

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.	☐	☐	☐
2	I modelled the correct sequence for the task rather than taking shortcuts due to time pressure.	☐	☐	☐
3	I spoke up straight away when I saw an unsafe act, poor control or quality risk.	☐	☐	☐
4	I linked my instructions and demonstrations to current procedures, permits, checklists or manufacturer guidance.	☐	☐	☐
B. Quality and technical standards				
5	I demonstrated the standard of work expected, not just the fastest way to finish the task.	☐	☐	☐
6	I checked that documentation, reporting, and handover requirements were treated as part of the job, not as an extra step.	☐	☐	☐
7	I explained why the standard matters for safety, quality, compliance or customer outcomes.	☐	☐	☐
8	I used tools, equipment and materials correctly and showed good care for the work area and assets.	☐	☐	☐
C. Communication and conduct				
9	I used plain language and gave clear, specific, and easy-to-follow instructions.	☐	☐	☐
10	I spoke respectfully to all learners, workers and supervisors, including when correcting mistakes.	☐	☐	☐
11	I listened properly before responding and did not talk over people or dismiss concerns.	☐	☐	☐
12	I stayed calm and professional even when the session was busy, disrupted or under time pressure.	☐	☐	☐
D. Learner engagement and support				
13	I invited quieter learners to participate instead of relying on the most confident people to answer.	☐	☐	☐
14	I checked understanding through questions, demonstration or practice rather than assuming people understood.	☐	☐	☐

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