

# Glazer Children's Museum

## JOB DESCRIPTION

### Playologist: Program Team Member – PT

#### **Position Summary:**

The primary responsibility of the Playologist is the facilitation of a positive and high quality guest experience at the Museum. Additionally the playologists will also work birthday parties and special events. This is achieved through implementing the following “Standards of Engagement,” adapted from materials shared by Boston Children’s Museum and Chicago Children’s Museum:

1. Ourselves as Engagement
2. Fun
3. Environment as Invitation
4. Nurturing the adult-child bond
5. Respect for families’ cultures
6. Exemplary Play and Learning Facilitation
7. Play and Learning for All
8. Making Learning Visible
9. Extending Learning Beyond the Museum
10. Reflective Practice

#### **Essential Functions:**

##### **1. Ourselves as Engagement**

- a. Interact with caregivers and children from the time they arrive.
- b. Learn about the programs being offered and share information about the content and age range with guests.
- c. Help guests find fitting and available exhibits, by explaining what they are about and who they are designed for.
- d. Dress in such a way as to be appropriate for a family audience and clearly defined as museum staff.
- e. Smile and make eye contact with adults in order to be friendly and approachable.
- f. Look happy to be conducting programs or standing in an exhibit area.
- g. Speak directly with adult visitors when they are close by—for instance during programs or when they are watching their child.
- h. Smile, make eye contact, and use gestures to interact with guests and make them feel welcome when they don’t speak English.

##### **2. Fun**

- a. Invite guests to play and share information about how fun the museum is.
- b. Let guests take the lead in what they want to do and how they want to do it.
- c. Engage and be engaging with guests, while playing with them.
- d. Use props or exhibit elements to invite guests to approach and play.
- e. Facilitate high quality programs that are memorable, surprising, and/or multi-sensory.
- f. Find ways to make activities inviting and engaging and when appropriate, exciting.

- g. Talk with guests who seem not to be enjoying themselves, and then suggest other opportunities in the museum.
  - h. Model ways that grown-ups can share in the fun.
- 3. Environment as Invitation**
- a. Clean and reset at least once an hour and more often as needed.
  - b. Make sure there is seating in programs so that children and adults can sit next to each other.
  - c. Set up programs so that the children and adults can sit near each other.
  - d. Set up programs so that the space or table looks inviting, including elements such as tablecloths, achievable sample products, containers for supplies, and signage.
  - e. Make sure program materials are clean, work the way they are supposed to, and are well laid out.
  - f. Begin programs at their advertised time.
  - g. Listen respectfully and actively to families' opinions or concerns about exhibits or programs; respond by letting them know they have been heard; and follow up as needed.
- 4. Nurturing the Adult-Child Bond**
- a. Be aware of and facilitate ways that caregivers can play, including ways they can support their child's learning, engage in the activity themselves, or actively observe.
  - b. Directly invite caregivers to participate, and give them permission to choose if they want to interact with their child, play themselves, or observe their child playing.
  - c. While facilitating an activity, include information, conversation, and/or humor aimed at the adult guest.
  - d. 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. Support families when children and/or caregivers are having a difficult time in the museum (e.g., tantrums, wet clothing, accidents, etc).
- 5. Respect for Families' Cultures**
- a. Be welcoming and speak and act comfortable with persons from all cultural/racial/ethnic groups.
  - b. Be aware of cultural assumptions when observing how families interact within the museum.
  - c. Speak in respectful and accepting ways about the actions of visitors from different cultural/racial/ethnic backgrounds.
  - d. Modify activities and situations to allow guests to participate regardless of their cultural beliefs and practices (for instance, turning off music during an activity if requested, providing space for afternoon prayers, etc.)
  - e. If there is an opportunity, invite guests to share firsthand experiences that reflect their culture and background.
  - f. Respect families' personal space while offering support that can enhance their interactions and activities.
  - g. Respect caregivers' decisions about how and when they want to interact with their child.
- 6. Exemplary Play and Learning Facilitation**
- a. Observe guests interacting before interacting with them.
  - b. Be aware of what behaviors, prompts, hints, and questions will support guests' play and learning before interacting.

- c. Invite the whole family to participate together.
- d. Talk about the learning that can occur through play and use strategies to enable guests to get the most out of their museum experience.
- e. Follow guests' lead and cues, knowing when and how to intervene to support play, learning, safety, and enjoyment—when it is best to step in and when it is best not to interrupt.
- f. Recognize and make use of teachable moments—times when children are ready for more challenge or to make a connection.
- g. Actively listen to what children have to say, asking open-ended questions that help them form connections to prior knowledge and form new connections.
- h. Guide guests in exhibits and during programs so that everyone can be successful.
- i. Use gestures and demonstration to aid guests interacting with an exhibit or participating in a program when they speak a different language.
- j. Redirect play when it's unsafe or inappropriate, providing positive alternatives and seeing families through the transition to safe play.

