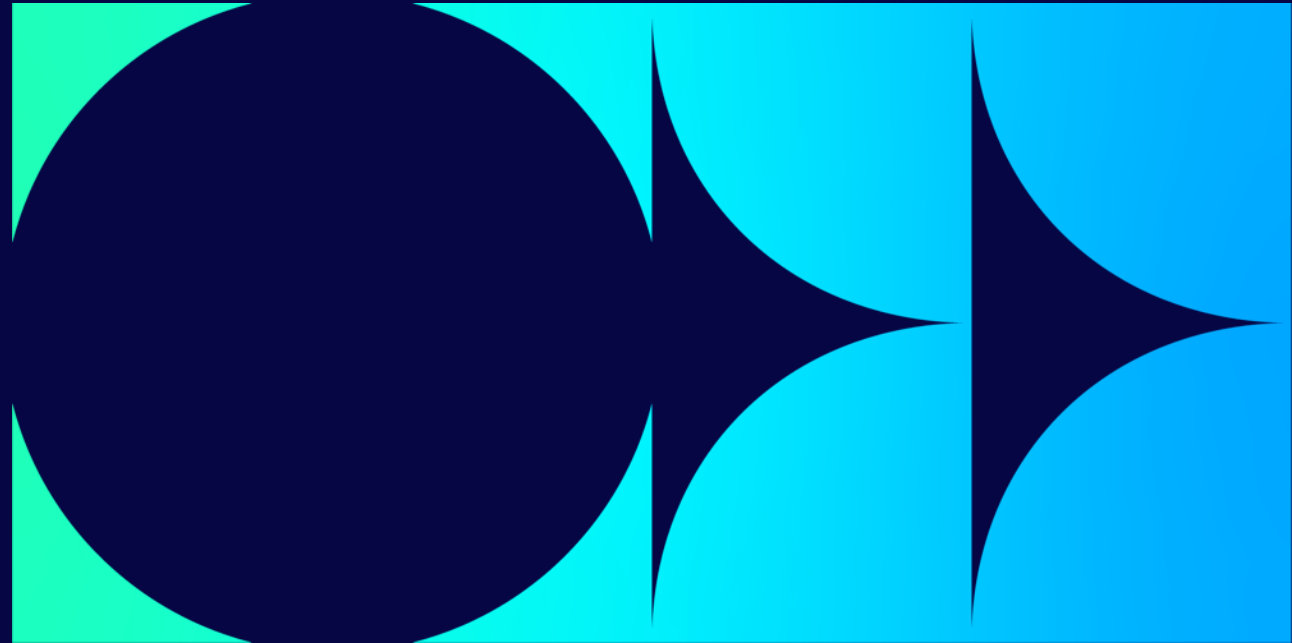


Croeso / Welcome

***Sesiwn Briffio i
Gydlynwyr Ysgol***

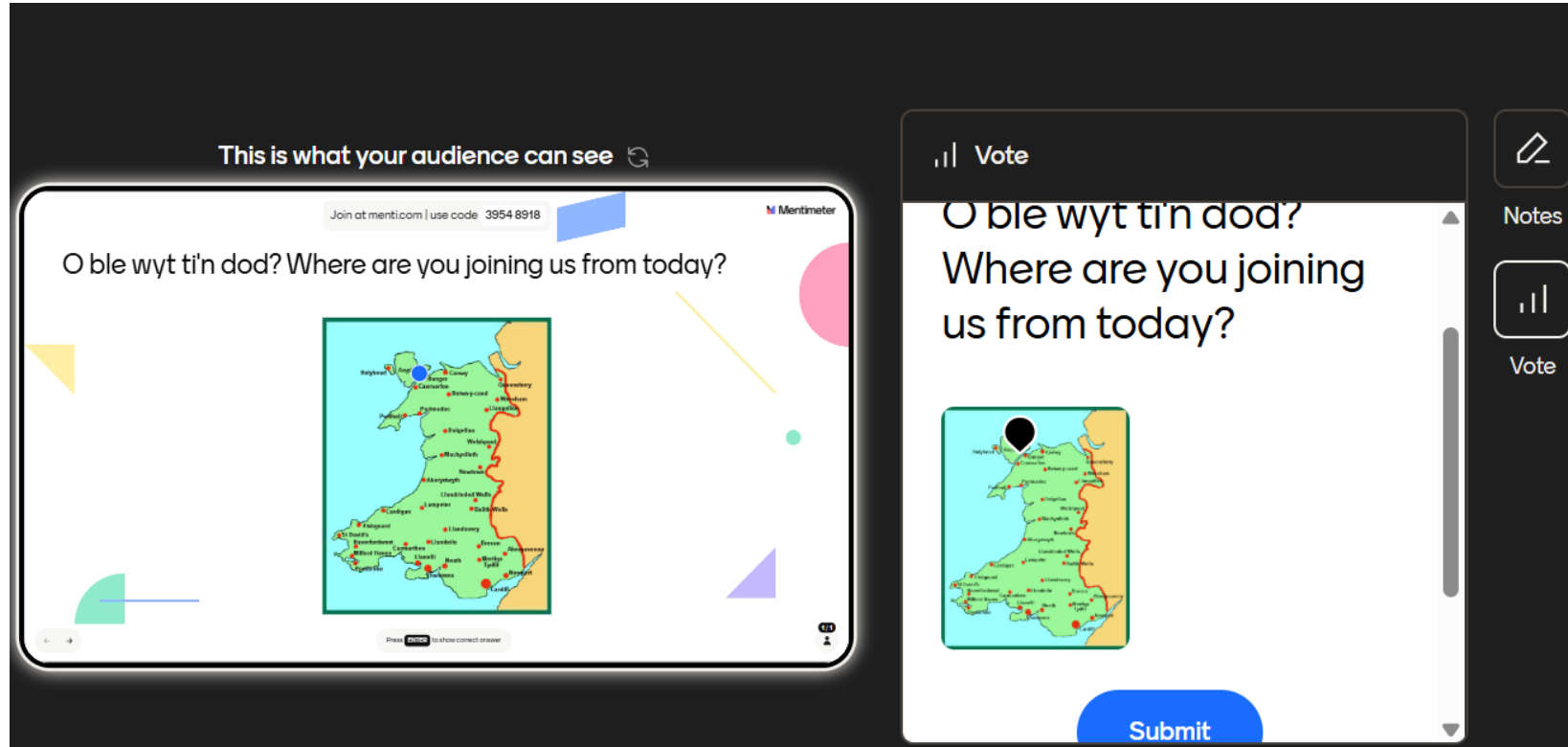
**A Briefing Session for
School Coordinators**

