

<i>Area of understanding</i>	<i>Before score (1–5)</i>	<i>After score (1–5)</i>
Understanding the complementary roles and responsibilities of the teacher and TA in the classroom		
Understanding scaffolding as a theory		
Understanding what ‘pupil independence’ means in relation to scaffolding		
Understanding what kind of talk best supports learning		
Understanding prompting, clueing and modelling as scaffolding strategies		
Understanding when and how to use the above strategies		
Understanding the features of effective group work for pupils		
Understanding the key issues which need to be considered when delivering intervention sessions		
Understanding assessment for learning		
Planning ways of putting the above strategies into practice		
Total score		

Your continuing professional development

After you have read this book and had the opportunity to put some of the ideas into practice, revisit the table and score yourself again in the ‘after’ column. The intention is that you will score higher than your initial score as a result of engaging with this book. Or it might be that your perception of certain areas on which you feel secure are challenged and your understanding is reshaped by what we have to say. The self-evaluation table is a simple way of recording your assessment of your learning.

Once you have completed both columns, use the CPD form in Appendix 1 to identify and plan a way forward for your on-going development. Using the form, you can first locate the general area in which you want to improve, which you can split into specific targets. This follows a process we will talk much about in this book, called setting process success criteria. You can enlist the support of other TAs and teachers in identifying areas for improvement and how your needs might be met (e.g. via training or in-school mentoring). You will find a worked example of the CPD form in Appendix 2 to help you.