Croeso / Welcome



(AILADRODD) Hanfodion ar gyfer Cydlynwyr Ysgol

(REPEAT) Essentials for School Coordinators

12ed Hydref ~ 12th October 2026

3.00yp - 5.00yp - 3.00pm - 5.00yp

TAR Cymru PGCE Wales

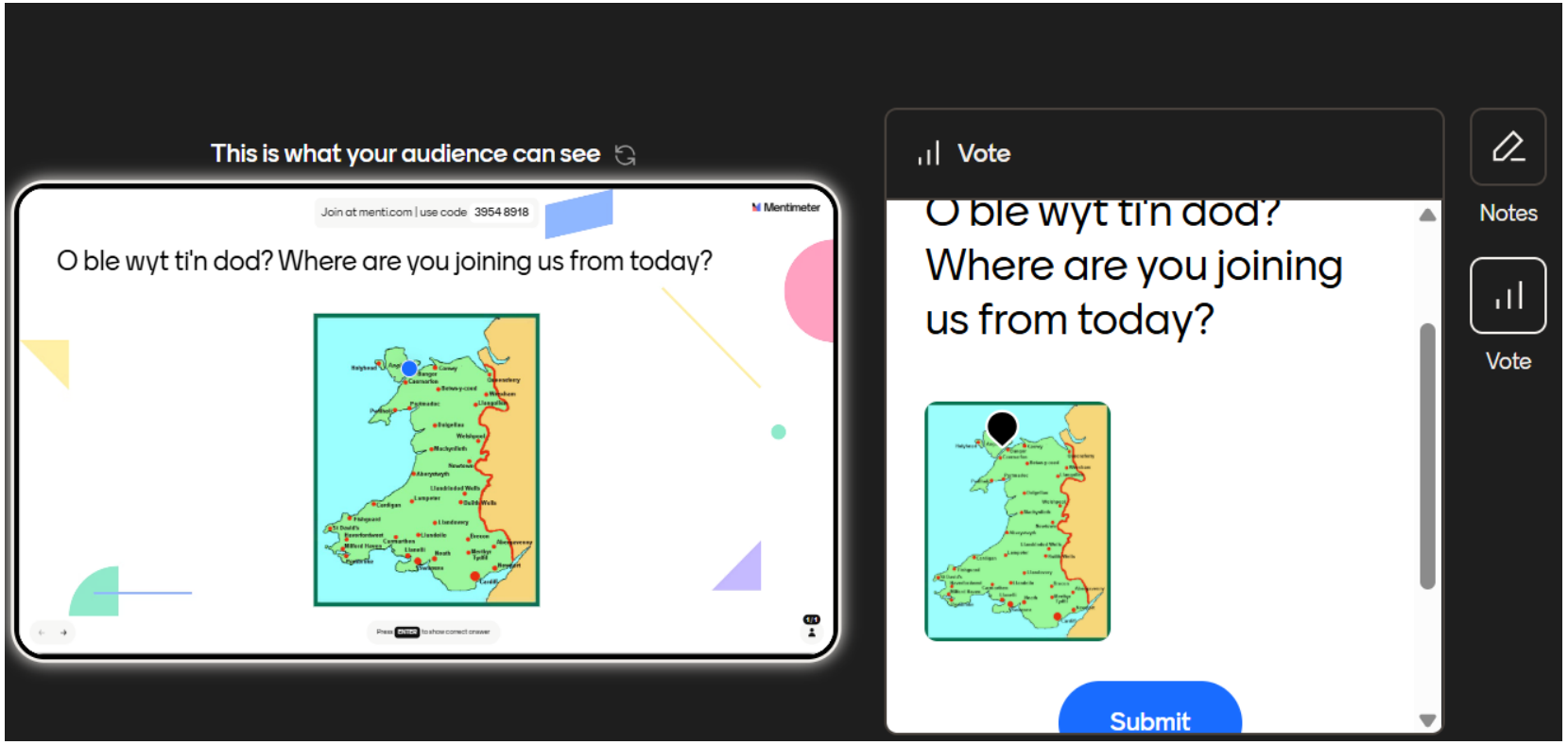
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Sgwrs / Chat

1. *Ychwanegwch eich enw, eich rhanbarth a'ch profiad fel Cyclynwr Ysgol.*
   Please add your name, your region and your experience as a School Coordinator.

2. *Beth sydd ei angen arnoch chi o sesiwn heddiw?*
   What do you need out of today's session?

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



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

Dathlu Llwyddiannau / Celebrating Success

Gwobr Y Filltir Ychwanegol The Extra Mile Award	
Mentor -	**Ysgol School**
Iona Davies	Ysgol Gynradd Aberaeron
Kelly Roberts	**Pencoed Primary School**
Rhian Gwyn	Ysgol Gyfun Gymraeg Plasmawr
Jodie Thomas-Hartley	Ysgol Nantgwyn
Michelle Goodger	Ysgol Cwm Brombil
Hannah Morris	Forden Primary School

Enwebion - **Nominees -**

Gwobr Cymorth Proffesiynol Rhagorol Outstanding Professional Support Award	
Mentor -	**Ysgol / School**
Katherine Hatfield	St Joseph's Catholic and Anglican High School,
Jessica Stagg	Whitchurch High School
Lauren Hughes	
Siôn Jenkins	Ysgol Gyfun Penweddig
Cennydd Amos	**Ysgol Gyfun Gymraeg Plasmawr**
Tracy Jane Young	Monmouth Comprehensive School
Mrs Bethan Menzies	St John Baptist CiW High School
Christina Thatcher and Ceri Thomas	Ysgol David Hughes
Dylan Davies	Ysgol y Creuddyn
Charlotte Phillips	Ysgol Bryn Teg
Heather Thomas	Oakfield Primary

Mentor a Wnaeth y Gwahaniaeth Mwyaf Mentor Who Made the Biggest Difference	
Mentor -	**Ysgol / School**
Mr. Louie Taylor	Pontprennaeu Primary School
Ruth Bird	Ysgol Gyfun Pontarddulais
Miss Trudie Griffiths	**St Gabriel's RC Primary school, in Newport.**
Mr Richard Lee Evans.	Ysgol Tycroes.
Catherine Bliss	Ysgol Gymraeg Pen-y-Garth
Heather Thomas	Oakfield Primary
Adam Lally	The Bishop of Llandaff High School
Charlotte Dix	Pencoedtre High School
Craig Thomas	Brynmawr Foundation School

One cohesive partner support offer

Different purposes — one connected pathway

1

PARTNER HANDBOOK

What do I need to know and do?

Requirements • roles • processes

2

PROGRESSION FRAMEWORK

What should development look like?

Shared expectations • typical progress • next steps

3

PLANNER + TOOLKIT

How do I support that development?

Mentoring • feedback • conversations • practical tools

4

TRAINING + DROP-INS

How do I interpret and apply it here?

Explore • ask • discuss • problem-solve

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

Adnoddau i'ch helpu / Resources to help you succeed

PebblePad

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



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

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



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?

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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 fyfyrio ar eu harferion eu hunain ac i osod targedau.

- Beth yw'r heriau?
- Sut gallwch chi eu helpu gyda'r agweddau hyn?
- Fel **Cydlynydd 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.

