Self-evaluation form

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This self-evaluation comprises scaled questions and open questions. You are asked to evaluate your level of proficiency in the stated competencies. The scale ranges from Insufficient (=1) to Excellent (=5).

The 45 competencies are grouped into four areas:

- 1. Handling the group within the museum environment
- 2. Communication skills
- 3. Knowledge and pedagogy
- 4. Professionalism

After completing the scaled questions there is space to add comments or to explain a specific competency. You are then asked, per area, to list a number of competencies in which you're proficient, and aspects that you can, or would like to, improve (accompanied by an explanation).

On the basis of your self-evaluation, you will have a post-observation conversation with the educator at the museum where you work. This will be based on your self-evaluation. You will go through each area with the educator, talking about the competencies you excel at, and those that you feel need improving. The educator does not read your self-evaluation beforehand.

Main areas:

Area 1 Handling the group within the museum environment

Museum guides are enthusiastic and flexible, are open, able to connect with the group and assess a group, are sensitive to the group dynamic and what the group wants, and can adapt in response to those needs. Museum guides take the lead, protect the objects and maintain an overview of the group.

Area 2 Communication skills

Museum guides are excellent communicators, both verbally and non-verbally. They can initiate and facilitate discussion. They speak clearly, listen closely, and can use the input of the group to enrich the dialogue.

Area 3 Knowledge and pedagogy

Museum quides possess a broad general historical, cultural and art historical knowledge, knowledge of the collection, and are acquainted with the education curriculum. They are able to use this knowledge flexibly to convey information about objects, tell stories, and respond to students' questions. Museum quides can encourage pupils to interact with objects in a meaningful way, and inspire them to observe objects closely.

Area 4 Professionalism

Museum quides are reliable and represent the museum. They can collaborate with colleagues and visiting teachers. Museum guides are able to reflect on their performance, are open to giving and receiving feedback, and actively work on developing their skills as a museum guide.

RUKS MUSEUM









Self-evaluation form

Date

Name

Tour programme(s)/groups

Comments











Handling the group within the museum environment

1	Open attitude You are relaxed, approachable, and have an open
	attitude towards the group and the diversity of persons and views within
	the aroup.

1 Insufficient	2	3	4	5 Excellent

Making an immediate rapport You are capable of establishing an immediate rapport with the group, are able to make the students feel at ease, and maintain this during the tour.

1 Insufficient	2	3	4	5 Excellent

Assessing the group You have knowledge about the target group and can make an estimation of the interest, expectations, and level of the group by asking questions and 'reading' their non-verbal communication.

1 Insufficient	2	3	4	5 Excellent

4 Interest in the group You take the students seriously and show interest in the ideas, questions, and backgrounds of the students.

1 Insufficient	2	3	4	5 Excellent

Creating a safe environment You are capable of creating a safe learning environment in which students can participate in an equal way and in which their input is dealt with in a respectful way.

1 Insufficient	2	3	4	5 Excellent













6			atmosphere You e, by using humo	ı are able to create r.	e a relaxed and
	1 Insufficient	2	3	4	5 Excellent
7			are energetic and enthusiasm in th	d enthusiastic abo ne students.	out the things
	1 Insufficient	2	3	4	5 Excellent
8				ain sensitivity for or to the situatior	
	1 Insufficient	2	3	4	5 Excellent
9	Coping with resistance You know how to cope with resistance or inappropriate remarks and try to use these remarks to enrich the dialogue.				
	1 Insufficient	2	3	4	5 Excellent
10				oout the program, yourself above th	
	1 Insufficient	2	3	4	5 Excellent
11			onsciously aware ehavior of the stu	e of the safety of thudents.	ne objects
	1 Insufficient	2	3	4	5 Excellent











12	Time management You are capable of using the time efficiently, and the tour
	has a clear beginning, middle, and end.

1 Insufficient	2	3	4	5 Excellent

Awareness of the environment and positioning You are flexible and capable of dealing with the busyness in the museum. You position yourself and the group in front of the object in such a way that all students can see the object without blocking the passage for other visitors.

