# AT Stages of Development

|  | BEGINNING TEACHING | DEVELOPING TEACHER IDENTITY | BECOMING AUTONOMOUS |
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| **The AT** | * is adjusting to school life and culture.
* has values and beliefs that are beginning to shift and evolve to the reality of the profession, including their perception of being a teacher.
* is developing their classroom management and planning.
* is planning based on curriculum requirements and has begun to plan and teach collaboratively.
* makes contributions and reflections that generally tend to be descriptive rather than analytical and interpretive.
* needs guidance with goal setting and action planning.
* may be more welcoming to external information if this provides a solution to a problem.
* may define problems of own practice as problems on the part of learners.
* needs support in understanding the significance of events and their actions.
* may wish to avoid emotional experiences or be dealing with and acting upon secondary emotions (frustration, irritation, relief) that impede their learning.
 | * increasingly feels more integrated in the school, with staff, pupils and parents.
* has beliefs and values are constantly evolving and shifting and as a result, their own individual identity as a teacher is forming and developing.
* is becoming more confident in managing the teaching and learning, however, may still heavily rely on external regulation.
* is planning and teaching in a way that shows more awareness of learners’ needs and how to meet these.
* is being more analytical and critical in their reflections and their contributions are increasingly voluntary.
* can take on more responsibility for their own action planning.
* can plan whole class lessons for all learners and has begun to differentiate effectively.
* may define problems of own practice as problems of their performance.
 | * can organise their day independently.
* is fully integrated in many aspects of school life.
* is developing a strong identity as a teacher and is able to evaluate beliefs and values.
* is placing learners’ needs at the forefront of their teaching.
* reflects on their practice and can naturally create an action plan through effective reflection.
* is in control of all or most aspects of the classroom and can direct other members of staff.
* is starting to realise that problems of own practice are problems of their performance and understanding.
* is using secondary emotions as a stimulus to learn.
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| **Possible Mentor Strategies** | * support and encourage the AT to build professional relationships with pupils and staff.
* share relevant information about the class - ALN/MAT/behaviour management policies etc.
* model teaching and explain to the AT what has been taught, how it was taught and why. Discuss individual incidents during the lesson.
* provide examples and, or models of lesson plans.
* include the AT in planning sessions - encourage the AT to share ideas.
* share a plan with the AT and deliver the lesson – ask the AT to use the plan to observe the lesson.
* share own reflection and evaluations out loud, discussing individual incidents during the lesson and what the next steps/lesson would be.
* support the AT to link theory with practice. For example, Vygotsky and Scaffolding.
* co-plan, team-teach and guide the AT in their contributions. Review lessons together.
* begin discussing standards from the PSTL and **link some of the feedback to the elements**.
 | * discuss progress against targets and objectives with the AT either following an observed lesson or in relation to progress since the last meeting and review (Mentor Handbook p13)
* complete a guided observation (Mentor Handbook p14)
* adopt both a ‘directive’ and ‘non-directive’ mentoring approach.
* continually support the AT in developing confidence and support with planning.
* scrutinise lesson plans and provide feedback.
* introduce the AT to links with other AoLEs and the wider curriculum.
* challenge the AT through questions and support with greater critical dialogue, reflection and evaluation.
* use knowledge of PSTL to complete PAF forms and school experience reports in order to grade the AT.
 | * adopt a more ‘non-directive’ mentoring approach, using more ‘directive’ approaches when appropriate.
* adopt a more collaborative approach, where the mentor operates as a ‘critical colleague’.
* support AT experimenting with different teaching and learning approaches.
* act as more of a facilitator and promote more independent thought, reflection and teaching from the AT.
* provide opportunities for the AT to reach their potential in both the classroom and in their career.
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# Progression towards the standards