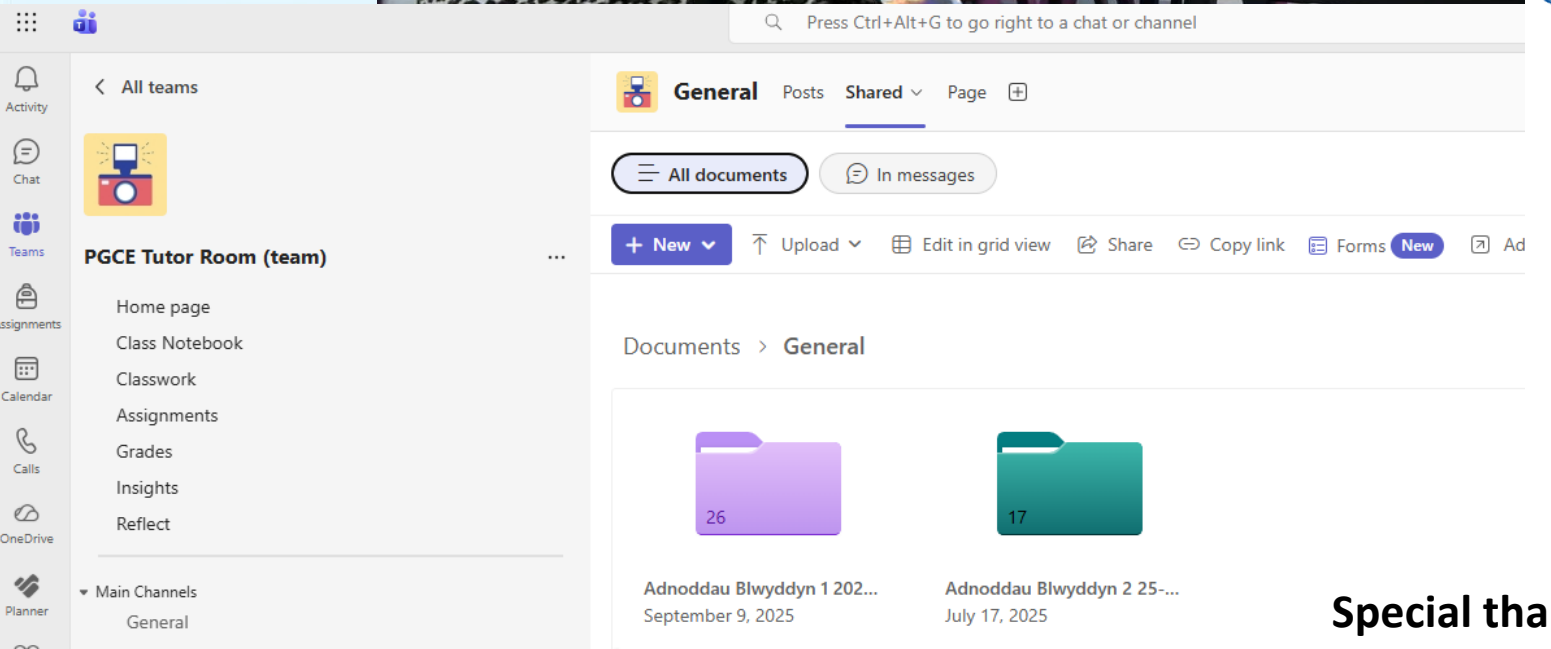
- What are the challenges?
- How can you help them with these aspects?
- As a **School Coordinator**, are there particular ways in which you have you supported them?



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





THE MOUNTAIN TRIBE

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?

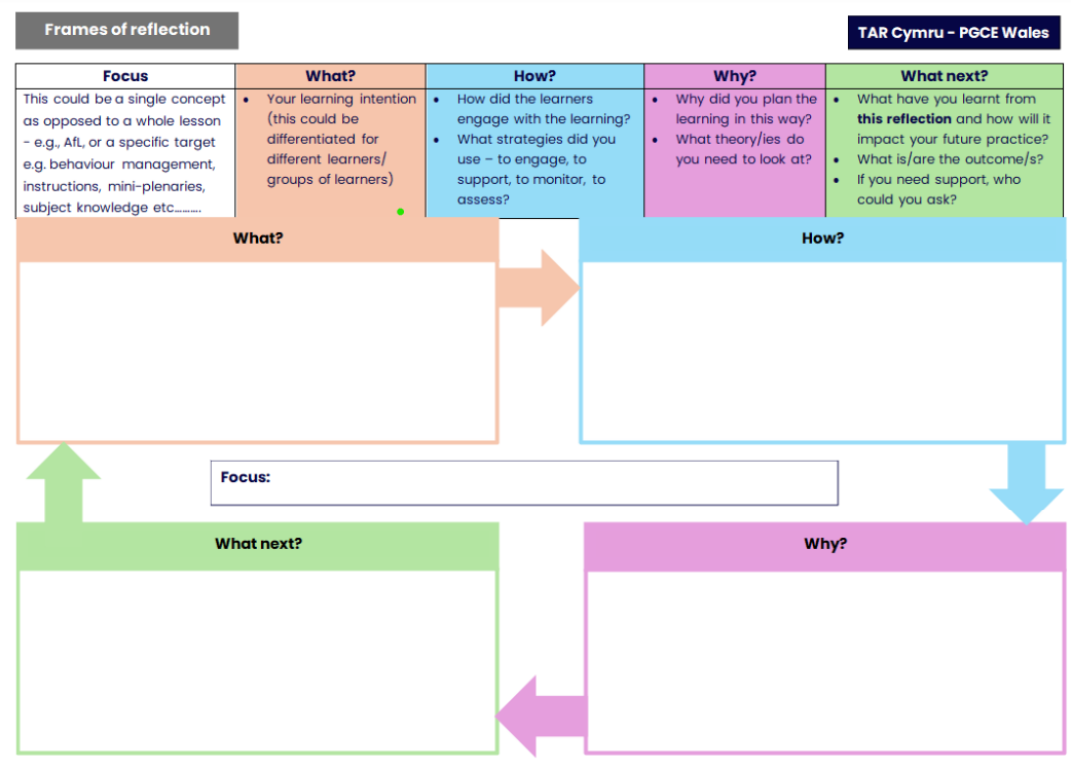
This model was created by Terry Borton

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



Frames of reflection — **TAR Cymru - PGCE Wales**

Focus	What?	How?	Why?	What next?
This could be a single concept as opposed to a whole lesson - e.g., AfL, or a specific target e.g. behaviour management, instructions, mini-plenaries, subject knowledge etc……	• Your learning intention (this could be differentiated for different learners/ groups of learners)	• How did the learners engage with the learning? • What strategies did you use – to engage, to support, to monitor, to assess?	• Why did you plan the learning in this way? • What theory/ies do you need to look at?	• What have you learnt from **this reflection** and how will it impact your future practice? • What is/are the outcome/s? • If you need support, who could you ask?

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 I fod yn penodol a mesuradwy –

Develop these targets to be more focussed and measurable –

1. **Gwella eich rheolaeth ymddygiad**
2. **Cynlluniwch wersi gwell**
3. **Gwella 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

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Targedau Effeithiol | Effective Targets

- Dros y pythefnos nesaf, defnyddiwch bolisi ymddygiad yr ysgol yn gyson ym mhob gwers. 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.**

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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

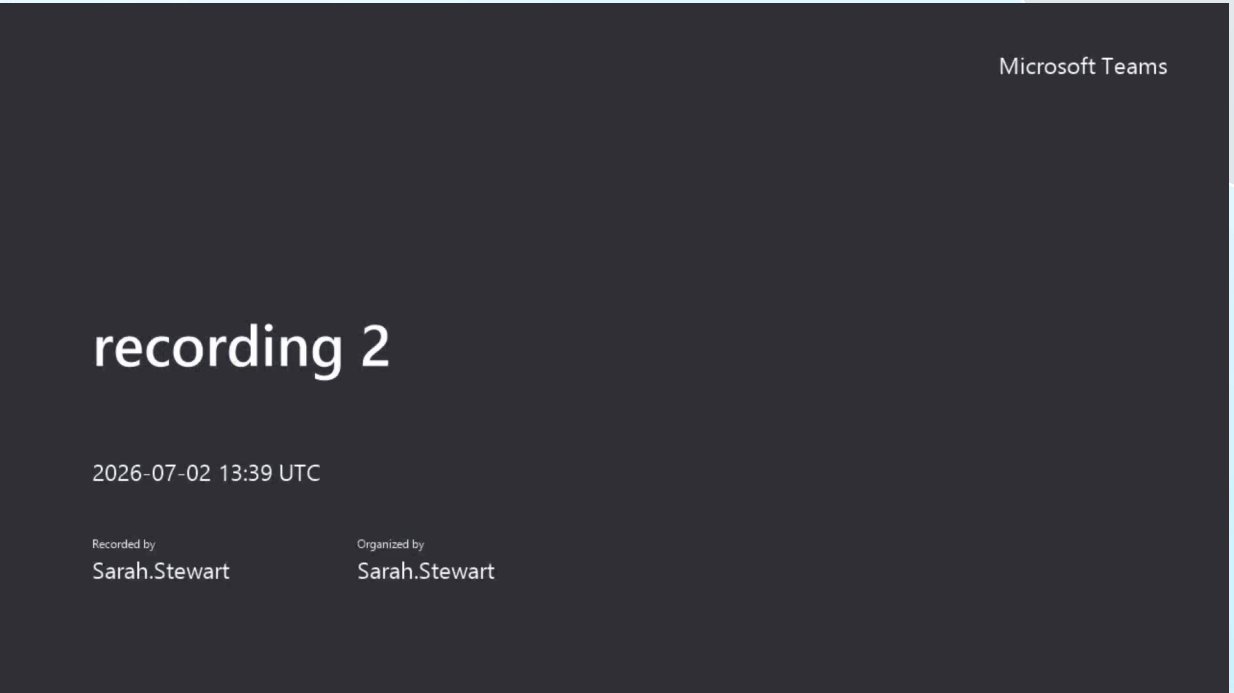
Focus 3: Developments

Progression Framework
Three Interconnected Areas

Curriculum, Teaching and Assessment

Professional Relationships and Responsibilities

Reflective and Research-Informed Practice



Progression Framework
Practice Learning Report

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 Lea informs end of module assessment. *Student teachers not on track at PGCE2 **co**
PGCE3 Autonomy	Secure	• Not on Track** • On Track • On Track with Strengths • Exceeding Expectations Summative - recorded via the Practice Lea informs end of module assessment. **Student teachers not on track at PGCE3 **c** recommended for QTS.

professional relationships, and reflective practice.

