



The Good Educator

Feedback and Reflection Checklist

Open and regular communication is essential. Consider having at least three formal meetings with the student: one at commencement, one mid-way through the placement and one on completion.

Initial meeting

The more effort put into this initial meeting the more likely the placement will run smoothly and be a positive experience for all involved. At this meeting:

- Ensure the student is oriented to the placement, organisation and staff
- Ensure learning goals and objectives are clearly articulated and agreed
- Outline your process for supervision, assessment and feedback.
- Find out what the student requires of you.
- Ensure there is a mutual understanding of each other's expectations and needs.

Weekly or Mid-Way Meeting

At these meetings:

- Encourage students to track their own progress against goals and objectives
- Encourage the student to reflect on experiences and relate these back to their objectives
- Make any changes to their placement to ensure learning needs are being met
- Clarify and discuss any issues. Contact the university for support if required.
- At the mid placement meeting, complete any required student progress assessment and submit it to the university

Final Meeting

At this meeting:

- Evaluate the placement. Ask the student for their views of the placement.
- Provide final feedback on the students' progress (there should be no surprises as any issues should have been raised directly at the weekly meetings)
- Complete students' final assessments as well as any other requirements of your organisation and/or the University



Reflection

Reflective practice can be:

- Verbal: discussion of issues or incidents, where the educator asks questions to encourage the students to reflect on what happened, how they reacted, how they could have reacted, confirmation of appropriate behaviours and areas in need of improvement.
- Written: students are encouraged to record their experiences in a journal/diary or through reflections on individual incidents or time points during the placement. They can work through the issues and reflect on their learning. They can then use this as a tool for discussion with their supervisor or to keep as a personal record of their learning.