14/09/2026



Croeso i'n Partneriaeth

Welcome to OUR Partnership



Click to download as image

<https://www.menti.com/alhuor6as2fg>

O ble rydych yn ymuno? From where are you joining us?

Agenda



Ffocws 1: Dathlu Llwyddiant

Ffocws 2: Datblygiadau

**Ystafell 1: Cydlynwyr Ysgol
Profiadol**

**Ystafell 2: Cydlynwyr Ysgol
Newydd**

Focus 1: Celebrating Success

Focus 2: Developments

**Break Out 1: Existing School
Coordinators**

**Break Out 2: New School
Coordinators**

PGCE Partner Training Feedback
Form AY2026/2027



Cyn i chi adael heddiw, cwblhewch gofnod hyfforddi, mae'r ddolen yma;

Before you leave today, please complete a training record, link is here;

[Link to Form](#)

Dathlu Llwyddiannau / Celebrating Success

Drwy feithrin darpar athrawon, rydym yn cryfhau calon pob cymuned Gymreig.

By nurturing future teachers, we strengthen the heart of every Welsh community.



294 Partner Schools



170+ School Co-ordinators across Wales



300+ Mentors across Wales



Shared vision: breaking barriers, shaping teachers, changing lives



You are a guiding light for our future teachers

Dathlu Llwyddiannau / Celebrating Success

Gwobrau Mentor / Mentor Awards

🏆 Gwobr Y Filltir
Ychwanegol

🏆 Gwobr Cymorth
Proffesiynol
Rhagorol

🏆 Mentor a Wnaeth
y Gwahaniaeth
Mwyaf



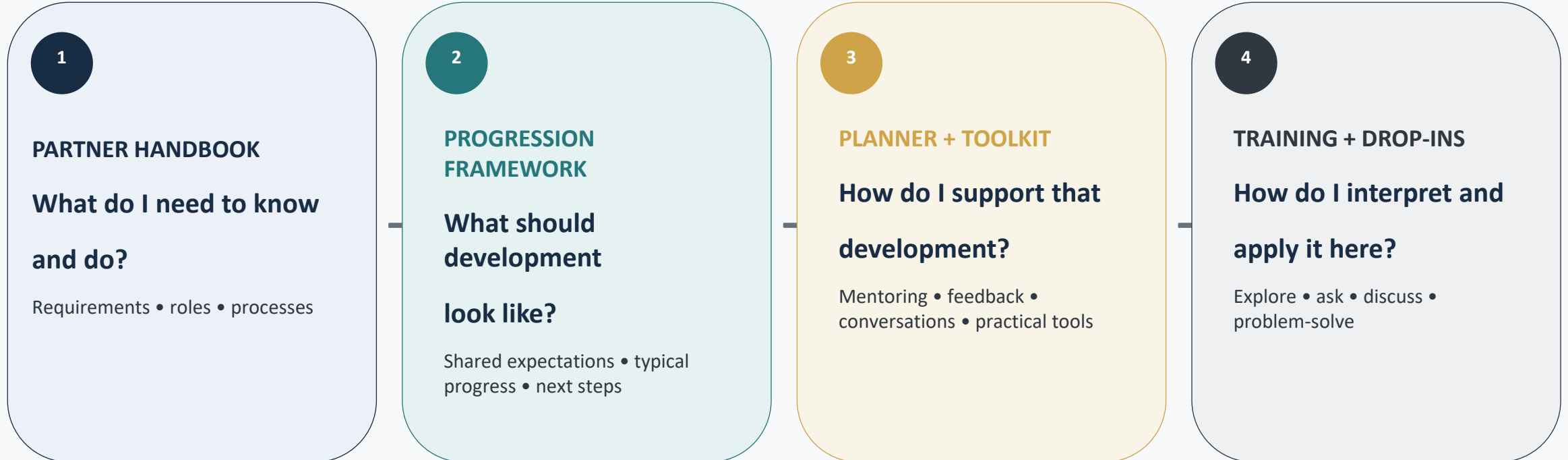
🏆 The Extra Mile
Award

🏆 Outstanding
Professional Support
Award

🏆 Mentor Who
Made the Biggest
Difference

One cohesive partner support offer

Different purposes — one connected pathway



Knowing the programme → understanding progress → supporting progress → applying it well