1 Insufficient	2	3	4	5 Excellent

Keeping an overview You keep an overview of the group, make sure all students are following, and ensure the students do not bother other visitors.

1 Insufficient	2	3	4	5 Excellent

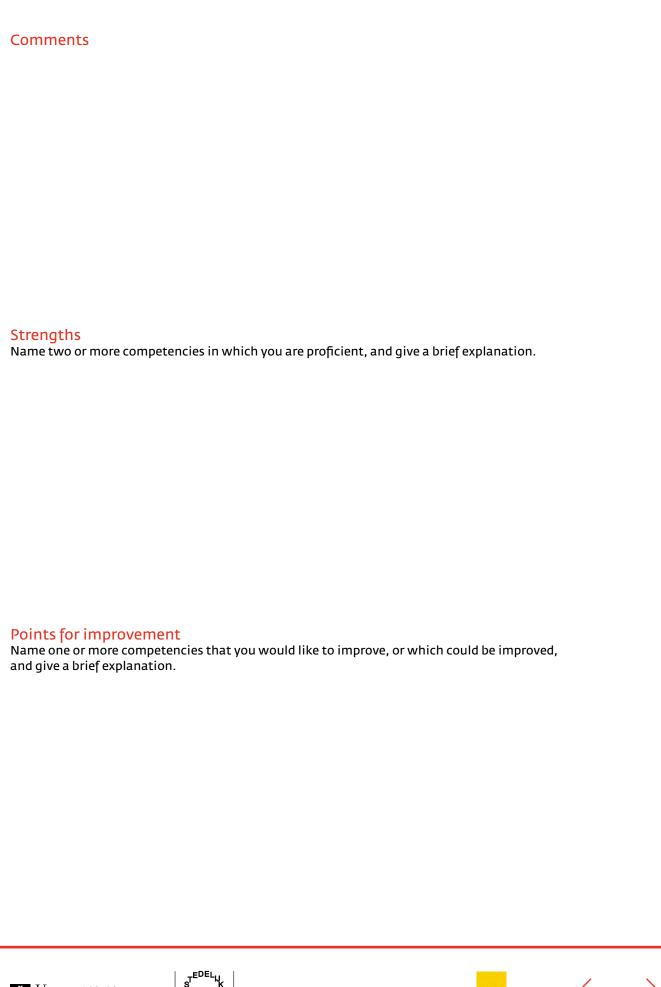






















Communication skills

16	Clear talk You speak clearly, audibly, and with an appropriate intonation.
15	Clear talk You speak clearly, audibly, and with an appropriate intonation.

1 Insufficient	2	3	4	5 Excellent

Vocalization and expression You breathe quietly, speak with a pleasant timbre, and are able to engage the students through your intonation, rhythm, timing, and mimics. You know how to use your voice without damaging it.

1 Insufficient	2	3	4	5 Excellent

Careful listening You listen carefully and sincerely and use the input of the group to enrich the dialog.

1 Insufficient	2	3	4	5 Excellent

Linguistic skills and use of language You are linguistically skilled, have an extensive general and specialized vocabulary, and adjust your use of language to the level and perceptions of the students.

1 Insufficient	2	3	4	5 Excellent

Conversation techniques You are skilled in starting and facilitating a conversation in different ways and are capable of encouraging participation of the students.

1 Insufficient	2	3	4	5 Excellent











20	Non-verbal communication You give clear non-verbal cues to the students,
	and your non-verbal communication (e.g., body language, mimics, posture)
	is in line with the verbal communication.

1 Insufficient	2	3	4	5 Excellent

Awareness of one's own communication You are aware of your own posture, use of voice, and body language and are capable of adjusting this to the situation.

