



Future Allies (5) – Reflective partnering to improve placement: Participant

Reflection

NDIS providers reported that ongoing partnerships with Universities, students and NDIS participants were essential in developing and maintain successful placements. Establishing clear expectations from the beginning, good communication during the placement and finally reflecting on the placement can ensure a beneficial placement for all parties and continuous improvement for future placements.

Reflection for the participant



Who were the students?



How did they help you?



Did you like working with them?



What was the best part of working with the students? Why?



What was the worst part of working with the students?



What would make working with the students better?

What could you do to change next time?



DEIP Strategy

Another widely used reflection strategy that can be adopted for all parties is the DIEP Strategy. There are four steps in this approach are to Describe an insight (new understanding), to Interpret and Evaluate it, and to Plan how it might transfer to future practice or learning. It can also be applied to answering specific, targeted questions for each of the stakeholders in a placement setting.

D – Describe

Reflect on the experience and focus objectively on what you learned and give the details of what happened.

Answer the question: 'What did I learn?'

Some suggested starting phrases: The most interesting (surprising/ important/ significant/ ...) (insight/ theory/ thing ...) I read (saw/ heard/ realised/ learned...) from this experience is that ... One thing I realise (understand ...) now is that ... A significant issue I have found ...

Continue the paragraph with details of what, where, when, etc.

I – Interpret

Interpret the insight: Explain the meaning of the insight: your understanding/ conclusion/ connection with other learning/ experiences/ questions unanswered/ etc.

Answer the questions: 'What might it mean?'

Some suggested starting phrases: This realisation may have important relevance for three reasons. First, it implies ... A possible implication/meaning of this new idea/understanding is that ... This (new) understanding of ... is likely to mean three things. It could be ...

E – Evaluate

Evaluate what you have learned or experienced. Make judgments about the value of what you have learned connected to observations you have made.

Answer the question: 'How is this useful for my deeper understanding?'

Some suggested starting phrases: This concept of ... is valuable for .../ will change the way I approach ... This understanding is important in a number of ways. First it ... This insight is connected with (theoretical approaches to .../ theories/ concepts/ Having realised that ..., I wonder if .../ I intend to develop ...

P – Plan

Plan how this learning will be applied in practice. Comment on relevance to your course, program, future profession, life...

Answer the question: 'How might this learning apply in my future?'

Use future tense in this paragraph to show transfer of knowledge to the future. A suggested starting phrase: This (new insight) will be useful in my future practice, in my future career as a ..., and in my life.



Placement Reflection Questions

For each stakeholder, pose a specific, related question.

- Educational Institute (supervisor) – Reflect on your observations of the student on their first placement experience.
- Student – Reflect on your experience of working with an NDIS Participant for the first time.
- NDIS Provider – Reflect on how the student engaged with their first NDIS participant during the appointment.
- NDIS Participant – Reflect on how your appointment went with work placement student

These questions all target the first appointment / observation. You could ask the same series of questions for subsequent appointments or broader questions across the whole placement.

For supervisors /students / providers you should require written answers but for participants you could ask for written responses or you provide choices for their responses (scale / tick boxes)

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