

## Helping Students Make Connections Through Guided Reflection

### 1 INITIAL CONVERSATION: part one of the learning reflection form

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- Remind student that this is a chance to reflect on skill development in the role and have a conversation.
- Use the job description to review the tasks to be performed and consider the skills required to perform those tasks.
  - What skills from the learning reflection form are required to carry out the general tasks listed in the job description?
  - What specific projects or tasks will the student work on that will help them develop those skills?
  - Will there be opportunities outside of what is listed in the job description?
  - How can your team support the student's goals for skill development?
- Consider skills the student already possesses and how these can be strengthened in the job
- Consider your portfolio's capacity and resources – help the student identify other forms of support and resources (i.e. staff, online trainings, PD opportunities) for skill development.
- Remind the student that you will be revisiting these skills at the end of their experience

#### Example Questions to Ask the Student:

- What interests you most about this position?
- What are you hoping to learn?
- What successes have you had before?
- Have you engaged in reflection on your skill development in past roles?
- What elements of the process were most beneficial to your skill development?

### 2 FINAL CONVERSATION: part two of the learning reflection form

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- Provide student with the Part 2 in advance of your meeting so that they can prepare by recording answers before you meet (be sure to provide time on the job for them to do this)
- Use the student's prepared answers as a starting point to the conversation – ask follow up questions and extend their answers

#### Example Questions to Ask the Student:

- What tasks or projects created opportunities for you to develop skill X in this role?
- What did like/dislike in this role? What does this tell you about the type of experiences you might pursue in the future?

- Discuss what tasks, projects or experiences helped the student develop each of the skills listed in Part 1 of the form

- Ask the student about the ways in which this role has contributed to their short or long term career goals

### 3 GENERAL STRATEGIES FOR GUIDING REFLECTION

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- Begin**
- Create a **welcoming environment** that is private if possible and free of distractions
  - Be clear** and outline what you hope to do with the student at the beginning of the process
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- 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
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- Guide**
- Use **questions** to get the student moving in the direction you want
  - Use open ended questions** – open questions cannot be answered with a Yes or No which gets the student speaking more (ex. Closed: Did you use time management in this role? Open: How did you use time management in this role?)
  - Challenge students' thinking** by paraphrasing the student, then provide alternative perspective
  - Normalize uncertainty**, change and learning along the way. Students commonly want to have “all the answers” and often we never get all the answers at once
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- Finish**
- Allow the student to write**, give them control and ownership
  - Check in with the student** at the end of each conversation to see if there is anything else they want to discuss
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### 4 ADDITIONAL RESOURCES

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#### **EL WrapAround Living Library for Supervisors**

The “EL Wraparound Living Library for Supervisors” allows supervisors to view, share, download and customize resources through OneDrive shared folders. We’ve uploaded all of the EL WrapAround documents, including two videos that will help you see our tips in action.

All participants will have access to the “EL WrapAround Living Library for Supervisors”. If you have questions or difficulties accessing resources, please contact [el.hub@queensu.ca](mailto:el.hub@queensu.ca).