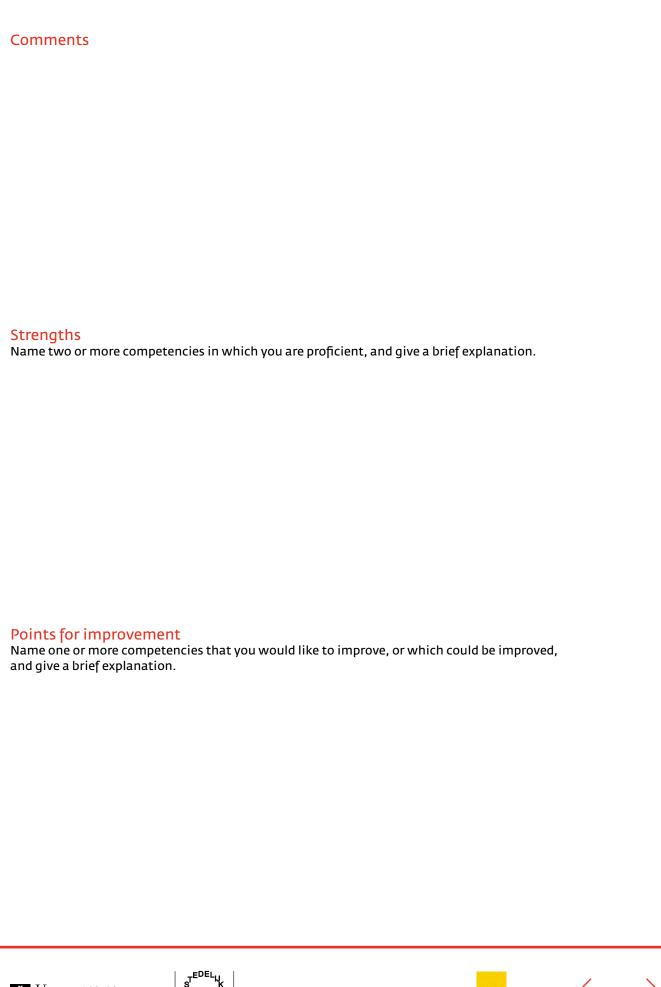
1 Insufficient	2	3	4	5 Excellent





















Knowledge and pedagogy

22	Use of knowledge You have general knowledge of culture, art history, and history
	and are capable of using this knowledge in a flexible way, tailored to different groups,
	to give meaning to objects, contextualize objects, make connections, and to answer
	questions.

1 Insufficient	2	3	4	5 Excellent

Use of curricular knowledge You have knowledge about the curriculum and are capable of using this knowledge to connect the tour to the curriculum.

1 Insufficient	2	3	4	5 Excellent

Use of knowledge of the collection You have knowledge about the collection and are capable of using this knowledge in a flexible way to give meaning to objects, contextualize objects, make connections, and to answer questions.

1 Insufficient	2	3	4	5 Excellent

Creating a common thread You use your knowledge to create a common thread in the tour.

1 Insufficient	2	3	4	5 Excellent

Stimulate an open attitude You are capable of inspiring the students to have an open attitude towards new experiences.

1 Insufficient	2	3	4	5 Excellent











27				owledge to the levene's understandir	
	1 Insufficient	2	3	4	5 Excellent
28	Storytelling You engaging way.	u are capable of to	elling stories in re	elation to an obje	ct in an
	1 Insufficient	2	3	4	5 Excellent
29	of the students, to prompt stude	to give room for	different perspectociations, reason	, think out loud, a	ding on the goals)
	1 Insufficient	2	3	4	5 Excellent
30				e to let students con meaning of that	
	1 Insufficient	2	3	4	5 Excellent
31	contextualizing		a a balance betwe	een looking at obj	ects and
	1 Insufficient	2	3	4	5 Excellent
32	Using objects a period or event.		can use an object	as a window to a	historical
	1 Insufficient	2	3	4	5 Excellent











33	Using objects for critical analyses You can use objects to critically analyze how
	art and history are represented and interpreted.

1 Insufficient	2	3	4	5 Excellent

Usage of learning activities You use learning activities and exercises that are fitted to a certain group, the moment, and the object and (in this way) provide for variation.

1 Insufficient	2	3	4	5 Excellent

Balance between interaction and explaining You search for a balance between explaining and interaction and ensure that there are enough opportunities for the students to experiences art and history.