Not on Track*	...ria to describe progress in practice learning ...ating 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 all of the outcomes for their current stage, with clear impact on learners.

Microsoft Teams

recording 2

2026-07-02 13:39 UTC

Recorded by
Sarah.Stewart

Organized by
Sarah.Stewart

Datblygiadau Developments

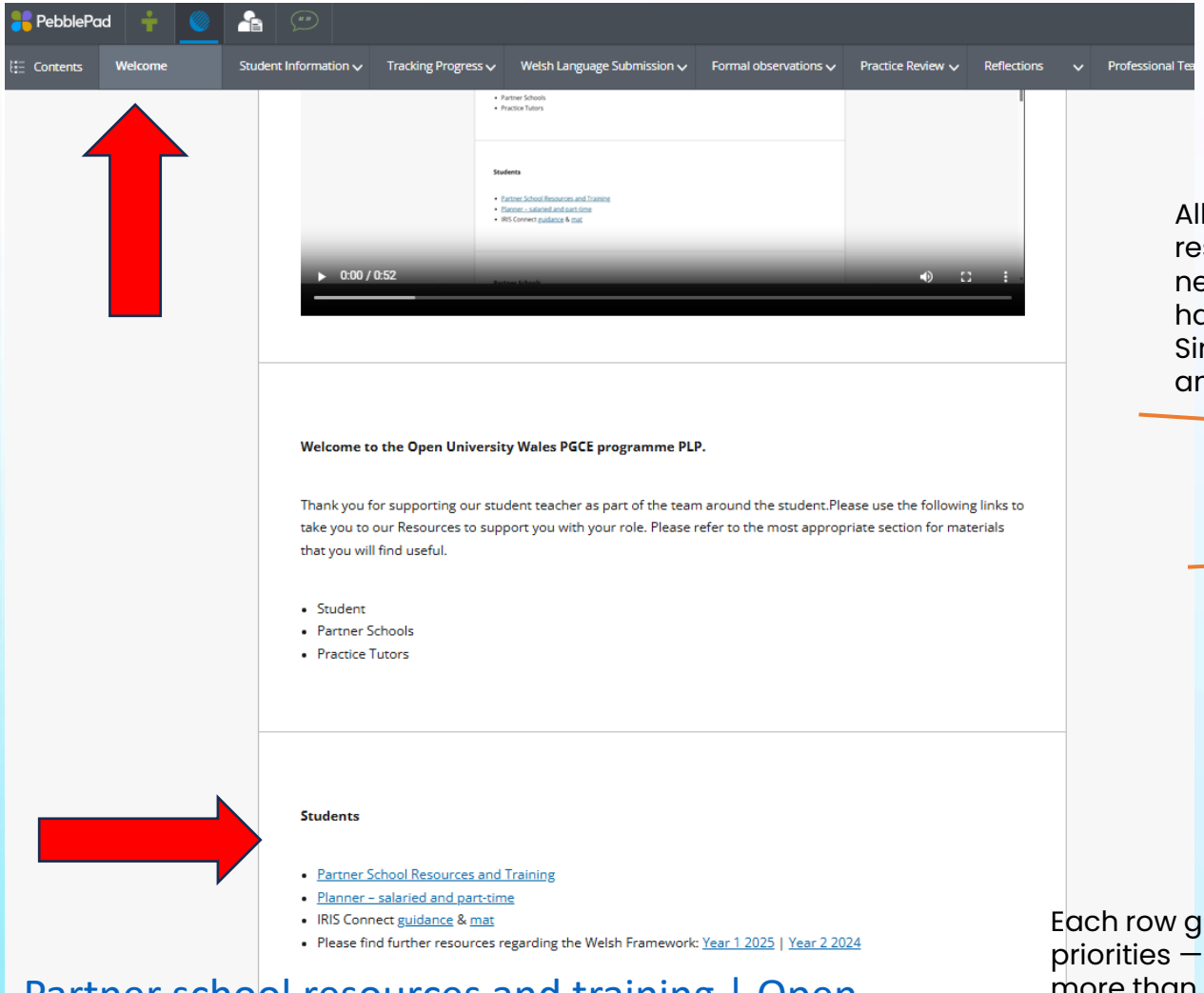
Amser I feddwl / Pause Point

- Os oedd gennych fyfyriwr 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 fyfyriwr 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

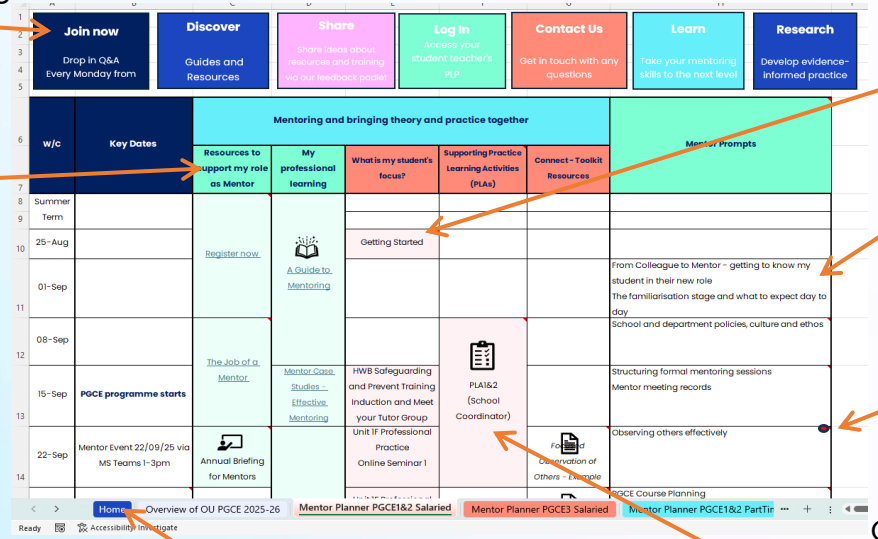


[Partner school resources and training | Open University in Wales]

[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.

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.

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

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



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[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

I gloi / To finish

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

- Complete the Mentoring Mindset training
- Familiarise yourself with the PLP (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

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Developing reading rich cultures: why, what and how

Professor Teresa Cremin & Dr Helen Hendry

Save the date:
4th February 2027, 4-5pm

The Open University

Reading for Pleasure



Join us to explore the why, what and how of developing rich reading cultures that impact positively on children as readers. This energetic, evidence-informed session will offer practical ways forward for classrooms and schools.

You are invited to a bespoke, **free** professional development session, which links with national reading priorities. Available to OUr partners;

- Primary education practitioners
- Secondary education practitioners
- New and Experienced Mentors
- School Coordinators
- Practice Tutors



Teresa Cremin CBE | LinkedIn

Reading for Pleasure workshop - 04.02.27 4pm - Gweithdy Darllen er Pleser

Register here: Reading for Pleasure workshop / Gweithdy Darllen er Pleser

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

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Thank you



Sesiwn Briffio i Gydlynwyr Ysgol Newydd

A Briefing Session for New School Coordinators



12/10/2026

The Open University
Y Brifysgol Agored
Wales Cymru

Agenda



Ffocws 1: Bod yn Fentor	**Focus 1: Being a Mentor**
Ffocws 2: Deall y cwrs	**Focus 2: Understanding the course**
Ffocws 3: Deall fy rôl	**Focus 3: Understanding my role**
Ffocws 4: Adnoddau i gefnogi fy rôl	**Focus 4: Resources to support my role**
Cyfle i siarad â'r tîm	Opportunity to talk to the team



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

Mae Mentoriaid yn Bwysig... Pwysicach nag erioed!
Mentors Matter... Even More!