## **7. Play and Learning for All**

- a. Adapt activities to children who are at different levels of expertise or who need different entry points.
- b. Rephrase instructions when leading an activity to enable guests with different abilities or learning styles to understand the task.
- c. Help participants monitor their progress during activities, noting their accomplishments at different points.
- d. Adapt activities for children and families who do not speak the language a program is being delivered in.
- e. Adjust activities up or down so that every guest can be successful and challenged.
- f. Be prepared with adaptive materials and strategies to assist guests with disabilities throughout the museum.
- g. Use “people-first” language in talking to and about others (e.g. “Girl who uses a wheelchair, rather than “wheelchair girl”)
- h. When developing an activity or program, consider children's varied learning styles and needs.
- i. When training others on an activity or program, identify multiple entry points and adaptations for guests with disabilities.

## **8. Making Learning Visible**

- a. Have friendly and informal ways to explain the developmental and educational importance of play to adult caregivers.
- b. Share excitement about children's achievements with everyone in the family including the child and caregiver.
- c. Speak knowledgeably about the connection between play and learning in the context of each exhibit and program the museum offers.
- d. Look for ways to showcase learning, for instance through saving and sharing examples or writing down children's words about their process.
- e. Use conversation to enable adult caregivers to see and appreciate children's learning as well as their important role in learning.
- f. Spark conversations among family members, asking questions like “Did you ever do this when you were a child?” or “Why do you think your mom is smiling right now?”

## 9. Extending Learning Beyond the Museum

- a. Create personal connections with families, understanding how important this can be to learning.
- b. Help visitors put words to their experiences.
- c. Suggest ideas for follow-up activities to visitors that use affordable and available items, especially things they might have in their own homes.
- d. Look for ways to extend programs and activities beyond the museum, including take-home products, and intrinsically memorable experiences.

## 10. Reflective Practice

- a. Examine and assess your own behavior and skills.
- b. Build upon your strengths and seek to improve your weaknesses.
- c. Know your own personal “style” of engaging with families, and play to your strengths.
- d. Be open to constructive feedback from others.
- e. Always look for ways to improve your performance.
- f. Set goals for professional development and participate in determining the best strategies for individual growth.
- g. Take time each day to evaluate your facilitation and interactions with guests in light of your goals for yourself and the mission of the museum.
- h. Share your reflections about your performance with your supervisor and ask for help and support.
- i. Learn and grow from mistakes, misunderstandings, or awkward interactions with guests by assessing what happened and determining how you can improve.
- j. When mentoring others, give them opportunities to reflect on their own performance and set their own goals.
- k. When mentoring others, ask them how best you can help them grow.

### **Non-Essential Functions:**

- Other duties as required.

### **Mental Skills and Abilities:**

- *Math* – high school level ability; to calculate variables, formulas, ratio and proportion; to use practical application of fractions, percentages, and statistics.
- *Reading* - Ability to read and understand schedules, reference books and scripts.
- *Writing* - Ability to write summaries and reports using proper format and conforming to rules of punctuation, grammar, diction and style.
- *Speaking* - Ability to be conversant in the principles and methods of effective and persuasive speaking and discussion. Comfortable with public expository and extemporaneous speaking.
- *Reasoning Ability* - Ability to apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions; to interpret a variety of instructions; to plan work and develop procedures; to learn and/or evaluate information in order to make judgments and decisions.

### **Education/Training:**

- 18 years of age or older preferred. High school senior or high school diploma or equivalent preferred. Some college preferred.

- Bilingual English/Spanish preferred

### **Experience/Skills:**

- Ability to work with a variety of people
- Work well under time constraints, and in high-paced, stressful and noisy conditions.
- Good public speaking/program delivery skills
- Demonstrated experience and interest working with young children and their families
- Theater or other performance experience a plus