1 Insufficient	2	3	4	5 Excellent

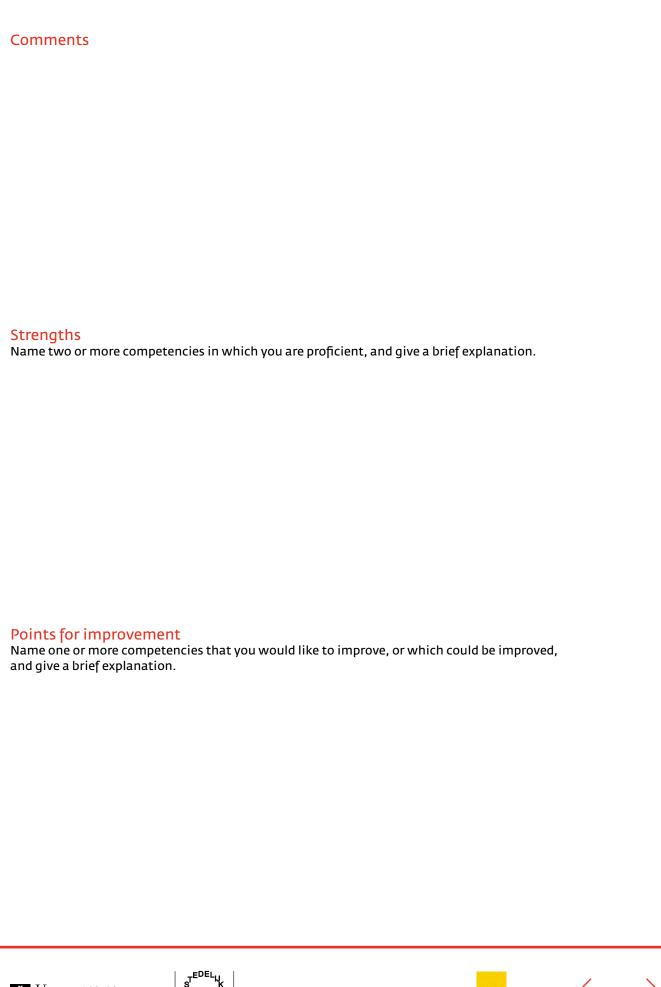






















Professionalism

36	Cooperation with other guides You consult with other guides about the route
	and take other guides into account during the tour.

1 Insufficient	2	3	4	5 Excellent

Cooperation with security guards You communicate (if necessary) with security guards and follow their instructions.

1 Insufficient	2	3	4	5 Excellent

Cooperation with teachers You adjust the program with the visiting teacher and give the teacher an appropriate role during the tour.

1 Insufficient	2	3	4	5 Excellent

Reliability You are reliable, loyal, punctual, stick to the agreements made with the museum, and give the tours in accordance with the designed program.

1 Insufficient	2	3	4	5 Excellent

Flexibility You are flexible and have an open attitude towards change.

1 Insufficient	2	3	4	5 Excellent

Represent the museum You are aware of your role as an ambassador of the museum and behave accordingly.

1 Insufficient	2	3	4	5 Excellent











42	Reflecting on personal performance You reflect on your own practices and are
	aware of your own strengths and areas for improvement.

1 Insufficient	2	3	4	5 Excellent

Giving and receiving feedback You are open to feedback, use this feedback to improve, and are willing to give feedback to other guides (and educators).

1 Insufficient	2	3	4	5 Excellent

Professional development You use the opportunities for professional development offered by the museum and are actively looking for ways to develop your competencies.

1 Insufficient	2	3	4	5 Excellent

Contribute to improving tours You critically reflect on tours and use this reflection and your knowledge of pedagogy to contribute to redesigning a program.

1 Insufficient	2	3	4	5 Excellent











Comments
Strengths
Name two or more competencies in which you are proficient, and give a brief explanation.
Points for improvement Name one or more competencies that you would like to improve, or which could be improved, and give a brief explanation.
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