**Weekly Teacher Reflection**

After each Robotics Club session, complete this checklist of effective strategies to quickly reflect on what is working well that you should **continue**; what is not working for your club and what you might **change** for next time; and any new ideas that you might like to **start** trying next time. Feel free to add your own ideas and strategies.

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| Effective Strategies | | √ | Comment  *What worked well? What could I do differently next time?* |
| To encourage robotics task completion and success: | | | |
| 1 | Display and stick to the routine/schedule. |  |  |
| 2 | Implement time management (e.g. use a countdown timer, remind students of remaining time). |  |  |
| 3 | Use visuals (e.g. videos, posters, schedule). |  |  |
| 4 | Give clear, explicit instructions; allow time for students to process information; repeat instructions if needed. |  |  |
| 5 | Break tasks down into steps and smaller parts. |  |  |
| 6 | Allow for differentiation (e.g. more time and support vs extension) to ensure all students’ sense of success. |  |  |
| To teach personal and social capability: | | | |
| 1 | Model and demonstrate skills (e.g. role play during introduction/planning phase). |  |  |
| 2 | Take a learning focus/growth mindset (e.g. focus on positives; “It’s okay not to know”; prompt and coach). |  |  |
| 3 | Provide opportunities for practice and repetition. |  |  |
| 4 | Provide praise, positive reinforcement and feedback (e.g. whole-club monitoring chart, verbal praise). |  |  |
| To foster friendships and engagement: | | | |
| 1 | Create a safe, trusting, casual, fun environment. |  |  |
| 2 | Listen to and consider students’ preferences when deciding on groups/teams. |  |  |
| 3 | Adjust the size of teams based on individual students’ needs, to provide the right amount of challenge while ensuring success. |  |  |
| 4 | Listen to and consider students’ preferences when deciding on robotics challenges. |  |  |
| *How can I translate these effective strategies to my classroom practice?* | | | |