

Trainer self-reflection

Item 8 of 8

On completion of your delivery sessions, you are required to reflect on your performance and complete a self-reflection

Note: - if you are **submitting a video link**, you will not be able to complete the **self-reflection** until you receive the **Observation of Training Checklist - Group Delivery** from your Blueprint Assessor. - You will need to submit this reflection again after you have received the checklist, so that you can incorporate feedback from the observer.

Step 1. Using the feedback provided by both your learners and the observer, as well as your own thoughts from your presentations, complete the following table.

Trainer Self-Reflection - Group Delivery.

SessionTopic	<div>Enter the session topic of Session 1</div> <div>Enter the session topic of Session 2</div> <div>Enter the session topic of Session 3</div>	Date & Time of each session.	<div>Enter the date & time of 1st session</div> <div>Enter the date & time of 2nd session</div> <div>Enter the date & time of 3rd session</div>
AUDIENCE (check all that apply)	<div>Number of Learners - Session 1</div> <div>Number of Learners - Session 2</div> <div>Number of Learners - Session 3</div>	Demographics (check all that apply)	<div><input type="checkbox"/> Male</div> <div><input type="checkbox"/> Female</div> <div><input type="checkbox"/> Unspecified</div> <div><input type="checkbox"/> 15 - 24 years</div> <div><input type="checkbox"/> 25 - 34 years</div> <div><input type="checkbox"/> 35 - 44 years</div> <div><input type="checkbox"/> 45 - 54 years</div> <div><input type="checkbox"/> 54+ years</div>
Pre-Training	<div>Have the learners been advised of the learning program, venue, date and time, and what to bring?</div> <div><input type="checkbox"/> YES</div> <div><input type="checkbox"/> NO</div>		
SPECIFIC LEARNER CHARACTERISTICS AND NEEDS	<div>Do any of the students require specialist support?</div> <div><input type="checkbox"/> YES, please specify</div> <div></div>		

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RESOURCES USED (check all that apply)	<input type="checkbox"/> Whiteboard <input type="checkbox"/> Powerpoint <input type="checkbox"/> Game <input type="checkbox"/> Chart/Poster <input type="checkbox"/> Questionnaire <input type="checkbox"/> 3-D Model <input type="checkbox"/> Audio <input type="checkbox"/> Photographs <input type="checkbox"/> Computer/Internet <input type="checkbox"/> Film/Video <input type="checkbox"/> Text/workbooks <input type="checkbox"/> Handout/activity sheet <input type="checkbox"/> Other (Please specify) <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;">Please specify other resources</div>					
Component	Check if done	Skill				
PREPARATION	<input type="checkbox"/>	Prepare a session plan with clear aims, objectives and teaching strategies				
	<input type="checkbox"/>	Prepare a variety of appropriate teaching resources				
	<input type="checkbox"/>	Ensure that room layout and all audio-visual and other required equipment is available and operational.				
	<input type="checkbox"/>	Ensure a safe learning environment is maintained				
DELIVERY	<input type="checkbox"/>	Establish housekeeping/ground rules including: WH&S procedures, inclusivity and expected behaviours, Duty of Care				
	<input type="checkbox"/>	Record attendance				
	<input type="checkbox"/>	Capture learner interest, introduce topic and communicate the learning objectives				
	<input type="checkbox"/>	Describe how the learner will be assessed, or how the success of their learning will be measured				
	<input type="checkbox"/>	Display an enthusiastic and professional demeanor				
	<input type="checkbox"/>	Establish rapport with students to create a cooperative, friendly and controlled learning environment				
	<input type="checkbox"/>	Modulate voice volume and tone and pace				
	<input type="checkbox"/>	Demonstrate active listening and eye contact with learners				
	<input type="checkbox"/>	Sequence activities to maximise learning and retention of knowledge and skills				

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	<input type="checkbox"/>	Use training resources effectively	
	<input type="checkbox"/>	Ensure that gestures (body language) are appropriate, supportive and meaningful	
	<input type="checkbox"/>	Deal with different or challenging personality types?	
	<input type="checkbox"/>	Adapt the program and delivery style to suit specific needs	
	<input type="checkbox"/>	Demonstrate a skill or task in logical sequence and observe students performing same task	
	<input type="checkbox"/>	Give clear explanations and instructions in simple language	
	<input type="checkbox"/>	Encourage learner questions and open discussion	
	<input type="checkbox"/>	Use a range of question types and distribute them to learners	
	<input type="checkbox"/>	Respond supportively to reinforce learner contributions and questions	
	<input type="checkbox"/>	Maintain the learning momentum and keep track of time	
	<input type="checkbox"/>	Monitor progress throughout the session	
	<input type="checkbox"/>	Follow plan to address all specified learning aims, objectives and teaching strategies	
PROGRESS	<input type="checkbox"/>	Give constructive feedback to learners	
CHECK	<input type="checkbox"/>	Use an assessment instrument appropriately (e.g. Test, observation, scenario, problem-solving activity)	
CONCLUSION	<input type="checkbox"/>	Summarise content, outcomes and "where to from here"	
	<input type="checkbox"/>	Set self-paced homework	
Were there any unfavourable factors?		<input type="checkbox"/> External noise <input type="checkbox"/> Ventilation <input type="checkbox"/> Interruption <input type="checkbox"/> Room temperature <input type="checkbox"/> Unsuitable seating <input type="checkbox"/> Technology issue	

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Rate the outcomes that were achieved by learners	Area	High	Moderate	Low	Unknown/Not applicable
	Attention and interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Participation and teamwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Extension of knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Improvement in skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Change in attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Development of LLN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What administration record-keeping and reporting was done?	<div>record-keeping and reporting</div>
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With a similar group next time, what general improvements need to be made?	Improvement	Yes	No	Improvement	Yes	No
	Increase or decrease the delivery time	<input type="checkbox"/>	<input type="checkbox"/>	Give greater opportunity for learner participation	<input type="checkbox"/>	<input type="checkbox"/>
	Modify sections of the delivery	<input type="checkbox"/>	<input type="checkbox"/>	Allow more time for discussion	<input type="checkbox"/>	<input type="checkbox"/>
	Change vocal volume, pace, tone	<input type="checkbox"/>	<input type="checkbox"/>	Extension of knowledge	<input type="checkbox"/>	<input type="checkbox"/>
	Alter the resources used	<input type="checkbox"/>	<input type="checkbox"/>	Improvement in skills	<input type="checkbox"/>	<input type="checkbox"/>

What feedback did you receive from the learner in your session and the observer? (refer to completed Participant Survey - Feedback form & Observation of Training checklist - Group Delivery)
<div>Learner feedback</div>
Based on feedback received and your own analysis of session 1, what (if any) changes did you make before delivering other sessions?
<div>Changes you would make</div>
How did you manage learner behaviours, including additional needs students and how did you adapt training

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What did you do well as a trainer?
<div>What did you do well?</div>
What would you like to improve upon?
<div>Opportunities for improvement</div>

Ensure all fields are completed before you submit your self-reflection.