| BEGINNING TEACHING | **DEVELOPING TEACHER IDENTITY** | **BECOMING AUTONOMOUS** |
| --- | --- | --- |
| **Pedagogy: Refining Teaching** |  |  |
| See a lesson or task as something to be completed in isolation | Make connections between lessons and topics and signposts how tasks link together to develop skills | Understand the learning aims and content within the curriculum and the broader context of the subject; therefore, regards the curriculum as an interconnected and coherent body of skills and concepts.  |
| Deliver discrete tasks and focus on task completion | Experiments with group work and discussions. | Understand that discussion is essential for effective learning. |
| Presentations can be unclear and interventions ineffective. | Presentation skills and strategies for intervention are being developed. | Utilise a wide range of strategies to present confidently and effectively and intervenes when necessary. |
| **Pedagogy: Advancing Learning** |  |  |
| The curriculum is seen as a series of discrete outcomes. | Connections are made between lessons and shared with learners. | Encourage learners to make connections, explain their learning and pre-empt and address misconceptions. |
| Tasks only target individual outcomes within one limited activity. | A range of activities are used in the lesson to help learners progress towards the outcomes. | Plan and facilitate authentic, purposeful activities which link concepts and skills and are instrumental in learners achieving outcomes. |
| **Pedagogy: Influencing Learning** |  |  |
| Regard learners as variables to be controlled and feel the need to maintain control. | Are beginning to experiment with learner autonomy and involves learners in making connections. | Give more responsibility to learners to be involved in and/or lead their own learning. |
| Time and focus are taken up managing the environment. | Gain more confidence in managing behaviour so that it is not the main focus. | Regard learners as active learners, making connections and attaining deep understanding of concepts. |
| Expectations of learners are constrained by the task. | Scaffold tasks so not to limit learners’ progress. | Have insight into the deeper understanding needed by learners, leading to higher expectations. |
| Perceive learners’ ability as ‘fixed’. | Have higher expectations of learners and begins to challenge them. | Believe all learners can succeed; all learners are challenged in their classroom. |

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| **Collaboration** |  |  |
| Do not focus on students’ learning when discussing and assessing their own practice with others. |  Use learner progress as part of discussion of practice. | Engage with other professionals in a rigorous critique of students’ learning. |
| May see feedback as a threat and fail to adapt. |  Act on feedback given and reflect on its impact. | Can progress learning when given critical feedback. |
| Receive feedback passively but may act on direct advice. |  Utilise feedback effectively. | Actively seek feedback and identify ways of progressing. |
| **Innovation** |  |  |
| Accept learner outcomes without interrogating their significance. | Reflect on the outcomes and link to theory. | Understand significance of outcomes in terms of theory; learner outcomes and theory inform next steps. |
| Rely on others to identify their next steps. | Begin to identify own needs with guidance of others. | Are able to identify their own development needs based on learner outcomes. |
| Are not sufficiently aware of new theories; they tend to teach as they were taught and are reluctant to adapt. | Utilise theory in their planning | Are aware of new theories which may contradict existing beliefs; they can adopt these new theories in practice. |
| Do not collect evidence of learning systematically. | Collect evidence as suggested by others | Collect evidence of learning to support the development of their own practice. |
| Are reluctant to try new ideas; risk averse. | Are willing to experiment with new ideas and risks | Take risks when trialling changes and making sense of new theories |
| Deliver one method to all learners. | Develop a range of strategies and methodologies | Adopt multiple strategies |
| Are satisfied with their current performance; their desire to manage behaviour limits learners’ experiences. | Seek to develop effective practice beyond behaviour management | Aspire to deeper learning and higher performance; have a constant desire to improve the experience of learners. |

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| **Leadership** |  |  |
| Rely on teachers, tutors, and mentors to provide guidance | Show some autonomy in their own development |  Take responsibility for their own development; |
| Base their approaches on their own preconceptions or copy others’ practices uncritically | Begin to adapt their approaches with support |  Adapt their approaches and beliefs to the context |
| Regard the context as constraining. | Accept the context and make some adaptations | Accept, adapt to, and capitalise on the context. |
| **Professional Learning**  |  |  |
| Are unable to connect theories to practice. | Are able to make some links between theory and practice | Are able to support and reflect on practice using established theories. |
| Rely on others to suggest changes and are unable to identify the effectiveness of changes critically. | Reflect on practice with some critical awareness | Are able to self-regulate their own practice; monitor and reflect on the effectiveness of changes they make to their practice to maximise student outcomes |
| Change is unsupported by theories; theory and practice are seen as separate. | Make connections between theory and practice | Develop a strong theoretical framework to support their change and development |
| Have limited understanding of theories of pedagogy. | Have some understanding of theories of pedagogy | Have a clear understanding of how teaching is linked to learning. |
| Consider teaching as their own classroom performance | Link their performance to learner outcomes and achievements | Consider the learning processes and achievements of learners in detail and examine how these are linked to their own planning and actions. |
| Rely only on direct classroom experience when developing their own practice | Introduce other factors such as learner outcomes when reflecting on practice | Make use of a range of sources such as theories, learner outcomes, advice and direct experience when making sense of their own practice |