EL WrapAround: Guiding Student Reflection

The following tipsheet supports supervisors as they guide student reflection throughout the EL WrapAround process.

Initial Conversations: Part 1 of the EL WrapAround

Once the student has completed Part 1 of the EL WrapAround reflection form, we recommend that you book a 1-1 meeting (this can also be facilitated in small groups) to review the form and ensure the student has chosen skills that align with the tasks they'll be performing. This meeting creates an opportunity to revisit the job description, learn more about the student's broader career goals, and explore the potential for new tasks or projects that may not have been listed in the job description (*if applicable*).

The following questions can guide your initial conversation:

- What interests you most about this position?

- What are you hoping to learn during your time in this department?

- Have you engaged in reflection on your skill development in past roles? If yes, what worked well for you? What was challenging about the process?

- In the skills you've listed in Part 1 of the reflection form, which ones are you proficient in? Which ones will you need more support in using and developing? Do you have ideas for how I can support you?

- What type of impact do you hope to have through this role? How can I support you in meeting those goals?

- Do you have any initial ideas for projects or tasks that will relate to this role (*if applicable*)?

At the end of your conversation, consider your department's capacity and resources to support the student's skill development. Help the student identify other forms of support and resources (i.e. staff, online training, PD opportunities) for skill development. Remind the student that as part of the EL WrapAround, you will revisit the skills conversation at the end of their experience with your department.

Mid-Point Check-in

If time and supervision structures permit, it is helpful to schedule a midpoint check-in with the student. In this check-in, the goal of the conversation is to discuss the student's skill development in relation to the job tasks and their broader career development goals (rather than performance evaluation). It's a chance for students to reflect on the skills they chose in Part 1 of the EL WrapAround process and to consider if these are still the right skills to be focused on, and if not, what additional skills might they intentionally want to develop in the remainder of their time in the role.

Final Conversation: Part 2 of the EL WrapAround

Once the student has completed Part 2 of the EL WrapAround reflection form, we recommend that you book a final 1-1 meeting (this can also be facilitated in small groups) to discuss their responses to the final reflection questions. During this meeting you can learn more from the student about the skills that were most useful in accomplishing their goals in the role, and the types of strategies they used to develop those skills. This can be an important time for you to share your observations about *how* students used and developed skills and help them articulate the impact they've had, including any connections to the SDGs.

The following questions can guide your final conversation:

- Did you develop any skills that you weren't originally expecting to?

- Were there certain tasks or elements of a project you enjoyed more than others? Is there a relationship between the skills required to carry out those tasks and what you liked or disliked about the task/project?

- Were there certain tasks or elements of the project that you found draining? Or ones you find energizing?

- As you reflect on the skills you developed, tasks you liked or disliked, and ones you found energizing vs draining, what does this tell you about the type of work or career you'd like to pursue in the future?

- How do you think your work supported the broader goals of the department or the University?

- If you were to tell someone about your experience in this role, what would you emphasize?

- What supports were most useful in helping you achieve your skill development goals during this experience?

General Strategies for Guiding Reflection

Prepare the Reflection Environment

- Create a welcoming environment that is private if possible and free of distractions.

- Share your thoughts on the importance of reflection and how you hope to engage in the process collectively.

Listen

- Silence is okay – it allows students time to think and creates space for them to speak.

- Listen carefully when the student is talking and use things they have mentioned to draw them into other aspects you may be speaking about.

- Use small vocalizations (such as mhmm, yes, okay) and body language (small nods, gestures) to encourage the student to continue speaking or to guide the conversation.

- Provide positive reinforcement when student provides insights.

- Pay attention to aspects of the job students are saying they liked or disliked, (body language can also tell this), ask them to describe these in more detail.

Guide

- Use questions to get the student moving in the direction you want.

- Use open ended questions to encourage dialogue (ex. How did you use time management in this role?)

- Normalize uncertainty, change and learning along the way. Encourage students to view challenges as opportunities for growth rather than failures.

- Model reflection by sharing your own experiences with skill development.

- When possible, help students connect their experience to broader academic, career, or personal development goals.

- Check in with the student at the end of each conversation to see if there is anything else they want to discuss.