its own collections, conducting its own research, developing its own exhibitions, and delivering its own programs)
- Museums, heritage and cultural centres throughout Nunavut
- Regional Inuit Associations

Professional Positions

- Archaeologist
- Toponomist
- Archivist
- Exhibition designer
- Conservator (ethnography and paper/photographs)
- Museum educator/ interpreter (community outreach role)
- Curator (art, anthropology, ethnography, history, natural history, northern studies, Inuit studies)
- Collections manager (information technology)
- Intangible heritage (folklore)
- Inuit cultural experts/elders/translators (normally part-time, project specific)

Job Summaries

These position descriptions have been developed based upon an understanding of the heritage community in Nunavut today and plans for the future. Some may be appropriate for full-time positions within an organization such as CLEY, Nunavut Tourism, Nunavut Parks or Parks Canada; most are community-based and some could be shared with other organizations at the community level. Some could be done on a freelance basis. These suggestions are being proposed to further thinking about professional development required to ensure that as many roles as possible will be filled by Inuit.

I Traditional Heritage Positions

Director of a Heritage Organization including a Museum or Centre Manager/Director

A Director of a heritage organization such as a museum or cultural, heritage or visitor centre, or government or Aboriginal cultural organizations requires knowledge and/or education in one or more of the fields below, as well as strong management and communication skills.

Key Responsibilities:

- Oversee the day to day operations of the organization
- Recruit and hire staff
- Supervise the financial management of the organization
- Seek additional funding from private and public sources for exhibitions, research, collections, and programs
- Develop or, if the organization has curatorial and/or educational staff, collaborate with them on developing selected exhibitions and programs
- Advocate for the cultural and education contribution of the organization in its community

Educational Training and Experience:

- Preferably an undergraduate degree and post-graduate training in two or more relevant disciplines (e.g. history, museum or heritage studies, anthropology, business or management studies, community development)
- Minimum of 5 years related experience
- Extensive knowledge of Inuit culture and history
- Excellent administrative and a capacity to be a leader, financial knowledge an asset
- Strong oral and written skills
- Knowledge of information technology
- Fluent in English and Inuktitut or Inuinnaqtun depending upon the community

Inuit Cultural Expert/Elder/Translator

An Inuit Cultural Expert/Elder/Translator provides invaluable traditional knowledge and expertise in Inuit culture, place names, language, and northern environment. Training is primarily community-based, through association with knowledgeable elders; the Inuit Culture and Language Program at Arctic College provides translation training. These roles are critical even though they are normally part-time and/or project specific.

Key Responsibilities:

- Advise the director, curator and other staff on local issues and traditional knowledge germane to the development of collections, exhibitions and programs.
- Participate in their formation by:
 - a) Facilitating contact with individuals and organizations in the community
 - b) Undertaking oral history interviews
 - c) Translating documents and transcribing existing recordings

Education, Training and Experience:

- Traditional knowledge and expertise in Inuktitut or Inuinnaqtun and Inuit culture
- Understanding of place names and environment issues

Curator

A Curator is responsible for the acquisition, preservation, research, and interpretation of artifacts and specimens. He/she works in collections-based institutions, such as museums and cultural, heritage, visitor, and interpretive centres. They may be specialized in art, anthropology, ethnology, human history, natural history, folklore, regional/northern studies, or Inuit studies or be a generalist able to work in several fields.

Key Responsibilities:

- Conduct research into all aspects of the collection and for exhibitions
- Initiate and organize exhibitions
- Prepare didactic material such as labels and panels for the collection and exhibitions
- Collaborate with educators and other staff on programming, or in organizations with a curator and no education staff, develop programs
- Work with the director, and other staff in a larger organization, on the acquisition and conservation of objects and specimens
- Assist the director to seek additional funds for collections and other curatorial activities.

Education, Training and Experience:

A curator generally has an undergraduate or advanced degree in one of the above subject areas, or in Museum Studies, and has excellent oral and written communication skills.

Collections Manager/Technician

A collections manager/technician is responsible for all aspects of managing collections. He/she works in mid-sized to large collections-based institutions, such as museums and cultural, and heritage centres.

Key Responsibilities:

- Catalogue, maintain an inventory of, and digitize collections
- Manage the storage areas for artifacts and specimens
- Assist the curator and director on acquisitions
- Arrange loans of the collection
- Carry out the deaccessioning as recommended by the director and curator and approved by the governing authority

Education, Training and Experience:

A collections manager/technician may report to a curator and have a similar academic background at the BA/BSc or MA level. Knowledge of information technology/database management, online collections management systems, photography/digitization, copyright, and preventive conservation skills are required.

