**LEARNING TOGETHER—**

**Staff Profile Tool**

**At times it can be enlightening and empowering to  
take just a few moments to reflect on ourselves…**

The attached survey is an opportunity for self-reflection—to consider how you are doing in respect to staff behaviors that relate to play and learning connections in the museum.

This process will be most valuable, if you respond truthfully.  Try to let your responses reflect your current reality—which may not be the way you would like it to be. By being honest, you’ll have a way to measure progress.  Remember, there are no “right or wrong” answers and everyone is an individual with potential for personal and professional growth.  You can use the results of the self-assessment to identify areas or expected behaviors where you have opportunities for growth. Along with your supervisor, you can identify resources for training, coaching, and mentoring along with experiences to expand your repertoire of skills.

The survey is divided into ten sections and has a list of expected behaviors under each standard of engagement. Please read each behavior, rank yourself using the provided scale, and note the number in the lined section. The process will probably take between 20 and 30 minutes, but please don’t rush. Take your time. There is space in each section for you to add any comments you might have—this is optional, but could include any ideas, suggestions or questions you might have. Please star \* any items that you don’t understand or about which you need more training or information.

Your answers to this survey will be kept confidential and will only be used for professional development purposes.

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| **Standard 1: Ourselves as Invitation** | | |
| \_\_\_\_ | a) | I acknowledge (greet, smile, wave, etc.) all visitors from the time they arrive until they leave |
| \_\_\_\_ | b) | Regardless of my personal beliefs, preferences or values, I welcome all visitors. |
| \_\_\_\_ | c) | I am knowledgeable about exhibits and programs and help visitors find something they might enjoy. |
| \_\_\_\_ | d) | My appearance is appropriate for a family audience and clearly identifies me as part of the museum staff. |
| \_\_\_\_ | e) | I smile and make eye contact with children in order to be friendly and approachable. |
| \_\_\_\_ | f) | I smile and make eye contact with adults in order to be friendly and approachable. |
| \_\_\_\_ | g) | I speak directly with adult visitors when they are close by—for instance during programs or when they are watching their child. |
| \_\_\_\_ | h) | When I don’t speak a visitor’s language, I smile, make eye contact, and use gestures to show them they are welcome**.** |
| Comments: | | |

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| **Standard 2: Fun** | | |
| \_\_\_\_ | a) | I share information with visitors about how to play and have fun in the museum. |
| \_\_\_\_ | b) | I let visitors take the lead in what they want to do and how they want to do it. |
| \_\_\_\_ | c) | When conducting programs or standing in an exhibit, I look like I am happy to be there. |
| \_\_\_\_ | d) | When there’s an opportunity to do so, I act playful and/or get messy. |
| \_\_\_\_ | e) | When appropriate, I use props to invite visitors to approach and play with me. |
| \_\_\_\_ | f) | I find ways to make activities inviting and engaging---building suspense, adding hoopla, creating excitement. |
| \_\_\_\_ | g) | I model ways that grown-ups can share in the fun. |
| Comments: | | |

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| **Standard 3: Environment as Invitation** | | |
| \_\_\_\_ | a) | When working in an exhibit space, I clean and reset it at least once an hour and more often as needed. |
| \_\_\_\_ | b) | I reset each exhibit space into an invitation for play including leaving up archeology and setting up interesting arrangements of materials. |
| \_\_\_\_ | c) | I understand and can independently perform the opening, closing, and resetting procedures for each exhibit, asking for assistance as needed. |
| \_\_\_\_ | d) | I take the necessary steps to report components or props that are broken, dirty, or otherwise unfit for visitor use by filling out a work request form, replacing the item, and/or informing my supervisor of the issue. |
| \_\_\_\_ | e) | I make sure there is seating during programs (chairs, pillows, rugs) so that children and adults can sit near each other. |
| \_\_\_\_ | f) | I set up for programs so that the space or table looks inviting (e.g. utilizing elements such as table cloths, achievable sample products, containers for supplies, and signage as available). |
| \_\_\_\_ | g) | I make sure program materials are clean, work the way they are supposed to, and are well laid out. |
| \_\_\_\_ | h) | Programs for which I am responsible begin at their advertised time. |
| Comments: | | |