“Os yw ysgolion i gael y dasg o ddarparu cyfleoedd dysgu systematig a strwythuredig mewn perthynas â holl feysydd craidd cwricwlwm addysg athrawon, mae'n amlwg bod angen iddynt gael yr hyfforddiant, y cyfleoedd datblygiad proffesiynol a'r adnoddau i ysgwyddo'r cyfrifoldeb hwnnw.”

Meini Prawf Achredu ar gyfer Addysg Gychwynnol Athrawon yng Nghymru, Llywodraeth Cymru, 2023

“If schools are to be given the task of providing systematic and structured learning opportunities in relation to all the core areas of the teacher education curriculum, it is clear they need to have the training, professional development opportunities and resources to take on that responsibility.”

Accreditation Criteria for ITE in Wales, Welsh Government, 2023

Datblygu Meddylfryd Mentora
Developing A Mentoring Mindset

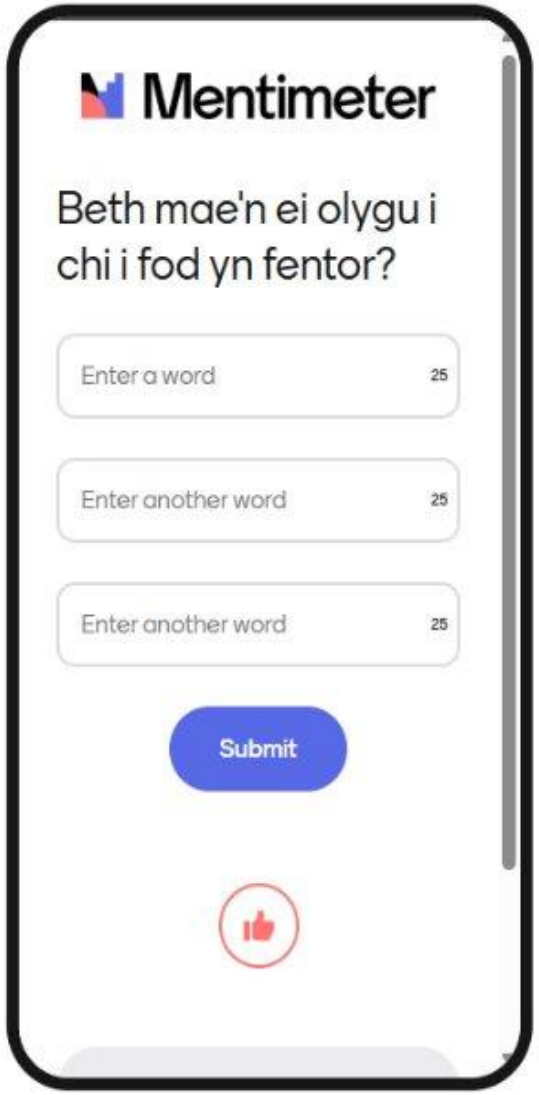


Beth mae'n olygu i fod yn Fentor?
What does it mean to be a Mentor?

Your screen



Participant's screen



https://www.menti.com/altdzvdpbfsm

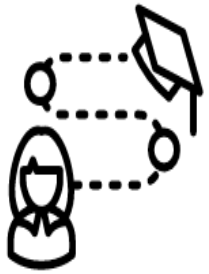
2. Deall y cwrs / Understanding the course

Cwrs 2-flynedd / A 2-year course

Llwybyr	Strwythur	Ymarfer Dysgu	Amser Astudio	Nodiadau
Rhan Amser	2-5 dydd yr wythnos mewn ysgol	60 dydd y flwyddyn (gyda 30 dydd mewn bloc yn bl2.)	Astudio'n annibynnol ar lein	Gall bod angen teithio; taith mwy araf i annibynniaeth
Cyflogedig	Wythnosol cymysg	Cynydd gwraddol o 1.5 dydd dan oruchwyliaeth i 3.5 dydd dysgu yn annibynnol.	Amser wedi amddifyn ar yr amserlen	Yn cydbwyso dyletswyddau cyflogaeth â dysgu TAR; yn cynnwys 25 diwrnod o **Brofiad Ail Ysgol**

Route	Structure	Practice Learning	Study Time	Notes
Part-time	2-5 days per week in school	60 days **per year** (inc. 30 block days in year 2)	Independent online study	Travel may be required; slower build to autonomy
Salaried	Weekly blend	Gradual increase from 1.5 days supervised to 3.5 days independent teaching	Protected time in school timetable	Balances employment duties with PGCE learning; includes 25 day **Second School Experience**

Ymarfer Dysgu = Profiad Ysgol
Practice Learning = School Experience



Gweithgareddau Ymarfer Dysgu
Practice Learning Activities



Addysgu Tîm
Team Teaching



Tasgau Seminar
Seminar Tasks



Mentora
Mentoring



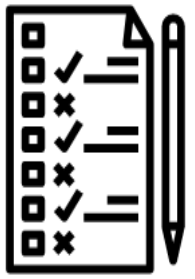
Addysgu 30-50%
Teaching 30-50%



Adolygiad Tiwtor Ymarfer
Practice Tutor Review



Arsylwi eraill
Observing Others



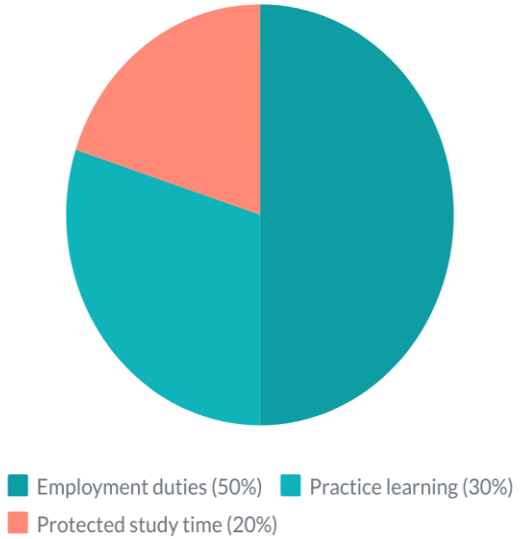
CPA
PPA

Ymarfer Dysgu: Llwybr Cyflogedig
Practice Learning: Salaried Route

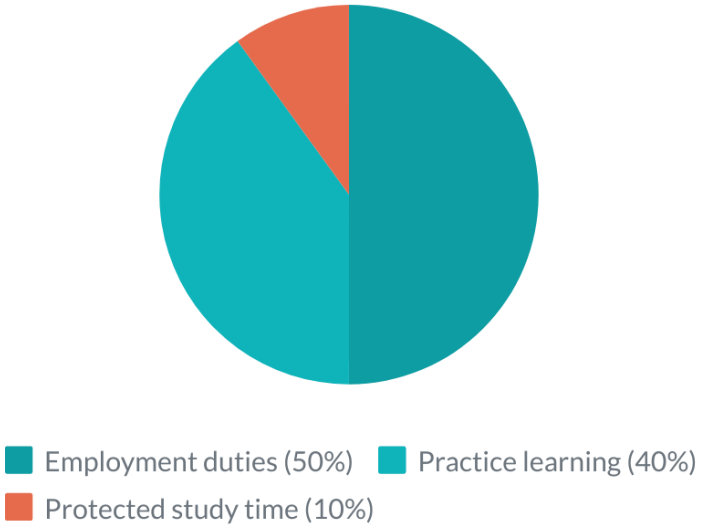
Blwyddyn 1 = Modiwl 60 Credyd ar Lefel 6(TAR 1 a 2 neu EE(XP)306)
Year 1 = 60 Credit Module at Level 6 (PGCE1&2 or EE(XP)306)

Blwyddyn 2 = Modiwl 60 Credyd arLefel 7 (TAR3 neu EE(XP)806)
Year 2 = 60 Credit Module at Level 7 (PGCE3 or EE(XP)806)

