

Reflecting on Workplace Engagement

60 minutes

Strand 2.2: Engaging with the Workplace

Reflecting

Outcome LCW.M2.S2.ENG.10

Outcome LCW.M2.S2.ENG.6

Outcome LCW.M2.S2.ENG.8

WHAT THIS LESSON DOES

In this lesson you integrate your placement experiences, workplace interview, prior work and feedback into one workplace reflection. You annotate a sample to identify evidence before drafting your own integrated account of workplace engagement for your Digital Portfolio.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.ENG.10	reflect on their engagement with the workplace.
LCW.M2.S2.ENG.6	outline their expectations of engaging with the workplace and reflect on how they may have been realised.
LCW.M2.S2.ENG.8	generate and reflect on feedback related to their performance and engagement with the workplace.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Integrate placement, interview, prior work and feedback into one reflection
- Use a structured framework to support self-reflection
- Draft a substantial integrated workplace reflection from four real sources

KEY TERMS

Term	What it means here	For example
Integrated reflection	A single piece of writing that draws honestly on several real sources of workplace experience at once, rather than treating each source as a separate paragraph about a separate day.	A 600-word note that weaves placement days, a workplace interview, a prior part-time job, and supervisor feedback into one account of what you now know about yourself at work
Prior work	Any paid, unpaid or voluntary work you did before this placement that still shapes how you show up in a workplace.	A Saturday café job, coaching under-12s, stacking shelves, or helping in a family business
Engagement	The full range of ways you have actually met the world of work in this strand: placement or shadowing, a workplace interview, earlier jobs or volunteering, and the feedback you asked for and received.	Three pharmacy placement days, a Wednesday interview with the supervising pharmacist, Saturday till work, and a written feedback note on asking before acting

BEFORE THE BELL

- Ensure students can open the document annotator sample on screen (print only if devices are unavailable).
- Confirm students can reach their Strand 2.2 Digital Portfolio folder and prior artefacts: placement notes, interview write-up, prior-work notes, feedback notes, and Pre-Placement Expectations.
- Students need access to their placement reflections, interview write-up, prior-work notes, feedback notes, and the Pre-Placement Expectations document from earlier in the strand. Anyone missing a source still writes today and names the gap in one line.
- On screen this lesson: document annotator.

Reflecting on Workplace Engagement

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Write Your Integrated Reflection
8 min	content	Think About It
4 min	content	Take It Further
3 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who can name, without looking, the four sources this strand expects in an integrated reflection: placement or shadowing, workplace interview, prior work or volunteering, and feedback. Write the four on the board. Students who are still waiting on one source still write today from what they have and mark the gap honestly. Stress that today's win is a saved draft with sources named, not a polished final cut in one sitting.

5 min Key Terms

Keep this step brisk. The distinction that matters is integrated versus four separate diary entries. If anyone asks which framework to use, point them to STAR or What / So-What / Now-What and tell them to pick one and use it, not justify it.

35 min Write Your Integrated Reflection On screen: document annotator

SUGGESTED TIMING

- 10 minutes: document annotator on Cian's sample, then reveal the model
- 22-25 minutes: independent drafting (target 300+ words in class with all four sources named; finish to 500-800 before next class if needed)
- Final minutes: students check that sources appear, the gap is named if any, and the file is saved as `Strand 2.2/Integrated Workplace Reflection`

LOOK-FORS

- Specific moments with dates or named tasks, not "I learned a lot about teamwork"
- Feedback quoted or paraphrased, then judged, not just listed
- At least one honest mismatch with pre-placement expectations
- A closing move that is a decision, not a slogan

Common failure: four headed mini-sections that never talk to each other. Push students to let one source challenge another inside the same paragraph.

Portfolio note: This lesson is preparatory, not an ALT landing. The draft is raw material students will reuse later for ALT 4. Confirm every student leaves with a saved file in the Strand 2.2 folder.

8 min Think About It

Three to four minutes of pair talk is enough. This step checks the in-class core draft, not a finished 500-800 word piece. Listen for students who treat the expectations note as a scorecard they must defend. The useful move is naming a mismatch without embarrassment. Flag anyone whose draft still has no prior-work source and ask them to add one sentence before they leave. Remind the class that finishing to 500-800 words before next class is expected if today's draft is still short.

4 min Take It Further

Offer this only to students who have a solid core draft with sources named. The spoken cut is useful prep for later interview work and for the final personal-statement revisit. Do not let stretch work delay saving the main file.

3 min What you covered

Confirm every student has a saved draft in `Strand 2.2/Integrated Workplace Reflection`, even if short of 500 words. Note who still lacks a source so next lesson's development goals are grounded in real material. This reflection is preparatory raw material students will reuse for ALT 4 later in the strand, so nothing written today is submitted or marked as an Applied Learning Task, and it is worth saying that to any student who asks.

ANSWERS AND LOOK-FORS

- "checking delivery notes against the stock list with the dispenser..." - Placement evidence - Named tasks from the floor, not a mood. A reader can picture Tuesday afternoon.
- "Aoife, the supervising pharmacist, said the skill she notices first..." - Interview insight - A specific person and a specific claim from the workplace interview, not a summary of the chat.
- "the feedback note later named that exact moment: "checked with me..." - Feedback used - Feedback quoted and tied to a real incident. This is how feedback earns its place in an integrated reflection.
- "My Saturday job at the petrol station till had already taught me how..." - Prior work - Prior work named, with the transferable habit attached. The next sentence then shows it landing on placement.
- "I am naturally good with people and I always stay calm under pressure" - Unsupported claim - Sounds confident, proves nothing. No moment, no witness, no result. This is the line most first drafts lean on, and it is the one to cut or replace.
- "The placement confirmed that healthcare is probably the right field..." - Unsupported claim - A career conclusion with no evidence underneath it in this paragraph. Big claims need a scene, not a vibe.
- "Before any future workplace day I will write three questions the..." - Feedback used - Actionable close drawn from what Aoife said. Reflection that ends in a checkable habit is the kind of material you will reuse later when ALT 4 asks for evidence of learning from workplace engagement.

TEACHING MOVES

- Model annotating the sample as a whole-class discussion first.
- Circulate during drafting; the win today is a saved file with sources named, not polished prose.
- Encourage students to refer back to prior notes throughout.
- Facilitate pair talk during the Think About It step against whatever is already written.

WHAT TO WATCH FOR

- Treating sources as separate paragraphs; remind them to weave experiences together.
- Including unsupported claims; prompt them to label evidence from specific sources.
- Ignoring the Pre-Placement Expectations note; guide comparison with actual outcomes.
- Waiting for a perfect final cut; insist the draft is saved before the bell.

DIFFERENTIATION

- Support: Provide sentence starters for the reflection draft.
- Extension: Invite an additional personal insight beyond the four sources, or the spoken take.
- Support: Suggest using the STAR framework for structure where helpful.

WHAT STUDENTS ARE LEFT WITH

- Integrated Workplace Reflection: 500-800 words across all engagement sources
- Artefact today: Strand 2.2/Integrated Workplace Reflection (integrated draft; four sources woven or gaps named; expectations mismatch; closing decision).