### **Work Situations:**

- *Communication* - The ability to relate to people in situations involving more than giving and receiving instructions.
- *Direction, Control and Planning* - Adaptable to accepting responsibility for the direction, control, or planning of an activity. The employee may be in a position to negotiate, organize, direct, formulate practices, or make decisions.
- *Feelings or Ideas* - Adaptable to situations involving the interpretation of feelings or ideas in terms of personal viewpoint. The employee may be called upon to use creativity, self-expression, or imagination.
- *Influencing* - Adaptable to influencing people in their opinions, attitudes, or judgments. The employee may be in a position to motivate, convince, or negotiate.
- *Measurable or Verifiable Criteria* - Adaptable to making generalizations, judgments, or decisions based on measurable or verifiable criteria. The employee may make evaluations on the basis of data.
- *Performing Under Stress* - Adaptable to situations requiring the precise attainment of set limits, tolerances, or standards. The employee may need to be precise, thorough, exacting, or meticulous in regard to material worked; or in activities such as numerical determinations, record preparation, or inspecting.
- *Repetitive, Continuous* - Adaptable to performing repetitive work, or to continuously performing the same work, according to set procedures, sequence, or pace. The employee may perform work that is inherently of a repetitive nature.
- *Sensory or Judgmental Criteria* - Adaptable to making generalizations, judgments, or decisions based on sensory or judgmental criteria. The employee may rely on one or more of the five physical senses, or rely on knowledge gained by experience to make evaluations.
- *Set Limits, Tolerances, or Standards* - Adaptable to performing under stress when confronted with emergency, critical, unusual, and/or dangerous situations; or in situations in which working speed and sustained attention are make or break aspects of the job.
- *Variety and Change* – Adaptable to performing a variety of duties, often changing from one task to another of a different nature without loss of efficiency or composure. Several duties in a job that require significant differences in technologies, techniques, procedures, working conditions, physical demands, and/or situations constitute this factor.

### **Physical Demands:**

- *Light Work* - Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently, and/or a negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects.
- *Balancing* - Maintaining body equilibrium to prevent falling when walking, standing or crouching on narrow, slippery, or moving surfaces.

- *Carrying* - Supporting the weight of an object with hands and arms and moving from one place to another.
- *Climbing* - Ascending or descending ladders, stairs, scaffolding, ramps, poles, and the like, using feet and legs and/or hands and arms.
- *Crouching* - Bending the body downward and forward by bending legs and spine.
- *Fingering* - Picking, pinching, or otherwise working with fingers.
- *Eye-Hand-Foot Coordination* - The ability to coordinate hand and/or foot motions with visual stimuli in order to engage in or perform physical activities, such as typing, operating vehicles or mechanical equipment, etc.
- *Handling* - Seizing, holding, grasping, turning, or otherwise working with fingers and/or hands.
- *Hearing* - Perceiving the nature, intent or meaning of sounds.
- *Kneeling* - Bending legs at the knee to come to a rest on knee or knees.
- *Lifting* - Raising objects from a lower to a higher position or moving objects horizontally from position-to-position.
- *Pulling* - Exerting a force so as to move an object toward the individual.
- *Pushing* - Using upper extremities to press against something with steady force in order to move forward, downward, or outward.
- *Reaching* - Extending hand(s) and arm(s) in any direction, especially upward in placing or retrieving objects.
- *Sitting* - To rest the body upright supported by the buttocks and thighs.
- *Standing* - To be upright supported by the buttocks and thighs.
- *Talking* - Expressing or exchanging ideas by means of the spoken word.
- *Walking* - Moving about on foot to accomplish tasks.
- *Seeing* - The ability to perceive the nature of objects by the eye. The important aspects of vision are:
  - (a) Clarity of vision at 20 inches or less.
  - (b) Clarity of vision at 20 feet or more.
  - (c) The ability to judge distance and space relationships.
  - (d) The ability to identify and distinguish colors.

### **Other Requirements:**

- *Travel* - may require occasional travel
- Valid State Driver's License
- Minimum of 15 hours of availability per week
- Will require weekend, holiday and some evening work
- Will require both indoor and outdoor work
- Will require uniform/dress code

### **Supervision/Contacts:**

- Receives supervision from the Out of School Learning Supervisor and the Daily Programs Supervisor
- Daily contact with Museum employees, volunteers, and management
- Daily contact with visitors; occasional contact with outside vendors

### **Environment:**

- Employee is subject to inside and occasional outside environmental conditions. Protection from weather conditions but not necessarily from temperature changes when inside.

**Tools and Equipment Used:**

- Personal computer, fax machine, telephone, computer printers, calculator, copier, museum alarm system, lighting controls, museum exhibit PCs and software, interactive components, small and large home appliances.
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*I certify that I have reviewed and understand all of the requirements of performing this job and that I am capable of meeting each and every requirement, with or without reasonable accommodation. I understand that the essential and/or non-essential functions and the associated abilities, requirements and conditions outlined above describe the general nature and level of the work performed. I understand that they are not intended to and in no way represent an exhaustive listing of all tasks involved in performing the job. I understand that business necessity may dictate changes in the position requirements at any time. I understand that even though I may be able to perform the job, there are other requirements I must meet before being offered the job. I understand that I must perform all essential and non-essential functions in a manner that is not hazardous to myself or to others. I also understand that any employment relationship with this company is of an "at-will" nature, which means that if employed I will be free to resign at any time, and that the Company may terminate my employment at any time, with or without prior notice.*

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Signature

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Date