Archaeologist

An archaeologist studies past societies, people and cultures by surveying and/or excavating historical sites, maintaining detailed records, examining and classifying artifacts from the past, such as tools, debris, and artwork. The work is usually seasonal, with fieldwork taking place in the summer and research, writing and dissemination taking place throughout the year. Technologies such as Geographical Information Systems (GIS) and Computer-Aided Design (CAD) may be used to record artifacts and site features. Some museums or heritage, visitor and interpretation centres have archaeologists on staff who work with curators and collections; others work independently engaging their services and expertise on a project by project basis.

Key Responsibilities:

In addition to engaging in research and analysis, an archaeologist can work on the development of specific exhibitions and displays and on aspects of collections management related to fieldwork.

Education, Training and Experience:

An archaeologist needs an MA or PhD to enter the profession and may work in government or Aboriginal agencies, museums, universities, mining companies, or as a consultant.

Conservator

A conservator is responsible for maintaining collections, whether artifacts, specimens, or archival material. Conservation training is highly specialized and only available in a few centres: an MA program at Queen's University in Kingston or the Collections Conservation and Management Program at Fleming College in Peterborough, for example. Conservators work in museums and archives, cultural and heritage centres, government agencies and private practice for both the public and private sector.

Key Responsibilities:

- Care of artifacts, specimens and archival material
- Treat damaged items that can be saved and secured
- Assist the curator and collections manager/technician with exhibitions that require conservation expertise (e.g., prepare artifact mounts, advise re: lighting and security)

Education, Training and Experience:

A conservator would be expected to have skills and expertise in the care and protection of artifacts and other items. Ideally this would be received from the programs noted above. Expertise in traditional knowledge would also be an asset given many of the artifacts in the collection.

Toponymist

A toponymist studies place names. Like an archaeologist, the work may be seasonal, with fieldwork taking place in the summer months. A toponymist may work in government or Aboriginal agencies, museums, universities, or as a consultant.

Key Responsibilities:

- Record place names through research, by applying traditional knowledge, and communicating with community members
- Create official inventories and apply Geographic Information System (GIS) skills or other such expertise to the identification and study of names
- Establish connections between place names and events, individuals, artifacts, specimens, etc.
- Collaborate with curators, archaeologists and government officials on contextualizing and recording information

Education, Training and Experience:

An MA or PhD in a field such as Inuit Studies, anthropology, archaeology or cultural geography may be preferred, but due to the need to work closely with local cultural experts, interpersonal skills, knowledge of Inuktitut and/or Inuinnaqtun (depending upon where the fieldwork is being undertaken) and technical skills such as the use of GIS or CAD are more important than formal education.

Archivist

An archivist provides a range of research and documentation skills associated with records and related historical material. Archives may be stand-alone facilities or held within museums, heritage or cultural centres. The material maintained by an archivist can be in any form of media such as official documents and records, letters, photographs, video or sound recordings.

Key Responsibilities:

- Collect, assess, organize, preserve, maintain control over, and provide access to information determined to have long-term value
- Develop electronic and digitized records
- Collaborate with curators and collections managers on projects with mutual interest and objectives

Education, Training and Experience:

Archivists normally have an MA in Archives, Library or Information Management, Public History, etc., or an undergraduate degree supplemented by archival management courses, and increasingly digital preservation courses.

Educator/ Interpreter, and Outreach Co-ordinator

These positions develop and implement curriculum-related educational programs for students and leisure activities for community members of all ages and tourists (e.g., cruise ships, casual/business tourists). The young population of the territory suggest a particular emphasis on programming for adolescents organized by museums, interpretation centres or community centres. These include heritage projects, some of which could focus on the youth experience of popular and mass culture, and outreach programs that engage young families and encourage intergenerational experiences between elders and youth.

Key Responsibilities:

- Initiative and implement a range of programs and program activities for all ages
- Collaborate with curators, typonomists and Inuit culture experts to develop content
- Collaborate with teachers, community development personnel and other professionals with mutual educational and cultural objectives and interests
- Assist the director with advocacy efforts in the community

Education, Training and Experience:

These positions require excellent communication skills and strong local/traditional knowledge together with training and experience in areas such as museum studies, elementary and secondary education, communications, marketing, tourism and social work.

Exhibition Designer

An exhibition designer creates permanent, temporary and/or travelling exhibitions at museums, heritage and cultural centres, interpretive centres, visitors' centres, libraries, etc.

Key Responsibilities:

This position entails the development of exhibition concepts, detailed designs and estimation of costs. The designer oversees production and works in consultation with the curator and other staff involved in exhibition development

Education, Training and Experience:

A designer is usually expected to have training in a variety of fields including graphic design, industrial design, architecture, or theatre design. Increasingly, expertise in developing online exhibitions and materials is required. Excellent oral and written communication skills are also required, including the ability to work with text in at least two, if not three or four languages simultaneously.

