Handout 1.1: Teaching assistant reflection exercise

- This ‘scaling exercise’ supports reflection on your role as a teaching assistant or member of support staff.
- After considering each question, tick the appropriate score that best describes your current situation.
- It is important that this is seen as something to assess opportunities (and training), not about personal capabilities.
- If you provide support in a number of subjects, or in different classes, make an overall ‘best fit’ judgement, or use this exercise to identify how you feel your role is different in different lessons.

<table>
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<tr>
<th>Never</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Always</th>
</tr>
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<tbody>
<tr>
<td>0</td>
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Do you discuss with the teacher the purpose of a series of lessons – that is, where they are going in terms of what the learners need to learn?  
Do you understand what the learners are trying to learn in each lesson and how they can demonstrate achievement?  
Do you feel you can recognise the standards learners are aiming for in a lesson and recognise very good achievement for the learners you work with?  
Do you understand the purpose of each lesson activity? Are there agreed strategies to respond to individual learners’ needs?  
Do you help the teacher build on the learning in previous lessons so that all learners will be able to take part?  
Do you feel able to make decisions, such as adapting an activity, as you work with learners during the lessons?  
Do you feel able to ask the right questions to help learners focus on what they are trying to learn?  
Do you feel you help groups of learners to work better together, listen to each other and help each other learn?  
Do you have opportunities to discuss learners’ progress with the teacher during a lesson?  
Do you have opportunities to discuss learners’ progress with the teacher after a lesson?  
Do you contribute to record keeping and collect evidence of learners’ progress for formal assessments?  

Use the scores obtained from the ‘totals’ and ‘grand total’ to provide a before and after measure with regard to impact. TAs should complete this exercise before training and development take place, then again after having sufficient time to embed skills.

Adapted from Key Stage 3 National Strategy, Working together: Teaching Assistants and Assessment for Learning, Crown copyright 2005 – Your role as a teaching assistant DfES 1099-2005 G.