



## Reflective Practice Tip Sheet for Supervisors and Workers

Developing a reflective practice routine can range from workers asking themselves simple questions after each shift to scheduled conversations between supervisors and workers.

Reflective practice provides opportunities for workers to think about how they are working and use this experience to learn, reinforce good practice and improve. It also provides supervisors with information about worker wellbeing and areas where workers might need extra support.

Examples of reflective practice routines include:

- Individual workers building a habit of self-reflection, asking themselves questions to review their own practice.
- Supervisors checking in with workers, either individually or in groups, to discuss work practice.
- Debriefing sessions conducted immediately or soon after a challenging or stressful shift. These conversations may be between supervisors and individual workers or groups of workers, but could also be between peers. Team reflection provides an opportunity for each worker to review their own practice as well as looking at how they are supporting other members of the team.
- Meetings involving peers and other experts to review the effectiveness of strategies when delivering more complex support such as intensive behaviour support. These sessions provide an opportunity to step out of addressing immediate work issues to take a longer term look at how things are going. Data tracking how effective support is in achieving participant goals is a useful input to these discussions.

Supervisors can use the [NDIS Workforce Capability Framework](#) capabilities to review their own practice and encourage workers to use it as a reference for 'what good looks like' when delivering NDIS services and supports, to think about how they are going and to ask questions to support reflection.

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## Questions workers can use for self-reflection:

Workers can build their own routine of reflective practice by asking some simple questions after each shift:

1. What went well?
2. What did not go well?
3. How do I feel?
4. What could have been better?
5. What can I do/be aware of to improve future practice?

## Questions supervisors can use to facilitate reflective practice:

Supervisors can ask questions to structure reflective conversations. Here are two examples of tested tools you can use:

**Gibbs' Model of Reflection (1988)<sup>i</sup> is a six-step process:**

1. Describe what happened.
2. Describe how you felt during this event – how did your feelings, values or beliefs influence what happened?
3. Evaluate: What did you do that worked well? What did not go so well? How did you contribute – either positively or negatively?
4. Analyse: why did things go well/not go well? Could you have responded differently? What would have helped/improved the way things went?
5. Conclude: What have you learned? Are there any things you would need to learn or practice to do this better?
6. Action plan: What would you do if the same thing happened again? How could you apply what you have learned? How/will you adapt or change your approach?

**The 4 + 1 Questions template (Sanderson & Lewis, 2012) uses five questions:**

1. What have we tried?
2. What have we learnt?
3. What are we pleased about?
4. What are we concerned about?
5. What do we need to do next?

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<sup>i</sup> Gibbs, G. (1988). *Learning by doing: A guide to teaching and learning methods*. Further Education Unit.