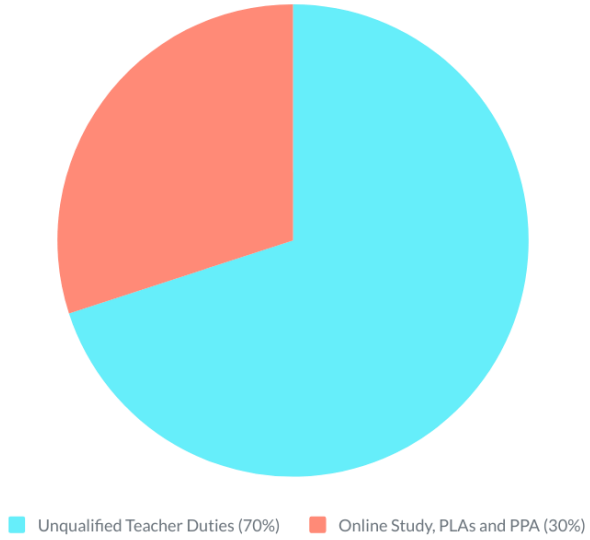
TAR 2 / PGCE1



TAR 2 / PGCE2



TAR 3 / PGCE3



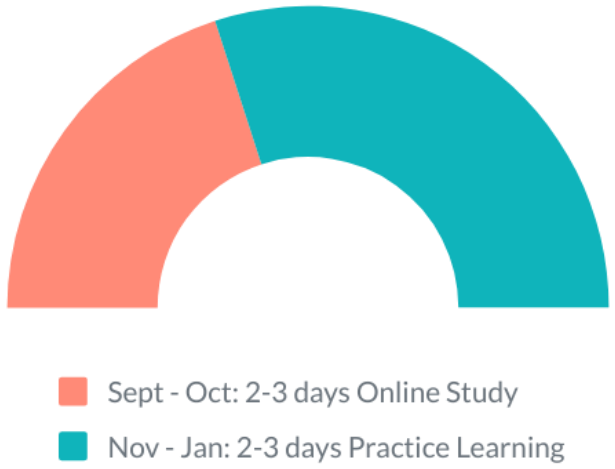
Ymarfer Dysgu: Llwybr Rhan-Amser
Practice Learning: Part Time Route

Blwyddyn 1 = Modiwl 60 Credyd ar Lefel 6(TAR 1 a 2 neu EE(XP)306)
Year 1 = 60 Credit Module at Level 6 (PGCE1&2 or EE(XP)306)

Blwyddyn 2 = Modiwl 60Credyd ar Lefel 7 (TAR3 neuEE(XP)806)
Year 2 = 60 Credit Module at Level 7 (PGCE3 or EE(XP)806)

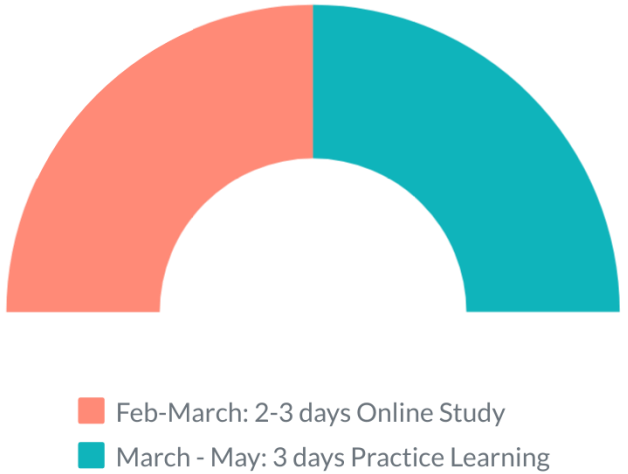
TAR 2 / PGCE1

25 dydd/ days



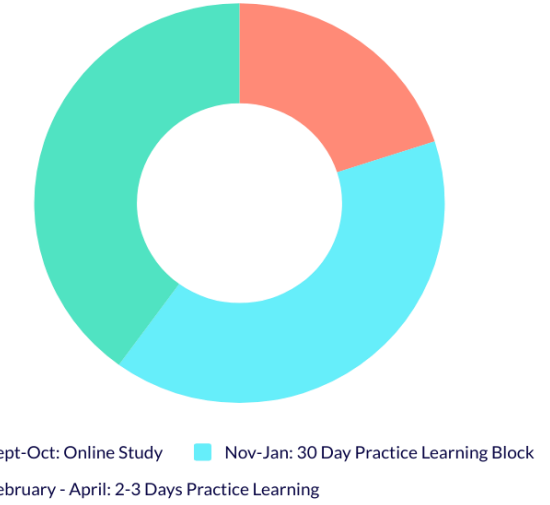
TAR 2/ PGCE2

35 dydd/ days



TAR 3/ PGCE3

60 dydd/ days
(+ 30 dydd / day Bloc /block)



More Information

Partner school Handbook

Planner

OU PGCE – Mentoring

Partner school resources and training | Open University in Wales

Partner Schools: REGISTRATION FORM
Ysgolion Partner: FFURFLEN GOFRESTRU

Pebble Learning UK
PebblePad - Login

Champion – Lead - Assure

Pwynt Oedi

- Meddyliwch pa addasiadau neu baratoadau bydd angen i chi eu gwneud cyn mis Medi.
- Ystyriwch beth yw'r addasiadau rhesymol y gallech eu gwneud
- Meddyliwch am y ffordd orau y gallwch chi gefnogi eich myfyriwr.

Pause Point

- Think what adjustments or preparation you will need to do before September.
- Consider what are the reasonable adjustments you could make.
- Think about how you can best support your student.

Ffocws 3: Deall fy rôl. / Focus 3: Understanding my role.

“ Mae rôl Mentor a Chydlynydd yr ysgol yn hanfodol i lwyddiant yr athro dan hyfforddiant. Bydd deall y rôlau hyn a bod yn hyderus ynddyn yn sicrhau cysondeb ar draws ysgolion. Mae'n fwy na dim ond cwblhau arsylwad gwers; mae'n ddeall y rôl gefnogol barhaus ac eich rhan wrth gefnogi datblygiad y myfyriwr . ”

“The Mentor and School Co-ordinator roles are vital to the success of the student teacher. Understanding these roles and being confident in them will ensure consistency across schools. It is more than just completing a lesson observation; it is understanding your ongoing supportive role and your part in developing the student.”

The Open University
Y Brifysgol Agored
Wales Cymru

Rôl Addysgwyr Athrawon yn y Bartneriaeth / Teacher Educator Roles in the Partnership

Cefnogir athrawon dan hyfforddiant gan dîm proffesiynol ar draws y bartneriaeth.
Cyflwynir dysgu trwy fodel cymysg: mae llawer o'r astudiaeth academaidd yn digwydd ar-lein, ond, yn yr ysgol, mae Cydlynydd yr Ysgol a'r Mentor yn darparu'r gefnogaeth wyneb yn wyneb allweddol sy'n helpu damcaniaeth ac ymarfer i gysylltu. Mae gan bob rôl gyfrifoldeb clir a phenodol wrth arwain a meithrin datblygiad y myfyriwr.

Student teachers are supported by a professional team across the partnership.
Learning is delivered through a blended model: much of the academic study happens online, but, in school, the School Coordinator and Mentor provide the key face-to-face support that helps theory and practice connect. Each role has a clear and distinct responsibility in guiding and nurturing the student's development.

CYDLYNYDD YSGOL
Yn arwain AGA yn yr ysgol

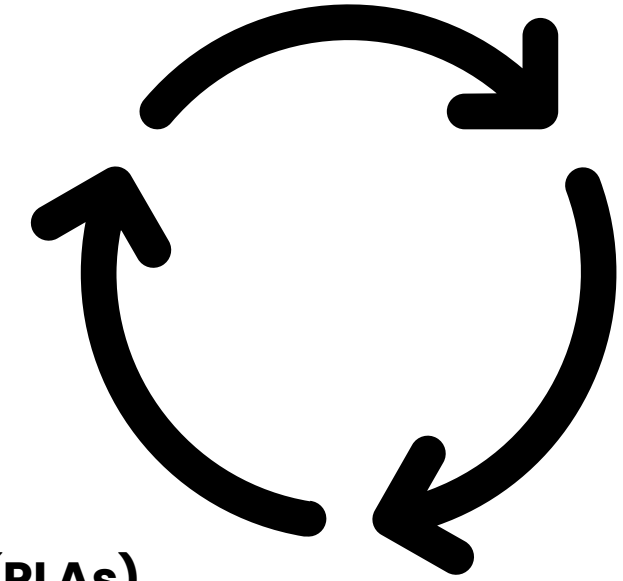
- Yn cynllunio ac yn goruchwylio dysgu'r athro dan hyfforddiant yn yr ysgol,
- gan gynnwys hwyluso gweithgareddau dysgu ymarferol
- Yn cefnogi ac yn arwain y tîm Mentoriaid ac yn sicrhau darpariaeth fentora o ansawdd uchel
- Yn sicrhau bod amserlenni a chyfleoedd yn bodloni gofynion y rhaglen ac yn cefnogi cynnydd myfyrwyr
- Yn gweithio gyda'r brifysgol i fonitro cynnydd ac ansawdd y gefnogaeth

