BEGINNING TEACHING AT Behaviours (STAGE 1, 2 & 3)	Possible Mentor Strategies	Linking to the Standards
• The AT has an idealistic and naïve view of what it means to be a teacher • The AT adjusts to school life and culture • The reality of teaching and learning conflicts with the AT's own beliefs and values which begin to shift and evolve • The AT may experience feelings of fear and is in survival mode • The AT prioritises classroom management and planning • The focus of the ATs planning is based upon curriculum requirements • The AT begins to plan and teach collaboratively • The AT's contribution and reflections generally tend to be descriptive rather than analytical and interpretive • Goal setting and action planning tend to be led by the mentor	• Mentors (and other teachers) model teaching and explain to the AT what they taught, how they taught the lesson and why. Discuss individual incidents during the lesson • The Mentor introduces the AT to the PSTL and links some of the feedback to the elements but does not grade the AT at this point • Share relevant information about the class - ALN/MAT/behaviour management policies etc. Support and encourage the AT to build professional relationships with pupils and staff • Observe the Mentor teaching with a focus on particular aspects of the lesson (behaviour management/ Teacher behaviours etc) (Mentor Handbook p12) • The AT works with small groups following the planning of the Mentor (TA role) • Include the AT in planning sessions - encourage the AT to share any ideas they may have • The Mentor delivers a lesson and shares the plan with the AT. The AT follows the lesson plan and observes the lesson. Once the lesson is finished, the Mentor shares their opinion on how the lesson went. They share their own reflection and evaluations, discussing individual incidents during the lesson and what the next steps/lesson would be • The Mentor supports the AT with linking theory into practice. For example, Vygotsky-scaffolding. Mentor demonstrates approaches and techniques used within the classroom to scaffold learners (modelling etc.) • Team Teaching- The AT and the mentor decide on a lesson that they can teach together. The mentor plans most of the lesson and guides the AT in their contributions. The lesson is reviewed by the AT and the mentor. (P12 Mentor Handbook) • Support AT completing a Learning round (Mentor Handbook p17)	**Pedagogy** *Refining Teaching* • See a task as something to be completed in isolation • Focus on task completion • Focus on "being on task" and learners being busy • Deliver discrete tasks and atomise the curriculum • Have unclear presentations and ineffective interventions • Learners only learn individually in isolation. *Advancing Learning* • Tasks target one outcome within one limited activity • The curriculum is seen as a series of discrete outcomes. • Tasks only address individual outcomes *Influencing Learning* • Expectations of learners are constrained by the task • Regard learners as variables to be controlled • Learners' ability is fixed • Need to keep control • Focus on task completion and behaviour

DEVELOPING TEACHER IDENTITY AT Behaviours *(STAGE 4, 5 & 6)*	Possible Mentor Strategies	Linking to the Standards
• The AT increasingly feels more integrated in the school, with staff, pupils and parents • The AT's beliefs and values are constantly evolving and shifting and as a result, their own individual identity as a teacher is forming and developing • The AT is becoming more confident in managing the teaching and learning • Planning and teaching shows more awareness of learners' needs and how to meet these • The AT's reflections are more analytical and critical and their contributions are increasingly voluntary. • The AT takes on more responsibility for their own action planning	• The AT and the mentor discuss progress against targets and objectives 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) • The Mentor adopts a 'directive' and 'non-directive' mentoring approach • The AT begins to plan whole class lessons for all learners with a focus on differentiation • The Mentor continually supports the AT in developing confidence and support with planning • The Mentor scrutinises lesson plans and provides feedback. Provides examples and, or models of lesson plans if appropriate • The Mentor introduces AT to links with other AoLEs and the wider curriculum • The Mentor challenges AT through questions. This will support AT having a greater critical dialogue, reflection and evaluation • Team teaching with the AT • Undertakes a Lesson Study activity with the AT (Mentor Handbook p15)	**Pedagogy** *Refining Teaching* • Makes connections between lessons and topics • Signposts how tasks link together to develop generic skills • Experiments with methodology to engage learners • Makes connections between topics within the subject • Developing presentation skills; strategies for intervention being developed • Experiments with group work and discussion *Advancing Learning* • Range of activities introduced into the lesson • Connections made between lessons and shared with learners *Influencing Learning* • Tasks are varied to allow learners to reach higher expectations • Involve learners in making connections • Begins to challenge learners • Experiments with learner autonomy • Gains more confidence in managing behaviour so that it is not the main focus

BECOMING AUTONOMOUS STAGES 7 & 8 (meeting QTS standards)	Possible Mentor Strategies	Linking to the Standards
• The AT is fully integrated in all aspects of school life • The AT is developing a strong identity as a teacher and is able to evaluate beliefs and values • Learners' needs are at the forefront of the AT's teaching • The AT reflects confidently on their practice and naturally creates an action plan through effective reflection	• The Mentor adopts a more 'non-directive' mentoring approach, but may adopt more 'directive' approaches at times • A more collaborative approach is adopted where the mentor operates as a 'critical colleague' • The Mentor supports AT experimenting with different teaching and learning approaches • The AT control all aspects of the classroom; they direct other members of staff, have discussions with Parents and organise their day • The Mentor is more of a facilitator and promotes more independent thought, reflection and teaching from the AT • The Mentor provides opportunities for the AT to reach their potential in both the classroom and in their career • The Mentor supports the AT with Action Research • The Mentor uses knowledge of PTSL to complete PAF forms and school experience report in order to grade the AT	**Pedagogy** ***Refining Teaching*** • Understand lesson content and learning aims within the curriculum and the broader context of the subject • Regard the curriculum as an interconnected and coherent body of skills and concepts • Have a wide and deep understanding of their subject(s) and how to teach it (PCK) • Regard subjects as one coherent body of knowledge • Effectively present and intervene; have a wide range of strategies. • Understand discussion is essential for effective learning. ***Advancing Learning:*** • Plan authentic activities which link concepts and skills • Encourage learners to make connections, explain their learning and address misconceptions ***Influencing Learning*** • Have insight into the deeper understanding needed by learners, leading to higher expectations • Regard learners as active learners, making connections and attaining deep understanding of concepts • Believe all learners can succeed; all pupils are challenged • Give responsibility to learners

Linking to the Standards

BEGINNING TEACHING STAGE 1, 2 & 3	DEVELOPING TEACHER IDENTITY STAGE 4, 5 & 6	BECOMING AUTONOMOUS STAGES 7 & 8 (meeting QTS standards)
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 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.

BEGINNING TEACHING STAGE 1, 2 & 3	DEVELOPING TEACHER IDENTITY STAGE 4, 5 & 6	BECOMING AUTONOMOUS STAGES 7 & 8 (meeting QTS standards)
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 makes 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.	Connections are made 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