

Facilitator Self-Assessment Tool



Just as with any skilled professional, a good facilitator makes the job look easy. But, as any educator knows, the art of facilitation requires constant energy, practice, and progress. One essential element of developing as a facilitator is regularly taking the time to evaluate one's own practices. RSE has developed this checklist as a starting point for your self-assessment and self-improvement.

At the end of the day, review your own performance. Identify areas where you think you can improve or require More Practice and make a plan to address. Next session review your assessment and put your plan into place. Using the format review and check that you are on track. Use this process until you are happy with your performance. If required seek additional support and information (contact RSE for tips or visit rse.org.au).

Date: _____ Session: _____

S = I'm feeling Strong | G = I'm making Good progress | MP = I need More Practice

	S	G	MP
I was prepared for the session and did not have to refer to notes			
I used 'proximity', moved around the space and avoided standing in one place, 'lecture' style			
I shared the importance of active listening and respecting the ideas of others			
I asked open-ended questions to promote student participation and brought ideas together, highlighting certain points raised in the conversation			
I made sure that all students had an opportunity to participate			
I watched for non-verbal signs indicating that someone wanted to respond or ask a question			
I avoided allowing just a few students to monopolise "air time"			
I recognised fears or disagreements among group members and brought them out into the open			
I modelled active listening by focusing on individuals when they were speaking			
I gave positive reinforcement and feedback with a nod or word of praise			
I used words that everyone was familiar with, avoiding technical terms and jargon			
I brought the group back to a topic when it strayed from the main issue and obtained agreement from the group when it was time for a change of topic			
I dealt with misinformation in a positive and constructive way and avoided debating with students			
I accepted & respected the feelings of students without necessarily agreeing with their points of view			
I listened, talked with, and learned something from the students and their experiences			
By and large, I believe students understood and connected with the content, engaged in the learning and left the session with usable strategies to mitigate risk and a motivate change			
What I plan to practice and strengthen the next time I facilitate a group discussion (use over page if needed):			

What I plan to practice and strengthen the next time I facilitate a group discussion (What / how / results)

FOR ASSISTANCE WITH YOUR SESSION OR INFORMATION ABOUT ROAD SAFETY EDUCATION LIMITED'S FACILITATOR TRAINING PROGRAM, PLEASE CONTACT FACILITATOR@RSE.ORG.AU OR CALL 1300 127 642.