SCHOOL COORDINATOR
Leads ITE in the school

- Plans and oversees the student teacher's learning in school, including facilitating practice learning activities
- Supports and guides the Mentor team and assures high-quality mentoring provision
- Ensures timetables and opportunities meet programme requirements and support student progress
- Works with the university to monitor progress and quality of support

The Coordinator Toolkit
Supporting Student Learning

Role-Tailored Planners
Key dates, actions and weekly prompts



Practice Learning Activities (PLAs)
Structured in-school activities and lesson study linking practice and theory

Partner School Handbook
Support for close-to-practice enquiry

Rôl Addysgwyr Athrawon yn y Bartneriaeth / Teacher Educator Roles in the Partnership

MENTOR

Yn cefnogi'r athro dan hyfforddiant o ddydd i ddydd

Yn cyfarfod yn wythnosol/bob 5 diwrnod i gefnogi cynllunio, addysgu a myfyrio trwy fentora strwythuredig

Yn arsylwi addysgu ac yn rhoi adborth

Yn helpu i gysylltu damcaniaeth ac ymarfer trwy gyfryngu gweithgareddau dysgu ymarferol yn yr ysgol

Yn arwain cynnydd tuag at SAC gan ddefnyddio'r fframwaith dilyniant

MENTOR

Supports the student teacher day-to-day

- Meets weekly/every 5 days to support planning, teaching and reflection through structured mentoring
- Observes teaching and provides feedback
- Helps connect theory and practice through mediating practice learning activities in school
- Guides progress towards QTS using the progression framework

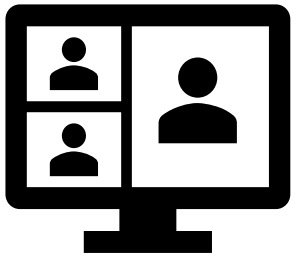
Teacher Educator Roles in the Partnership

TIWTOR CWRICWLWM

Yn arwain dysgu academaidd a phroffesiynol

- **Yn arwain astudiaeth ar-lein, seminarau a thiwtorialau unigol**
- **Yn darparu arweiniad academaidd ac adborth ar aseiniadau**
- **Yn monitro cynnydd ar draws y rhaglen**
- **Yn cefnogi lles**
- **Yn arwain cymorth ychwanegol lle bo angen hynny gan y**
- **fframwaith cymorth i fyfyrwyr**





CURRICULUM TUTOR

Leads academic and professional learning



- Leads online study, seminars and individual tutorials
- Provides academic guidance and feedback on assignments
- Monitors progress across the programme
- Supports wellbeing
- Leads additional support where required by the student support framework



Teacher Educator Roles in the Partnership

TIWTOR YMARFER

Yn cefnogi ymarfer dysgu ar draws ysgolion

- Ymarferydd allanol, profiadol (fel arfer mewn ysgol bartner)
- Yn gwneud dau ymweliad rhithwir i arsylwi, asesu a gwirio cynnydd myfyrwyr
- Yn adolygu e-bortffolio athrawon dan hyfforddiant yn rheolaidd drwy'r PDP
- Yn hyfforddi ac yn cefnogi Mentoriaid i gryfhau ansawdd mentora
- Yn helpu i sicrhau ansawdd ymarfer dysguac yn rhannu arfer gorau ar draws y bartneriaeth

PRACTICE TUTOR

Supports practice learning across schools

- External, experienced practitioner (usually in a partner school)
- Makes two *virtual visits* to observe, assess and verify student progress
- Regularly review student teachers' e-portfolio via the PLP
- Coaches and supports Mentors to strengthen mentoring quality
- Helps quality-assure practice learning and shares best practice across the partnership

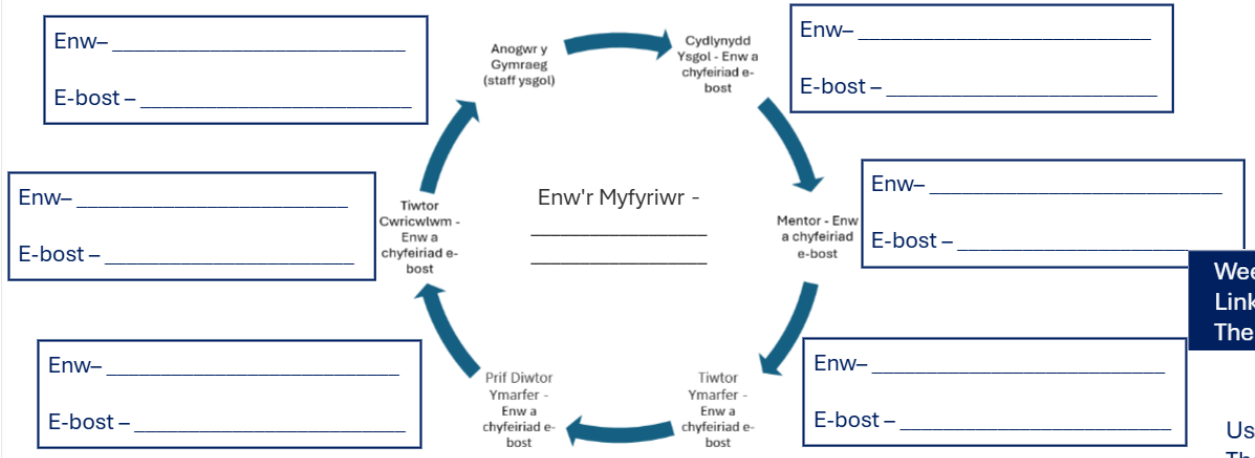
Teacher Educator Roles in the Partnership

Wythnos- 1
Cyswllt i unedau - Lles
Thema – Dodo i adnabod eich myfyrwyr

Arf Mentora
The Mentoring Toolkit

Tîm o Amgylch y Myfyriwr

Gan ddefnyddio'r wybodaeth o'ch e-bost cyflwyno gan TAR Cymru, adeiladwch ddarlun o'r Tîm o Amgylch y Myfyriwr. Dyma'r bobl y gallwch chi a'ch myfyriwr droi atynt os oes angen unrhyw gefnogaeth arnoch, yn ogystal â'r bobl y mae angen eu hysbysu os oes unrhyw newidiadau neu broblemau. Gwnewch yn siŵr bod gan eich myfyriwr gopi o'r wybodaeth hyn hefyd i'w defnyddio yn y dyfodol.



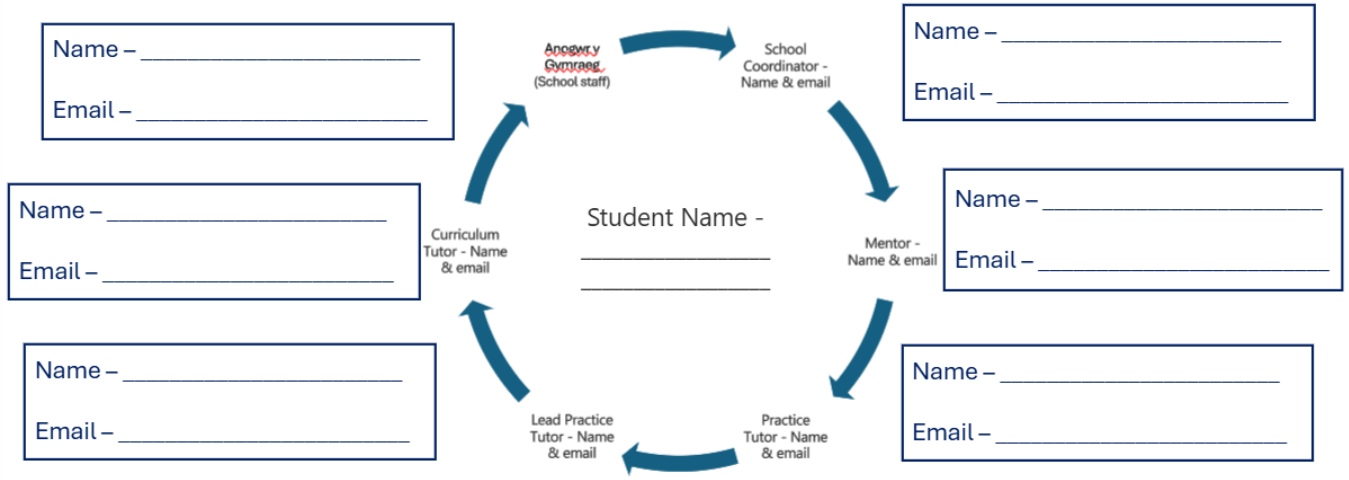
Wales Cymru

Week 1
Linked to Unit - Well-being
Theme – Getting to know your student

Mentora
The Mentoring Toolkit

Team Around the Student

Using the information from your introduction email from Wales PGCE, build a picture of the Team Around the Student. These are the people you and your student can turn to if you need any support, as well as the people that need to be informed if there are any changes or issue. Making sure your student also has a copy of this information for future use.