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| **Standard 4: Supporting Caregivers** | | |
| \_\_\_\_ | a) | I’m aware of and respect caregivers roles including supporting children’s learning, engaging in activities themselves, actively observing, or taking a break. |
| \_\_\_\_ | b) | I directly invite caregivers to participate, and, if they want to, I offer them a variety of ways to do so. |
| \_\_\_\_ | c) | c) I support field trip chaperones in their efforts to interact with multiple children by modeling positive adult-child interactions and offering information about what to do. |
| \_\_\_\_ | d) | I provide just-in-time information to caregivers—tips or ideas that can help caregivers better support children’s learning in that moment (e.g., Children who are just learning to use scissors should keep their thumbs up to get a more efficient cut.) |
| \_\_\_\_ | e) | When adult caregivers express an opinion or concern, I respond by letting them know they have been heard, and I follow up as needed (call in other staff, adjust the activity, etc.) |
|  | f) | When facilitating an activity, I include information, conversation, and/or humor aimed at adult visitors |
| \_\_\_\_ | g) | I support caregivers when they become separated from their children in the museum. |
| \_\_\_\_ | h) | I support caregivers when children are in emotional distress. |
| \_\_\_\_ | i) | I support caregivers when children have wet or soiled clothing and need assistance. |
| \_\_\_\_ | j) | I support families when children are involved in accidents in the museum. |
| \_\_\_\_ | k) | When re-directing children’s behavior, I provide a gentle but effective model of interaction |
| \_\_\_\_ | l) | When a child requires attention I cannot provide (e.g. safety or behavioral concerns, physical contact) I approach caregivers to ask for assistance. |
| \_\_\_\_ | m) | When I need a caregiver to assist me with re-directing children’s behavior, I explain the museum’s rationale to the caregiver and ask if we can work together to engage children in a productive activity. |
| \_\_\_\_ | n) | I am clear about the thresholds beyond which I need to find a supervisor to intervene (for instance, families hitting children, using profanity, or disrupting others). |
| Comments: | | |

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| **Standard 5: Respect for Cultures and Compositions** | | |
| \_\_\_\_ | a) | I speak and act comfortably with persons from all cultural/racial/ethnic groups and families compositions (single-parent, same-sex parents, etc.).” |
| \_\_\_\_ | b) | I can speak about the museum’s position on diversity when visitors need assurance that they are welcome. |
| \_\_\_\_ | c) | I am aware of my own cultural assumptions when observing how families interact within the museum. |
| \_\_\_\_ | d) | I modify activities and situations to allow visitors to participate regardless of their cultural beliefs and practices (for instance, turning off music during an activity as requested, providing space for afternoon prayers, etc.) |
| \_\_\_\_ | e) | I avoid making assumptions about a person’s identity, gender or race |
| \_\_\_\_ | f) | I use open-ended terms to address or refer to visitors (i.e. friend or caregiver), rather than restrictive or presumptive labels (girl, boy, mom, dad, grandma). |
| \_\_\_\_ | g) | I respect families’ personal space while offering support that can enhance their interactions and activities. |
| \_\_\_\_ | h) | When talking with my colleagues, I speak respectfully about all visitors regardless of their cultural/racial/ethnic background or family/group composition. |
| Comments: | | |

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| **Standard 6: Exemplary Play-Learning Facilitation** | | |
| \_\_\_\_ | a) | I observe visitors before interacting with them using the principles of “wait, watch, follow.” |
| \_\_\_\_ | b) | I know how to interact with visitors in each exhibit. Please list any about which you feel the need to know more:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_ | c) | I am able to assess when a family needs help or support to engage fully in an exhibit experience. |
| \_\_\_\_ | d) | f. I use props and materials to create an invitation for visitors to join in an exhibit-based activity or conversation. |
| \_\_\_\_ | e) | I use “sports casting” (describing a child’s actions as they happen) in order to deepen the play-learning connections for young children and to model this technique for caregivers. |
| \_\_\_\_ | f) | I ask open-ended questions that help visitors connect museum experiences to prior knowledge and/or to form new connections. |
| \_\_\_\_ | g) | I recognize and make use of teachable moments--times when children are ready for an additional challenge, to learn a new word, or to figure something out. |
| \_\_\_\_ | h) | I redirect play when it’s unsafe or inappropriate, providing positive alternatives and seeing visitors through the transition. |
| \_\_\_\_ | i) | When facilitating a program, I find ways to ensure that all participants can feel successful. |
| \_\_\_\_ | j) | When facilitating a program, I invite the whole visitor group to participate “together.” |
| Comments: | | |