Adnoddau i'ch helpu / Resources to help you succeed

2a. Partner School: School Coordinators and Mentors

1. [Partner School Resources and Training | Open University in Wales](#)
2. [Mandatory Registration form](#): Please use this form to advise of ALL Mentor/School Coordinator changes.
3. [Partner School Handbook](#)
4. [Weekly Monday drop-in session](#) @3.30pm-4.00pm
5. [Iris Connect guide](#) and [IRIS mat](#)
6. [Mentoring Toolkit](#)

2b. School Coordinators

1. [School Coordinator Planner](#)
2. [School Coordinators' Mats](#) for PGCE 1, 2, 3 & SSE

2c. Mentors

1. [Mentor planner](#)
2. [Mentor Mat Year 1](#)
3. [Mentor Mat Year 2](#)
4. [Practice Learning Activities Year 1](#)
5. [Practice Learning Activities Year 2](#)
6. [Y2 Guidance for Lesson Study](#)
7. [Y2 Professional Enquiry Handbook](#)



Gweta Partneriaeth AGA y BA

Eich lle cyntaf i gael canllawiau, adnoddau, dysgu proffesiynol a diweddariadau i'r rhaglen.

Eich Blwch Offer Addysgwr Athrawon

Adnoddau ymarferol i gefnogi datblygiad darpar athrawon ar bob cam o'r rhaglen.



ADNODDAU CEFNOGOL YCHWANEGOL

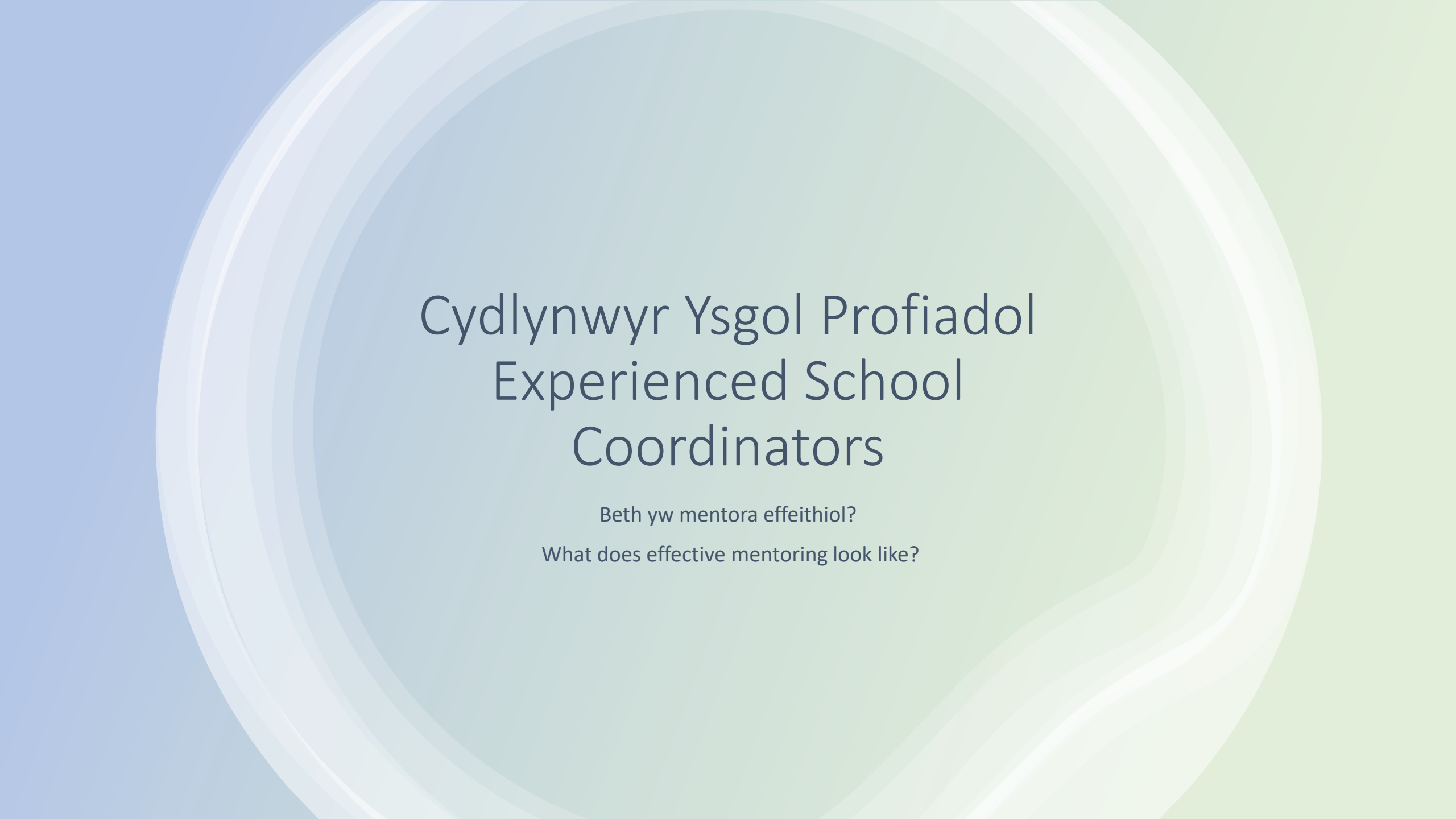


Ystafell Break Out 1:
Cydlynwyr Ysgol
Profiadol | Existing
School Coordinators

Ystafell Break Out 2:
Cydlynwyr Ysgol
Newydd | New
School Coordinators



Breakout Ro



Cydlynwyr Ysgol Profiadol Experienced School Coordinators

Beth yw mentora effeithiol?

