

Self-reflection checklist for trainers



Part of the AUSMASA Trainer and Assessor VET Career Framework

How to use:

Use this checklist after a session, toolbox talk, practical activity or on-the-job coaching interaction. It helps trainers reflect on whether they modelled the standards they expect from workers in mining and automotive environments.

Tick each item 'Yes', 'Partly' or 'No'. Use the notes section at the end to identify any required actions for your next session.

#	Checklist item	Yes	Partly	No
A. Safety and work practices				
1	I followed all site or workshop safety requirements without exception, including PPE, housekeeping and task controls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I modelled the correct sequence for the task rather than taking shortcuts due to time pressure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I spoke up straight away when I saw an unsafe act, poor control or quality risk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I linked my instructions and demonstrations to current procedures, permits, checklists or manufacturer guidance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Quality and technical standards				
5	I demonstrated the standard of work expected, not just the fastest way to finish the task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I checked that documentation, reporting, and handover requirements were treated as part of the job, not as an extra step.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I explained why the standard matters for safety, quality, compliance or customer outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I used tools, equipment and materials correctly and showed good care for the work area and assets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Communication and conduct				
9	I used plain language and gave clear, specific, and easy-to-follow instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I spoke respectfully to all learners, workers and supervisors, including when correcting mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I listened properly before responding and did not talk over people or dismiss concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I stayed calm and professional even when the session was busy, disrupted or under time pressure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Learner engagement and support				
13	I invited quieter learners to participate instead of relying on the most confident people to answer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	I checked understanding through questions, demonstration or practice rather than assuming people understood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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15	I adjusted my delivery to suit the learners, the task and the site conditions without lowering the standard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	I made it safe for learners to ask questions, admit uncertainty and learn from mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Culture and expectations				
17	I reinforced the behaviours I expect on site, including punctuality, respect, preparation and accountability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	I recognised positive behaviours and good decisions, not only mistakes or gaps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	I challenged dismissive comments, poor attitudes or behaviours that weaken the learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	I showed through my own behaviour that safety, quality and teamwork apply every day, not only during audits or assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Reflection and follow-up				
21	I finished the session, knowing what learners can do well and where they still need support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	I gave feedback that focused on the task and performance, not on the person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	I identified at least one thing I need to improve in my own practice for the next session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	I followed up on any issues requiring action, such as safety concerns, behaviour issues, skill gaps or coaching needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notes for the next session				

Learn more about the Trainer and Assessor VET Career Framework

Explore more practical tools, guides and resources supporting VET capability, wellbeing, industry engagement and career development