Champion – **Lead** - Assure

Pwynt Saib

- Ydych chi'n meddwl eich bod yn hyderus pwy fyddai'n gyfrifol am yr holl rolau hynny o fewn eich ysgol?
- At bwy fyddech chi'n troi pe baech chi'n ansicr?
- Beth ydych chi'n ei weld fel eich prif gyfrifoldebau yn dilyn y wybodaeth am rolau?

Pause Point

- Think do you know who would be responsible for all those roles within your school?
- Who would you turn to if you were unsure?
- What do you see as your key responsibilities following the information regarding roles?

Ffocws 4: Adnoddau i gefnogi fy rol
Focus 4: Resources to support my role

- Y Llawlyfr Partneriaeth
- Matiau
- PDP
- Cynllunydd
- Pecyn Cymorth Mentora
- Sesiynau Galw Heibio Nos Lun
- Sesiynau Galw Heibio Canolbwyntiedig (dywedwch wrthym beth yr hoffech i ni ei gynnwys)

- The Partnership Handbook
- Mats
- PLP
- Planner
- Mentoring Toolkit
- Monday Night Drop Ins
- Focused drop-In (tell us what you would like us to cover)

Partner Schools: REGISTRATION FORM Ysgolion Partner: FFURFLEN GOFRESTRU

Using the Planner to Support your Role

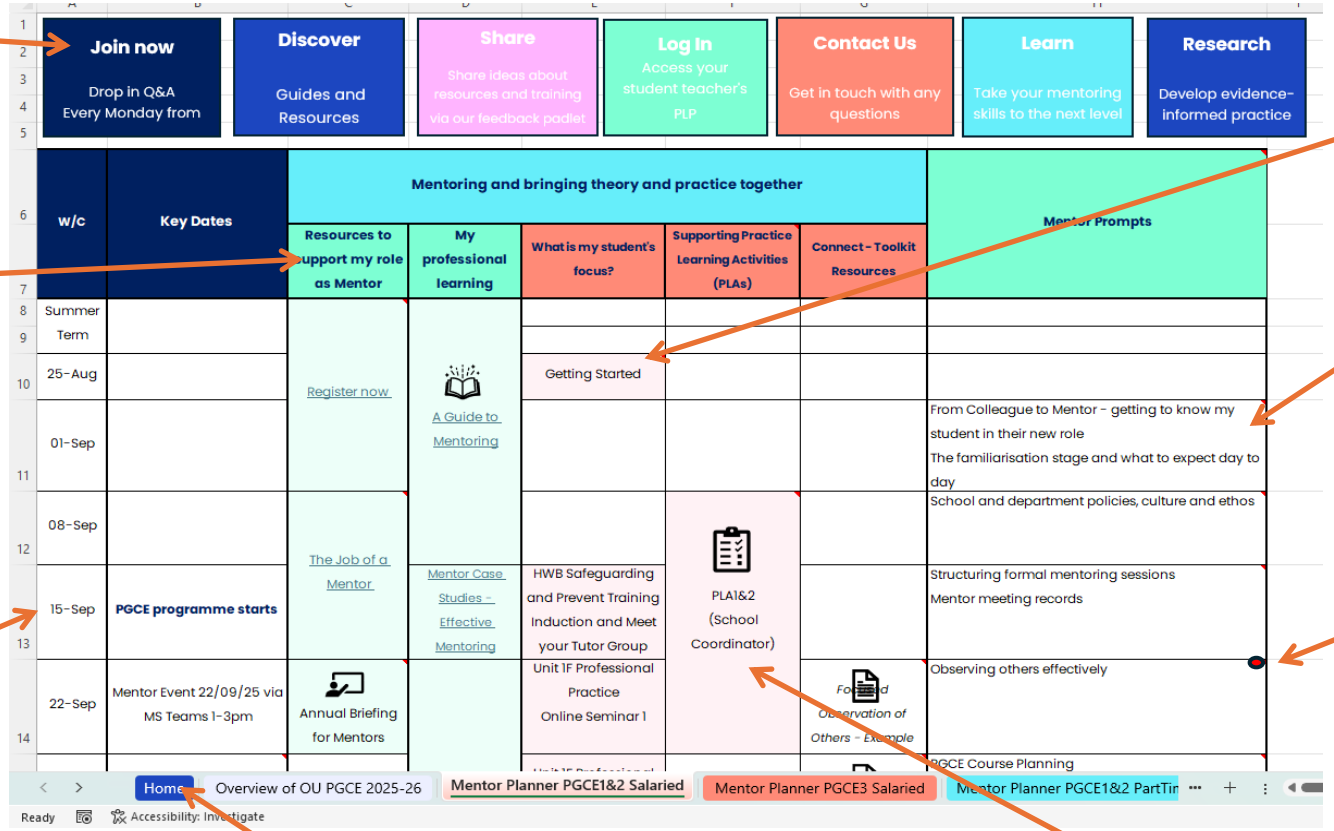
Each role — **Mentors, School Coordinators and Practice Tutors** — now has a tailored week-by-week planner.

📅 **Access**: Available via direct email and via your student teacher's Professional Learning Passport.
💻 **Download & Edit**: Save to your device, personalise it, and add your own notes.

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

Not sure which resource to use? Find exactly what you need, when you need it, by using the direct resource links.

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



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.

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

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

Dyddiadau Allweddol / Key Dates

Blwyddyn 1 (TAR1)

Beth?	Gan bwy?	Erbyn pryd?
D01: Arsylwad Gwers 1	Mentor	18/12/26
D02: Ffurflen Adolygu Ymarfer 1	Mentor	15/01/27
D03: Arsylwad Gwers 2	Cydlynydd Ysgol / IRIS Connect	29/01/27
D04: Ffurflen Adolygu Ymarfer 2	Tiwtor Ymarfer	03/02/27

Blwyddyn 1 (TAR2)

Beth?	Gan bwy?	Erbyn pryd?
D05: Arsylwad Gwers 3	Mentor	19/03/27
D06: Adroddiad Ymarfer Dysgu	Mentor (Adran A)	07/05/27
D07: Arsylwad Gwers 4	Cydlynydd Ysgol / IRIS Connect	14/05/27
D08: Adroddiad Ymarfer Dysgu	Cydlynydd Ysgol (Adran B)	21/05/27
D09: Adroddiad Ymarfer Dysgu	Tiwtor Ymarfer (Adran C)	26/05/27
D10: Ffurflen Adolygu Ymarfer Ail Brofiad Ysgol (ABY) – myfyrwyr Cyflogedig yn unig	Cydlynydd Ysgol ABY Gyda cefnogaeth y Mentor (CY yn unig bydd gyda mynediad i PDP)	09/07/27

Blwyddyn 2 (TAR3)

Beth?	Gan bwy?	Erbyn pryd?
D11: Arsylwad Gwers 1	Mentor	27/11/26
D12: Arsylwad Gwers 2	Cydlynydd Ysgol / IRIS Connect	27/11/26
D13: Ffurflen Adolygu Ymarfer 1	Mentor	04/12/26
D14: Ffurflen Adolygu Ymarfer 2	Tiwtor Ymarfer	16/12/26
D15: Arsylwad Gwers 3	Mentor	12/03/27
D16: Arsylwad Gwers 4	Cydlynydd Ysgol / IRIS Connect	19/03/27
D17: Adroddiad Ymarfer Dysgu	Mentor (Adran A)	09/04/27
D18: Adroddiad Ymarfer Dysgu	Cydlynydd Ysgol (Adran B)	16/04/27
D19: Adroddiad Ymarfer Dysgu	Tiwtor Ymarfer (Adran C)	22/04/27