What does effective mentoring look like?

Amser i Adlewyrchu / Pause Point



Cymerwch ychydig funudau i fyfyrio ar y flwyddyn ddiwethaf ac ateb y cwestiynau canlynol yn y blwch sgwrsio:

- Pa agwedd o eich rôl sydd wedi bod fwyaf gwerthfawr i chi dros y flwyddyn ddiwethaf?
- Wrth feddwl am agenda'r cyfarfod heddiw, a oes unrhyw bynciau ychwanegol yr hoffech eu trafod nad ydynt eisoes wedi'u cynnwys? Os felly, rhestrwch nhw fel y gallwn geisio sicrhau bod amser i'w trafod, os yw hynny'n bosibl.

Please take a few minutes to reflect on the past year and answer the following questions in the chat box:

- What aspect of your role has been the most rewarding over the past year?
- Thinking of today's meeting agenda, are there any additional topics you would like to discuss that are not already included? If so, please list them so we can ensure there is time to cover them if possible.



Sut mae mentora effeithiol yn edrych

What good mentoring looks like

- Beth yw'r cryfder yn eich dull mentora?
- Sut bydd y myfyriwr yn disgrifio eich sesiynau?
- Faint o ffocws sydd ar adlewyrchu?
- What do you think is a strength of your mentoring approach?
- How would a student describe your approach?
- How much of a focus is there on reflection?

Arfer Dda – Strwythur / Good Practice – Structure.



Diolch arbennig i Ceri Griffiths.

Arfer Dda – Adlewyrchu + Targedau / Good Practice – Reflection + Target setting

Myfyriwch ar eich profiad o gefnogi athrawon dan hyfforddiant i fyfyrion ar eu harferion eu hunain ac i osod targedau.

- Beth yw'r heriau?
- Sut gallwch chi eu helpu gyda'r agweddau hyn?
- Fel **Cydlynnydd Ysgol**, a oes ffyrdd penodol rydych chi wedi eu cefnogi?

Reflect on your experience of supporting student teachers to reflect on their own practice and set targets.

- What are the challenges?
- How can you help them with these aspects?
- As a **School Coordinator**, are there particular ways in which you have supported them?



Arfer Dda – Rhannu a Targedau / Good Practice – Sharing and Targets .



Activity

Chat

Teams

Assignments

Calendar

Calls

OneDrive

Planner

All teams

PGCE Tutor Room (team)

Home page

Class Notebook

Classwork

Assignments

Grades

Insights

Reflect

Main Channels

General

General

Posts

Shared

Page

All documents

In messages

New

Upload

Edit in grid view

Share

Copy link

Forms

New

Ad

Documents

General

26

17

Adnoddau Blwyddyn 1 202...

September 9, 2025

Adnoddau Blwyddyn 2 25--...

July 17, 2025



WHAT?

- What happened?
- What was the results?



NOW WHAT?

- What will I do differently next time?

SO WHAT?

- What do these results imply?
- How did I influence the outcome?