II Positions that Integrate New Ideas into Existing Roles

Intangible Heritage Specialist

An intangible heritage specialist focuses on the non-material aspects of heritage such as language, music and food. This position could be related to or be incorporated into the toponymist or curatorial position and would be a valuable specialist for museums as well as other heritage organizations such as interpretation and visitor centres.

Key Responsibilities:

- Engage in research about oral traditions, folklore and other intangible heritage forms
- Collaborate with Inuit culture experts, curators and collections managers to acquire and develop intangible heritage collections and exhibitions
- Collaborate with various museums staff to develop outreach initiatives

Education, Training and Experience:

This specialist would normally have degrees in subjects such as anthropology, museum studies and history combined with particular expertise in areas such as folklore, ethnomusicology and oral history; ability to communicate in Inuktitut would be required.

Coordinator, Cultural Engagement

This position borrows from Curator, Engagement and Dialogue, a position recently created at the Museum of Vancouver. The position goes beyond the conventional expectations of museum educators and interpreters as well as traditional curators by putting participation at the core of the museum experience. This position spans divides within the heritage field, while being responsible for community collaboration.

Key Responsibilities:

This position would combine many of the responsibilities associated with educators and curators noted above with the objective of developing community-driven curatorial projects, collecting and educational programming.

Education, Training and Experience:

This position would require multidisciplinary training that covers areas such as museum studies, education and social work. The applicant would also be expected to have expertise in traditional knowledge, excellent communication skills and significant experience in working collaboratively in various community settings.

Community Development Officer

A community development officer could incorporate heritage into his/her portfolio, working toward making a heritage program or facility an integral component of community life.

Key Responsibilities:

As with the above Cultural Engagement position above, this position entails working across sectors in a community and working with all staff in the museum or heritage centre in order to fulfil the principal objective. In particular, the officer would work closely with the director on matters of funding, advocacy and community collaboration.

Education, Training and Experience:

The skill set would ideally include training in heritage, community facilitation, expertise in traditional knowledge, fluency in English and Inuktitut as well as training in related areas such as business management and communications.

Heritage Enterprise Facilitator

A heritage enterprise facilitator would work in a community as an administrator of an arts and crafts centre and visitor centre, focusing on the commercial aspects of heritage.

Key Responsibilities:

As with the above position in development, this facilitator would also work across sectors to promote and market heritage materials and crafts. It therefore could be combined with positions responsible for commercial developments and transactions in cultural organizations or otherwise.

Education, Training and Experience:

The skill set should ideally include training in heritage and community facilitation but with special emphasis on business management.

Literacy Skills Specialist

Museums and other heritage facilities lend themselves as a site for learning a language, be it Inuktitut, Inuinnaqtun, English or French. Artifacts, archives as well as various forms of intangible heritage can inspire and invite reading, writing and speaking. Educators, interpreters or outreach personnel may have the requisite training to develop and implement programs or educational and cultural demand may suggest this be a stand-alone position.

Key Responsibilities:

This position would entail developing projects and programs that utilize the museum or other heritage centres as a resource for literacy learning for all age groups. The specialist would work in collaboration with other museum staff, including curators, as well as with Inuit cultural experts, school teachers and other educators with mutual interests and objectives.

Education, Training and Experience:

This position would require heritage knowledge and training in language teaching and learning.

Wellness Counsellor/Reminiscence Therapist/Arts in Health Care

Wellness counsellors in the social work/medical field could attempt to tie health to heritage collections and programs by using the latter as a focus for the discussion of issues related to the former. As with literacy specialist, it also could be a special responsibility of a museum educator or one of the other cross disciplinary or cross-sectoral positions listed, such as curator of community engagement, or be a special interest of an existing counsellor subject to need assessment. A local centre which houses heritage collections and programs as well as various community services may be the ideal place for such this job, be it stand alone or a feature of another position.

Key Responsibilities:

As the job description suggests, this kind of position would utilize heritage combined with traditional knowledge to focus on matters of health and well-being. Duties could conceivably include working with curators, educators and Inuit cultural experts to develop exhibitions, promotional displays and outreach programs

Education, Training and Experience:

This position would require heritage knowledge coupled with experience and expertise in fields such as social work, nursing or other helping professions.

Information Technology Specialist

Many positions listed above require skills in information technology either explicitly or implicitly. However, with digitization, social networking and other rapid developments in communications media, museums and other heritage organizations, such as visitor and interpretation centres, may require an information technology specialist to facilitate and service various projects and programs.

Key Responsibilities:

The position would provide overall technical support including: a) knowledge of hardware operations and software programming; b) ability to service equipment; and c) assist other museum staff, such as curators and collections personnel, with data base creation, digitization and developing multimedia for exhibitions and programs. The applicant would also train museum staff to become more self sufficient in the use of IT.

Education, Training and Experience:

The skill set should ideally include training and expertise in all aspects of IT such as web site development, knowledge of a range of other programs such as Photoshop and Keynote, equipment maintenance and networking.