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| **Standard 7: Play for all** | | |
| \_\_\_\_ | a) | I use “people-first language” in talking to and about others. (e.g. “Girl who uses a wheelchair, rather than “wheelchair girl”) |
| \_\_\_\_ | b) | I can speak knowledgeably about the museum’s position on access and inclusion including the Play for All Initiative. |
| \_\_\_\_ | c) | I am aware of adaptive materials and strategies to assist visitors with disabilities throughout the museum (for instance wheelchair transfer locations, story guides, quiet room components, etc.). |
| \_\_\_\_ | d) | When I’m in an exhibit, I know how to support visitors with disabilities. Please note exhibits where you particularly would like more information or training: |
| \_\_\_\_ | e) | When facilitating, I adapt it to children at different levels of expertise or needing different entry points. |
| \_\_\_\_ | f) | When facilitating, I rephrase instructions to enable visitors with different abilities to understand the task. |
| \_\_\_\_ | g) | During activities, I help participants monitor their progress, noting their accomplishments at different points. |
| \_\_\_\_ | h) | I adapt how I present information for children and families who do not speak my language. |
| \_\_\_\_ | i) | As needed, I use various forms of communication to support visitors’ participation in an activity (e.g. pointing, gesture, demonstration, examples of finished projects, etc.). |
| Comments: | | |

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| **Standard 8: Communicating Play and Learning Connections** | | |
| \_\_\_\_ | a) | I have friendly and informal ways to explain the developmental and educational importance of children’s play to adult caregivers. |
| \_\_\_\_ | b) | I know the developmental domains and how the museum’s exhibits and programs promote learning in each. |
| \_\_\_\_ | c) | I talk with adults about the connections between museum experiences and the four major areas of children’s development: social emotional, cognitive, language and motor |
| \_\_\_\_ | d) | I share my own excitement about children’s achievement with both children and caregivers. |
| \_\_\_\_ | e) | I encourage children to make connections to prior experiences and knowledge. |
| \_\_\_\_ | f) | I ask children question to help them reflect on their experiences and achievements. |
| \_\_\_\_ | g) | I am aware of the opportunities available throughout the museum to document, showcase, or share children’s learning (i.e. Skyscraper Challenge, make-and-take projects, etc.). |
| \_\_\_\_ | h) | I enable adult caregivers to see and appreciate their important role in children’s learning. |
| \_\_\_\_ | i) | I spark conversations about museum experiences among family members or within a visitor group. |
| Comments: | | |

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| **Standard 9: Extending Learning Beyond the Museum** | | |
| \_\_\_\_ | a) | I create personal connections with familiesor groups, understanding how important this can be to learning. |
| \_\_\_\_ | b) | I help visitors put words to their experiences. |
| \_\_\_\_ | c) | I am ready to facilitate out-of-the-ordinary programs that are intrinsically memorable for instance: larger than life, surprising, and multi-sensory. |
| \_\_\_\_ | d) | I engage visitors in conversations about what they did while at the museum. |
| \_\_\_\_ | e) | I invite visitors to share connected personal experiences to museum experiences both in exhibits and programs. |
|  | f) | When visitors make something they want to take home, I offer support, for instance writing their name on it, making a space for projects to dry or providing a bag. |
| \_\_\_\_ | g) | I suggest ideas for follow-up activities to visitors that use affordable and available items, especially things they might have in their own homes or communities. |
| Comments: | | |

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| **Standard 10: Reflective Practice** | | |
| \_\_\_\_ | a) | I assess my own behaviors and skills as a Play and Learning Facilitator—evaluating my facilitation skills and interaction with visitors. |
| \_\_\_\_ | b) | I am open to constructive feedback from others. |
| \_\_\_\_ | c) | I am always looking for ways to improve my performance. |
| \_\_\_\_ | d) | I set goals for professional development and participate in determining the best strategies for my growth. |
| \_\_\_\_ | e) | I approach my work with positivity and share this attitude with my team. |
| \_\_\_\_ | f) | I share my reflections about my performance with my supervisor and ask for help and support. |
|  |  | I can state the museum’s mission and vision and understand its relationship to my job. |
| \_\_\_\_ | g) | After a misunderstanding or awkward interaction with visitors and other staff, I ask myself how I could I have handled it differently. |
| \_\_\_\_ | h) | I am willing to try new tasks as requested by my supervisor. |
| \_\_\_\_ | i) | I use the morning meeting time as an opportunity to connect to my colleagues, learn about the day’s events and participate in trainings. |
| \_\_\_\_ | j) | When necessary, I identify areas of concern or confusion about my job and ask my supervisors for help. |
| \_\_\_\_ | k) | I am aware of opportunities to expand what I do, for instance, develop drop-in programs, mentor new staff, work with field trip groups, and provide feedback on exhibits and programs. |
| \_\_\_\_ | l) | I am a strong team player—I do my share whether I am floating, facilitating a program or resetting the museum. |
| \_\_\_\_ | m) | I treat my colleagues with respect at all times. |
| Comments: | | |