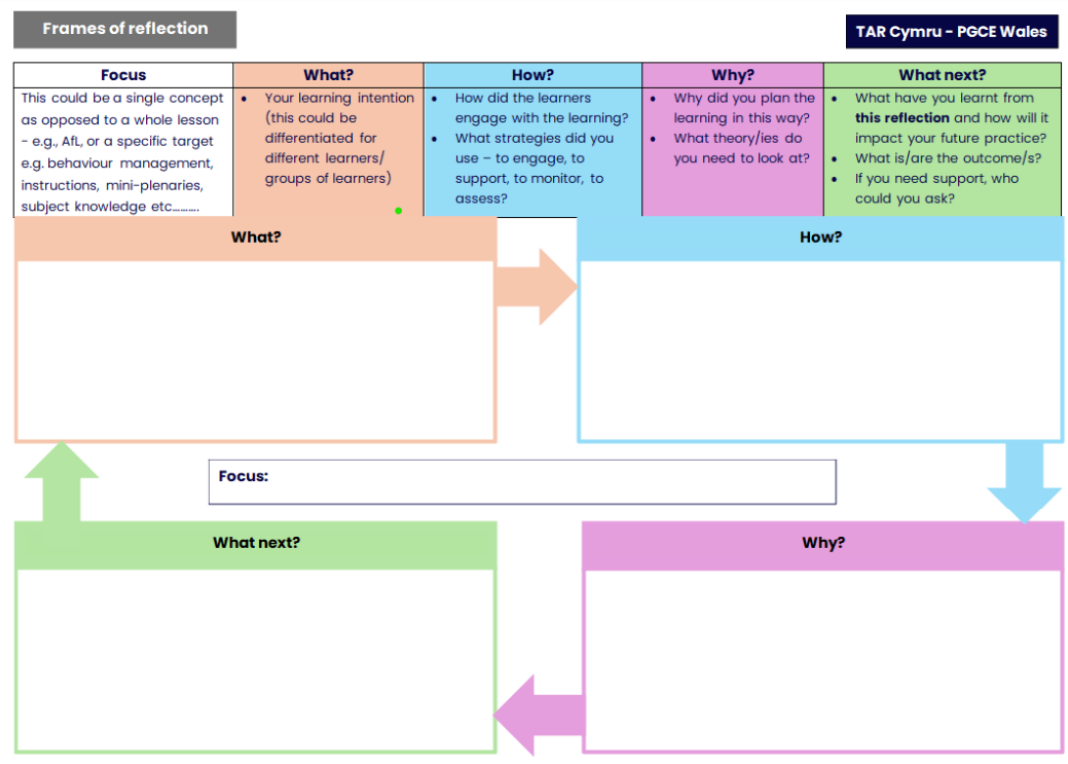
This model was created by Terry Borton

Special thanks to Georgia Newman and Hanna Evans.

Modelau Adfyfyrio – Reflective Models

- Our students have recently collaborated on a **reflective practice project**.
- As part of their work, they created **two different models**.
- The models are **designed to help** you reflect **and prompt** your thinking.

Y Model Fframiau Adfyfyrio
Frames of Reflection Model



Y Model Golwg Newydd
New Perspective Model

New perspective model TAR Cymru – PGCE Wales

	Focus	Prompts	My response
1	Context	i. What am I reflecting on? (e.g. classroom based, professional conversation (parent/ mentor/ Teaching Assistant), wider school..... ii. Specific details – Who, when, what? iii. Were any other factors significant?	- i. - ii. - iii.
2	Response	i. Why did I do what I did? Was this informed by any theory? ii. How did the learners/ others react? iii. Did anything significant happen? iv. How did I respond? v. Why did I respond this way? vi. How did I feel? vii. Does it link to any existing targets?	- i. - ii. - iii. - iv. - v. - vi. - vii.
3	Outcome	i. Did everything go as I expected? ii. Outcomes for learners / others? iii. Progression? iv. What went well? v. Any challenges?	- i. - ii. - iii. - iv. - v.
4	New perspective	i. What do I want to adapt or develop? ii. What other perspectives might I consider? (e.g. learners, mentor, staff) iii. Is there a new strategy I could try? iv. Can I draw on any theory/ies? v. What targets could I have? vi. Is there anyone who could help me? vii. What are my next steps?	- i. - ii. - iii. - iv. - v. - vi.

Gweithgaredd – Activity

**Datblygwch y targedau o dan l fod yn penodol a mesuradwy –
Develop these targets to be more focussed and measurable –**

**1. Gwellu eich rheolaeth
ymddygiad**

2. Cynllunioch wersi gwell

**3. Gwellu eich
gwybodaeth pynciol**

4. Gorffen marcio bl9.

**1. Improve your behaviour
management**

2. Plan better lessons.

**3. Improve your subject
knowledge**

**4. Finish marking my year 9
class.**



**Penodol
Specific**

**Mesuradwy
Measurable**

**Cyraeddadwy
Achievable**

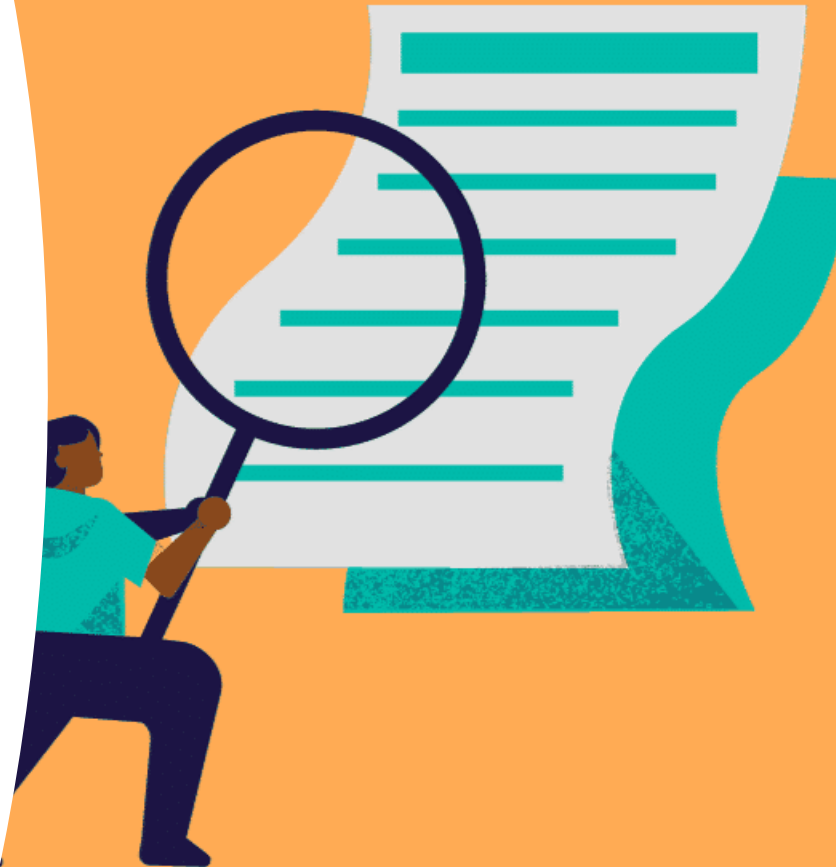
**Perthnasol
Relevant**

**Amserlen glir
Time Bound**

Targedau Effeithiol | Effective Targets

- Dros y pythefnos nesaf, defnyddiwch bolisi ymddygiad yr ysgol yn gyson ym mhob gwrs. Byddwn yn arsylwi dwy wers ac yn rhoi adborth.
- Dros y tair wythnos nesaf, cynlluniwch wersi gydag amcanion dysgu clir, gwahaniaethu a chyfleoedd Asesu ar gyfer Dysgu (AfL). Rhannwch y cynlluniau gyda'ch mentor 24 awr cyn addysgu.
- Cyn addysgu'r uned nesaf, treuliwch 30 munud bob wythnos am bedair wythnos yn datblygu eich gwybodaeth bynciol a thrafod cysyniadau allweddol a chamdybiaethau yn ystod sesiwn mentora.
- **Gorffen marcio bl9.**
- Over the next two weeks, consistently apply the school's behaviour policy in every lesson. I will observe two of your lessons and provide feedback.
- Over the next three weeks, plan lessons with clear learning objectives, differentiation and AFL opportunities. Share plans with your mentor 24 hours before teaching.
- Before teaching the next unit, spend 30 minutes each week for four weeks developing your subject knowledge and discussing key concepts and misconceptions during out mentor sessions.
- **Finish marking my year 9 class.**

Ansawdd Ysgol Gyfan | Whole School Assurance



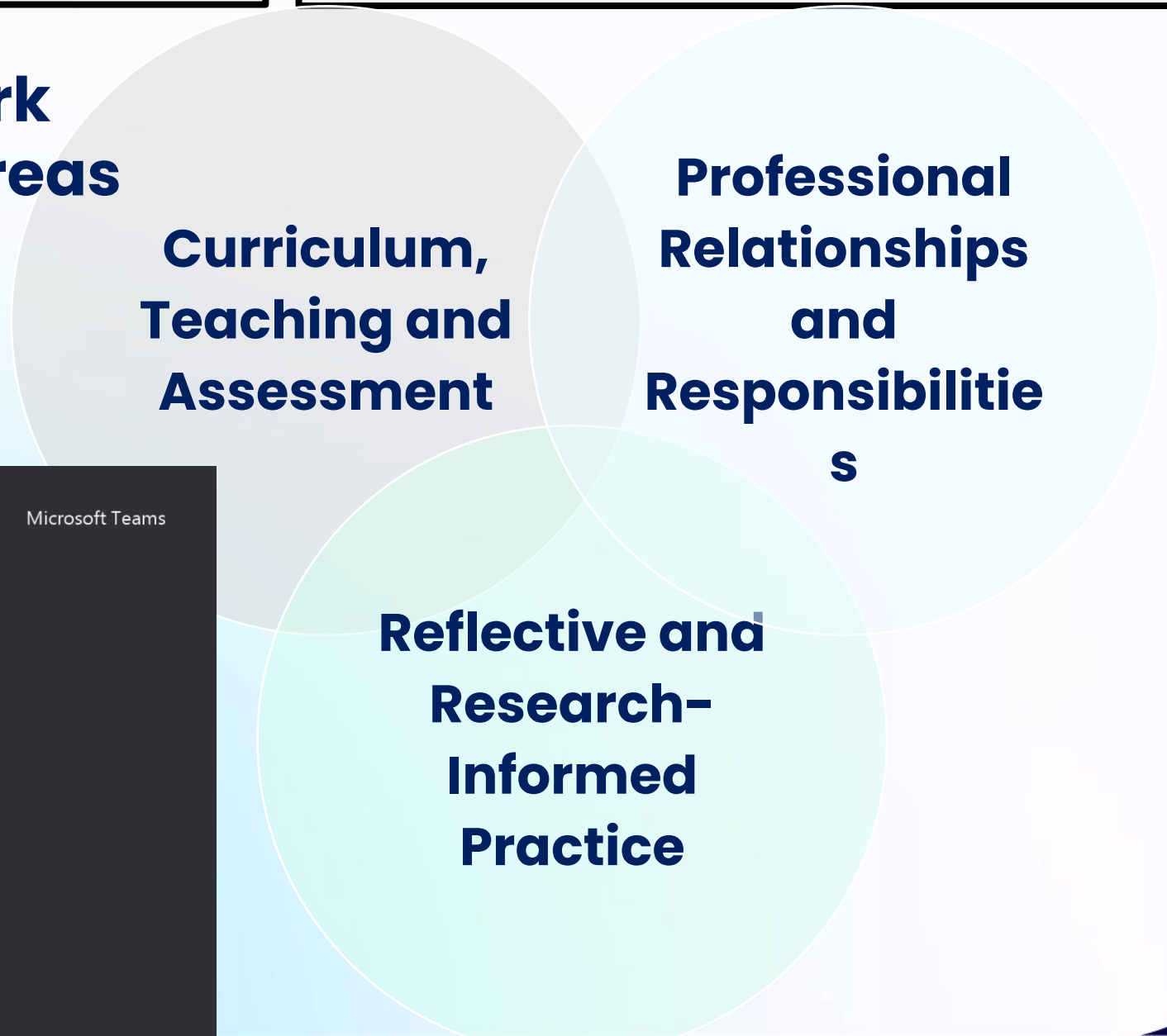
Y Tu Hwnt i Fentora | Beyond Mentoring

- Monitro sut mae AGA wedi'i ymg orffori mewnsystemau ysgol / Monitor how ITE is embedded in school systems
- Sicrhau **cysondeb ar draws mentoriaid** a phynciau / Ensure **consistency across mentors** and subjects
- Casglu adborth gan fentoriaid ac athrawon myfyrwyr / Gather feedback from mentors & student teachers
- Bwydo i **brosesau ansawdd partneriaeth** /
Feed into **partnership quality processes**

Ffocws 3: Datblygiadau

Focus 3: Developments

Progression Framework Three Interconnected Areas



Microsoft Teams

recording 2

2026-07-02 13:39 UTC

Recorded by
Sarah.Stewart

Organized by
Sarah.Stewart

Progression Framework Practice Learning Report

40

Using the framework to guide judgements:

You are asked to make a professional assessment of the student teacher's progress to QTS relative to each stage of the programme. The PLR acts as a summative assessment point at the end of the module.

Stage	Progress Descriptor	Practice Judgement
PGCE1 Familiarisation	Emerging	On Track / Not on Track Recorded via the Practice Review form (this is formative only and enables early identification of concerns or need for further intervention to support progression).
PGCE2 Consolidation	Developing	- Not on Track* - On Track - On Track with Strengths - Exceeding Expectations Summative - recorded via the Practice Learning Report which informs end of module assessment. *Student teachers not on track at PGCE2 are not recommended for QTS.
PGCE3 Autonomy	Secure	- Not on Track** - On Track - On Track with Strengths - Exceeding Expectations Summative - recorded via the Practice Learning Report which informs end of module assessment. **Student teachers not on track at PGCE3 are not recommended for QTS.

professional relationships, and reflective practice.

Not on Track*	Not on Track* - This indicates that the student teacher is not progressing towards the framework outcomes for their stage. Practice may be under-developed or insufficiently evidenced, with areas showing limited impact on learner progress. For PGCE2 or PGCE3 - They are not recommended for continuation at this stage. *In PGCE1, this is a formative indicator of potential need for early intervention. In PGCE2 and PGCE3, it is summative and indicates that progression criteria are not met.
On Track	The student teacher is developing secure practice across most stage-specific outcomes, with some areas needing targeted support.
On Track with Strengths	The student teacher demonstrates most stage-specific outcomes with several areas of emerging strengths and growing consistency in practice.
Exceeding Expectations	The student teacher consistently demonstrates most or <u>all</u> of the outcomes for their current stage, with clear impact on learners.

recording 2

2026-07-02 13:39 UTC

Recorded by

Sarah.Stewart

Organized by

Sarah.Stewart

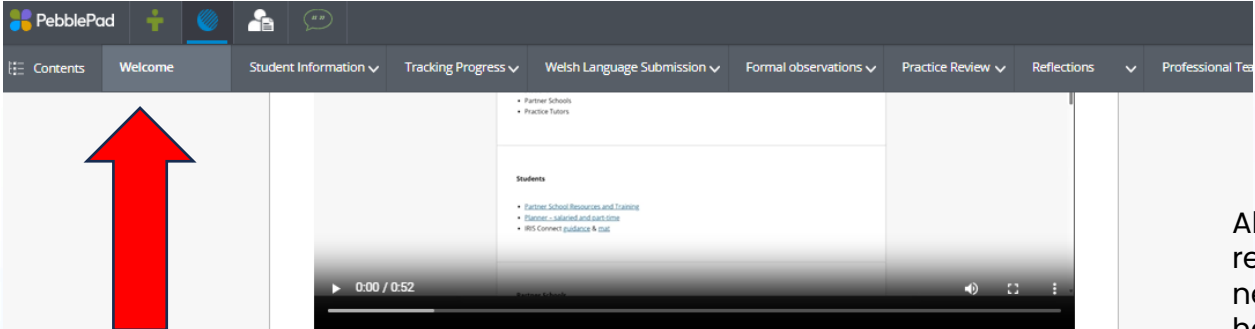
Amser I feddwl / Pause Point



- Os oedd gennych fyfyrwr Blwyddyn 1 cyflogedig llynedd, byddwch yn parhau'n awtomatig i gael eich paru â'u PDP ym mis Medi.
- Os **na fyddwch** yn y rôl hon ym mis Medi, cymerwch 2 funud i roi gwybod i'r swyddfa – Wales-PGCE@open.ac.uk
- Os ydych yn fentor i fyfyrwr newydd ym mis Medi, llenwch y ffurflen hon fel y gallwn drefnu'r paru mewn da bryd [Partner Schools: REGISTRATION FORM Ysgolion Partner: FFURFLEN GOFRESTRU](#)
- If you had a Year 1 salaried student last year, you'll automatically remain matched to their PLP in September.
- If you'll **no longer** be in this role, please take 2 minutes to let the office know – Wales-PGCE@open.ac.uk.
- If you are mentoring a new student in September, please complete this form so we can arrange the matching in good time [Partner Schools: REGISTRATION FORM Ysgolion Partner: FFURFLEN GOFRESTRU](#)

Adnoddau i gefnogi fy rôl

Resources to support my role



Contents **Welcome** **Student Information** **Tracking Progress** **Welsh Language Submission** **Formal observations** **Practice Review** **Reflections** **Professional Test**

Welcome to the Open University Wales PGCE programme PLP.

Thank you for supporting our student teacher as part of the team around the student. Please use the following links to take you to our Resources to support you with your role. Please refer to the most appropriate section for materials that you will find useful.

- Student
- Partner Schools
- Practice Tutors

Students

- [Partner School Resources and Training](#)
- [Planner – salaried and part-time](#)
- IRIS Connect [guidance](#) & [mat](#)
- Please find further resources regarding the Welsh Framework: [Year 1 2025](#) | [Year 2 2024](#)

[Partner school resources and training | Open University in Wales](#)

All the resources you'll need in one handy place. Simply click and go!

See what your student is working on weekly.

Tailor your support by following prompts and adding your own planning notes.

See a red dot? Hover for more detail. Right-click to show/hide notes.

Organise when to complete activities in school and see pop up guidance to support each task.

Each row guides weekly priorities — some span more than one week to show 'windows' of time.

Use the tabs to switch pages by student year and route. Right click to hide tabs you don't need.

Mentoring and bringing theory and practice together						
W/c	Key Dates	Resources to support my role as Mentor	My professional learning	What is my student's focus?	Supporting Practice Learning Activities (PLAs)	Connect - Toolkit Resources
Summer Term		Register now	A Guide to Mentoring	Getting Started		
25-Aug						
01-Sep						From Colleague to Mentor - getting to know my student in their new role The familiarisation stage and what to expect day to day School and department policies, culture and ethos
08-Sep						
15-Sep	PGCE programme starts	The Job of a Mentor	Mentor Case Studies - Effective Mentoring	HWB Safeguarding and Prevent Training Induction and Meet your Tutor Group	PLA1&2 (School Coordinator)	Structuring formal mentoring sessions Mentor meeting records
22-Sep	Mentor Event 22/09/25 via MS Teams 1-3pm	Annual Briefing for Mentors		Unit 11 Professional Practice Online Seminar 1	PLA3 (Others - Triangle)	Observing others effectively

[Partner school resources and training | Open University in Wales](#)

Amser i Adlewyrchu / Pause Point



Hoffwch rhagor o wybodaeth am unrhyw adnoddau sydd ar gael yn barod?

Would you like any further information on the resources already available to you?



Cyfle i siarad â'r tîm

Opportunity to talk to the team



Partner school resources and training | Open University in Wales

[Home](#) > [Let's work together](#) > [OU ITE Partnership](#) > Partner school resources and training

Partner school resources and training



Welcome to your one-stop space for everything you need as a valued Partner School in the OU PGCE Wales programme.

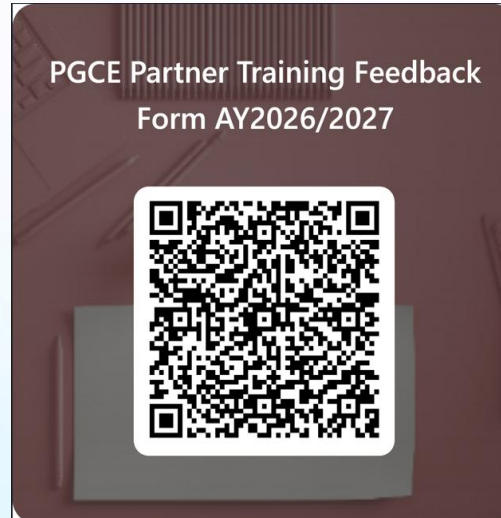
Whether you're supporting a salaried or part-time student teacher, mentoring a trainee, or exploring how to get involved, this hub is designed to make your experience smooth, informed, and rewarding.

- > Essential Resources
- > Mandatory Registration Form
- > Key Dates
- > Roles and responsibilities
- > Documents to support your role
- > Training and Development
- > Mentoring Mindset
- > Weekly Mentor Drop in Sessions
- > Get in touch



Cofnod Hyfforddiant / Training Record

► Llenwch eich cofnodion hyfforddi i sicrhau bod eich manylion yn gyfredol. Bydd angen i bob aelod o staff yn yr un ysgol lenwi'r ffurflen hon.



► Please fill your training records to ensure our details are UpToDate. All members of staff within the same school will need to fill in this form.

Cyn i chi adael heddiw, cwblhewch gofnod hyfforddi, mae'r ddolen yma;

Before you leave today, please complete a training record, link is here;

[Cofnod Hyfforddi / Training Record](#)

I gloi / To finish

Pwyntiau i'w hystyried ar dechrau mis Medi –

- Cwblhewch yr hyfforddiant Meddylfryd Mentora
- Ymglyfarwyddwch â Pebblepad (yn enwedig sut rydych chi'n mewngofnodi)
- Darllenwch a lawr lwytho'r mat Mentora/Cydlynnydd Ysgol
- Lawrlwythwch y ddogfen dyddiadau hanfodol a chysoni dyddiadau â'ch cynllunwyr
- Gwiriwch dargedau eich myfyrwyr ac ystyriwch eu camau nesaf ar gyfer mis Medi

Things to consider at the start of September –

- Complete the Mentoring Mindset training
- Familiarise yourself with Pebblepad (particularly how you log-in)
- Read and download the School Coordinator/Mentor mat
- Download the essential dates document and sync dates to your planners
- Review your students' targets and consider their next steps for September



The Open University
Y Brifysgol Agored

Wales Cymru

Thank you