Year 1 (PGCE1)

What	By whom?	By when?
D01: Lesson Observation 1	Mentor	18/12/26
D02: Practice Review Form 1	Mentor	15/01/27
D03: Lesson Observation 2	School Co-ordinator / IRIS Connect	29/01/27
D04: Practice Review Form 2	Practice Tutor	03/02/27

Year 1 (PGCE2)

What	By whom?	By when?
D05: Lesson Observation 3	Mentor	19/03/27
D06: Practice Learning Report	Mentor (Section A)	07/05/27
D07: Lesson Observation 4	School Co-ordinator / IRIS Connect	14/05/27
D08: Practice Learning Report	School Co-ordinator (Section B)	21/05/27
D09: Practice Learning Report	Practice Tutor (Section C)	26/05/27
D10: Second School Experience (SSE) Practice Review Form – Employed students only	School Coordinator (SSE) with support from the Mentor. (SC only will have access to PLP)	09/7/27

Year 2 (PGCE3)

What	By whom?	By when?
D11: Lesson Observation 1	Mentor	27/11/26
D12: Lesson Observation 2	School Co-ordinator / IRIS Connect	27/11/26
D13: Practice Review Form 1	Mentor	04/12/26
D14: Practice Review Form 2	Practice Tutor	16/12/26
D15: Lesson Observation 3	Mentor	12/03/27
D16: Lesson Observation 4	School Co-ordinator / IRIS Connect	19/03/27
D17: Practice Learning Report	Mentor (Section A)	09/04/27
D18: Practice Learning Report	School Co-ordinator (Section B)	16/04/27
D19: Practice Learning Report	Practice Tutor (Section C)	22/04/27

Assessment in Practice

Prosesau Asesu

- Arsylwadau gwersi ac adborth
- Adrodd yn erbyn **Safonau Proffesiynol**
- **IRIS Connect** ar gyfer myfyrio ar y cyd
- Ymweliadau Tiwtoriaid Ymarfer ac arsylwadau ar y cyd

Assessment Processes

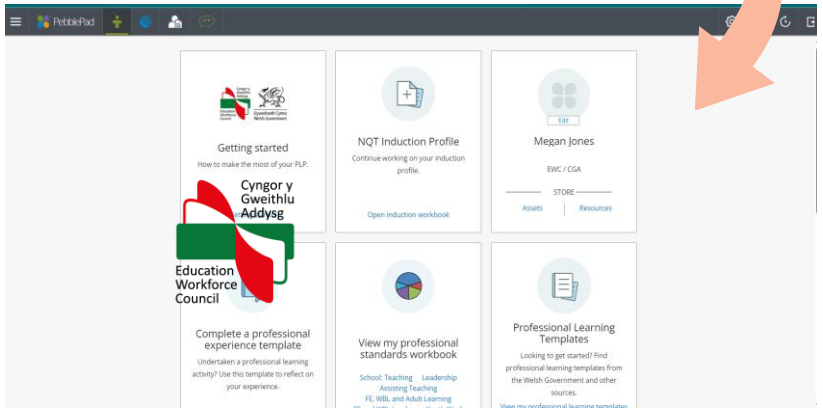
- Lesson observations & feedback
- Reporting against **Professional Standards**
- **IRIS Connect** for shared reflection
- Practice Tutor visits & joint observations

Key Dates 2025-2026

Year 1 (PGCE 1)

What?	By whom?	By when?
Lesson Observation 1	Mentor	19/12/25
Practice Review Form 1	Mentor	16/01/26
Lesson Observation 2	School Co-ordinator / IRIS Connect	30/01/26
Practice Review Form 2	Practice Tutor	13/02/26

Key dates can be found in the Planner, the website and also student teachers' PLPs.



Top Tip! You and your Mentors will each need to register annually to be matched to your student to access their PLP.

Professional Standards for Teaching and Leadership

- Rhaid i bob athro dan hyfforddiant fodloni holl ddisgrifwyr Proffesiynol erbyn diwedd y rhaglen.

- Mae Cydlynwyr Ysgol yn cefnogi myfyrwyr i gasglu tystiolaeth bwrpasol, fyfyriol ac ystyrlon o'u datblygiad.

- Mae'r cylch adrodd yn cynnwys:
- Adolygiad Ymarfer Mentor
- Adolygiad Ymarfer Tiwtor
- Ymarfer Adroddiad Diwedd Modiwl Ymarfer Dysgu

- All student teachers must meet all descriptors of the Professional Standards by the end of the programme.

- School Coordinators support students to gather purposeful, reflective and meaningful evidence of their development.

- Reporting cycle includes:
  - Mentor Practice Review
  - Practice Tutor Practice Review
  - End-of-Module Practice Learning Report

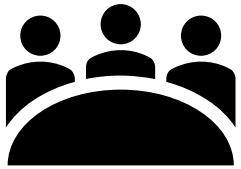
Whole School Assurance

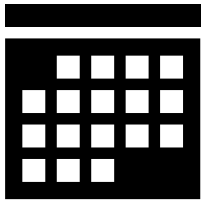
Y Tu Hwnt i Fentora

- Monitro sut mae AGA wedi'i ymgorffori mewn systemau ysgol
- Sicrhau **cysondeb ar draws mentoriaid** a phynciau
- Casglu adborth gan fentoriaid ac athrawon dan hyfforddiant
- Bwydo i **brosesau ansawdd y bartneriaeth**

Beyond Mentoring

- Monitor how ITE is embedded in school systems
- Ensure **consistency across mentors** and subjects
- Gather feedback from mentors & student teachers
- Feed into **partnership quality processes**







Practice Tutor Virtual Visits and IRIS Connect



- Support your Student with IRIS Connect
- Manage Permissions in your School
- Learn more about IRIS Connect

Champion – **Lead** - Assure

Pwynt Oedi

- Sut fyddech chi'n sicrhau ansawdd eich sesiynau mentora?
- Sut fyddwch chi'n arwain trwy esiampl ac yn fodel rôl cadarnhaol?
- Sut fyddwch chi'n **hyrwyddo** dull ysgol gyfan o AGA
- Sut fyddwch chi'n **arwain** mentora ac yn tywys datblygiad athrawon dan hyfforddiant
- A oes unrhyw beth sydd ei angen arnoch i **sicrhau** cysondeb, ansawdd, a gofynion y rhaglen

Pause Point

- How would you ensure the quality of your mentoring sessions?
- How will you lead by example and be a positive role model?
- How will you **champion** a whole-school approach to ITE
- How will you **Lead** mentoring and guide student teacher development
- Is there anything you need to **assure** consistency, quality, and programme requirements



Developing reading rich cultures: why, what and how

Professor Teresa Cremin & Dr Helen Hendry

Save the date:
4th February 2027, 4-5pm

The Open University

Reading for Pleasure



Join us to explore the why, what and how of developing rich reading cultures that impact positively on children as readers. This energetic, evidence-informed session will offer practical ways forward for classrooms and schools.

You are invited to a bespoke, **free** professional development session, which links with national reading priorities. Available to OUr partners;

- Primary education practitioners
- Secondary education practitioners
- New and Experienced Mentors
- School Coordinators
- Practice Tutors



Teresa Cremin CBE | LinkedIn

Reading for Pleasure workshop - 04.02.27 4pm - Gweithdy Darllen er Pleser

Register here: Reading for Pleasure workshop / Gweithdy Darllen er Pleser

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.

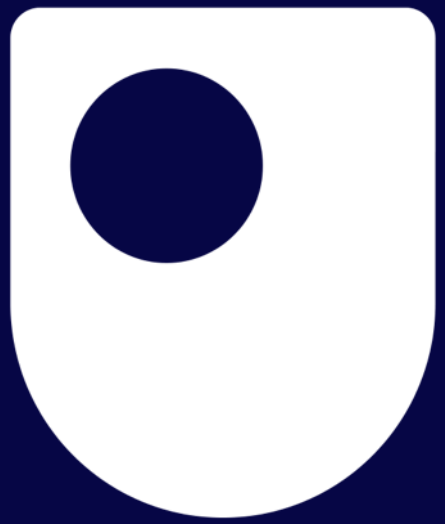


- Please fill your training records to ensure our details are UpToDate. All members of staff within the same school will need to fill in this form.

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

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

Link to Form



The Open University
Y Brifysgol Agored
Wales Cymru

Thank you