

EL WrapAround Learning Reflection Form

Student Information	Supervisor Information
Name:	Name:
Position:	Unit:
Unit:	Email:
Email:	Tel:

Introduction: Participation in on-campus, co-curricular roles is an important part of your transformative learning experience at Queen's. In these roles, you are developing the professional skills that will prepare you for a successful and meaningful career. Using this reflection form brings your co-curricular experience into an experiential learning framework, helping you to:

- Consider how the tasks and projects in this role contribute to your skills development
- Reflect on this role and how it contributes to your long-term career goals

Part 1 – Beginning of Role

Supervisor and student complete together as part of initial orientation/onboarding meeting with student

Review your job description and the list of skills below. During your meeting discuss the following:

- As the student, what skills are of most interest to be developed?
- As the supervisor, what are the skills the student would have the best opportunity to develop?
- Together, what tasks and projects will create opportunities to develop the identified skills?

Skills	
• Collaboration (Accountability, Navigating Group Dynamics, Teamwork)	• Communication (Creative Expression, Marketing, Oral Communication, Writing)
• Connection (Community Building, Empathy, Interpersonal Skills, Networking)	• Growth Mindset (Adaptability, Initiative, Resilience, Self-Improvement)
• Engaged Citizenship (Advocacy, Civic Participation, Global Perspective)	• Inclusivity and Intercultural Competence (Actively Anti-Oppressive, Fostering Inclusion, Indigenous Cultural Awareness, Intercultural Skills)
• Knowledge (Financial Literacy, Indigenous Ways of Knowing, Research, Teaching and Facilitating)	• Leadership (Mentoring, Coaching, and Advising, Persuasion, Supervision and Leading, Understanding Leadership Styles)
• Professionalism (Attention to Detail, customer Service, Organization and Time Management, Utilizing Technology)	• Self-Awareness (Ethics and Integrity, Identity Development, Maintaining Health and Wellness, Self-Management)

<ul style="list-style-type: none"> • Thinking (Analysis and Synthesis, Critical Thinking, Creativity, Problem Solving) 	<ul style="list-style-type: none"> • Other (Add additional job specific or industry specific professional skills)
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If you want to learn more about the skills listed in the chart above, visit the [Queen’s Skills Cards](#) website. The website includes a PDF list of skills with definitions and examples, as well as an interactive digital tool to help you learn more about which skills you already have and which ones would be helpful for you to develop.

Complete the chart below by choosing 2-5 skills that you will develop in your role and record the related tasks and projects that will help you develop those skills.

Skill	Related Task/Project
1.	
2.	
3.	
4.	
5.	

Part 2 – Near End of Role

Student records reflections below and brings form to meeting with supervisor to discuss.

Student Questions *(to be completed by student):*

1. Comment on how you developed and/or demonstrated the 2-5 work-related skills that were identified in Part 1.
2. How did your work contribute to the department?
3. How has this experience helped to inform your long-term options and/or goals?

Supervisor Comments *(to be completed by supervisor at meeting):*



Student Signature:

Date:

Supervisor Signature:

Date: