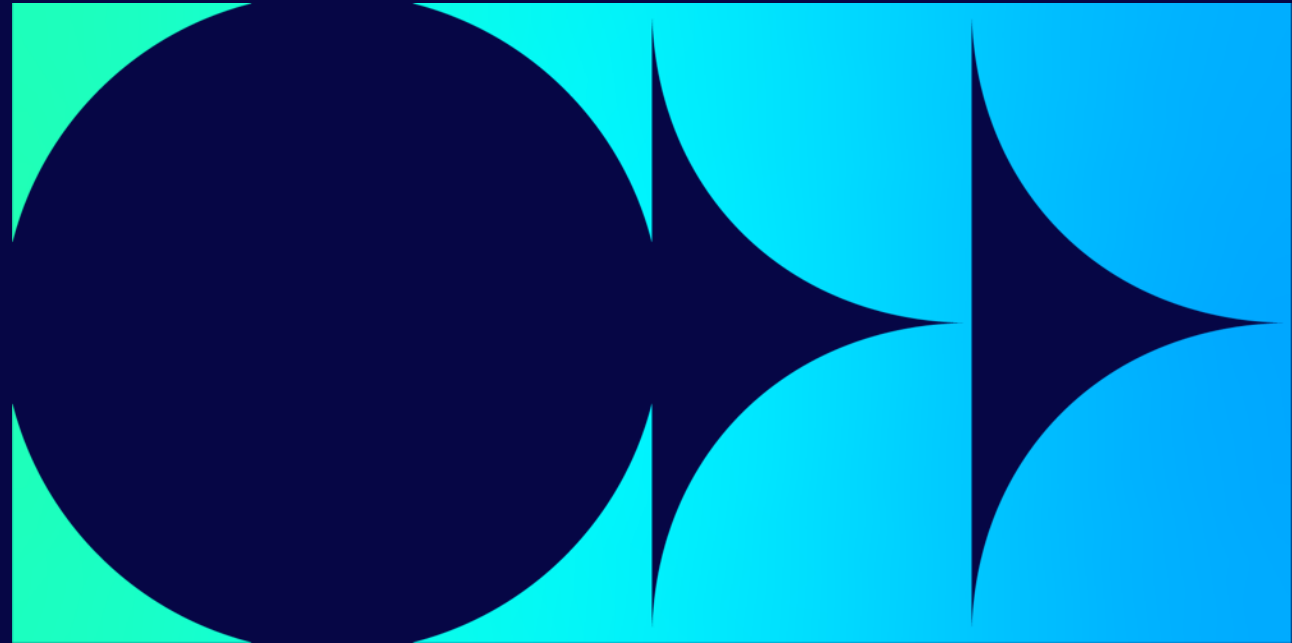


# ***Croeso / Welcome***

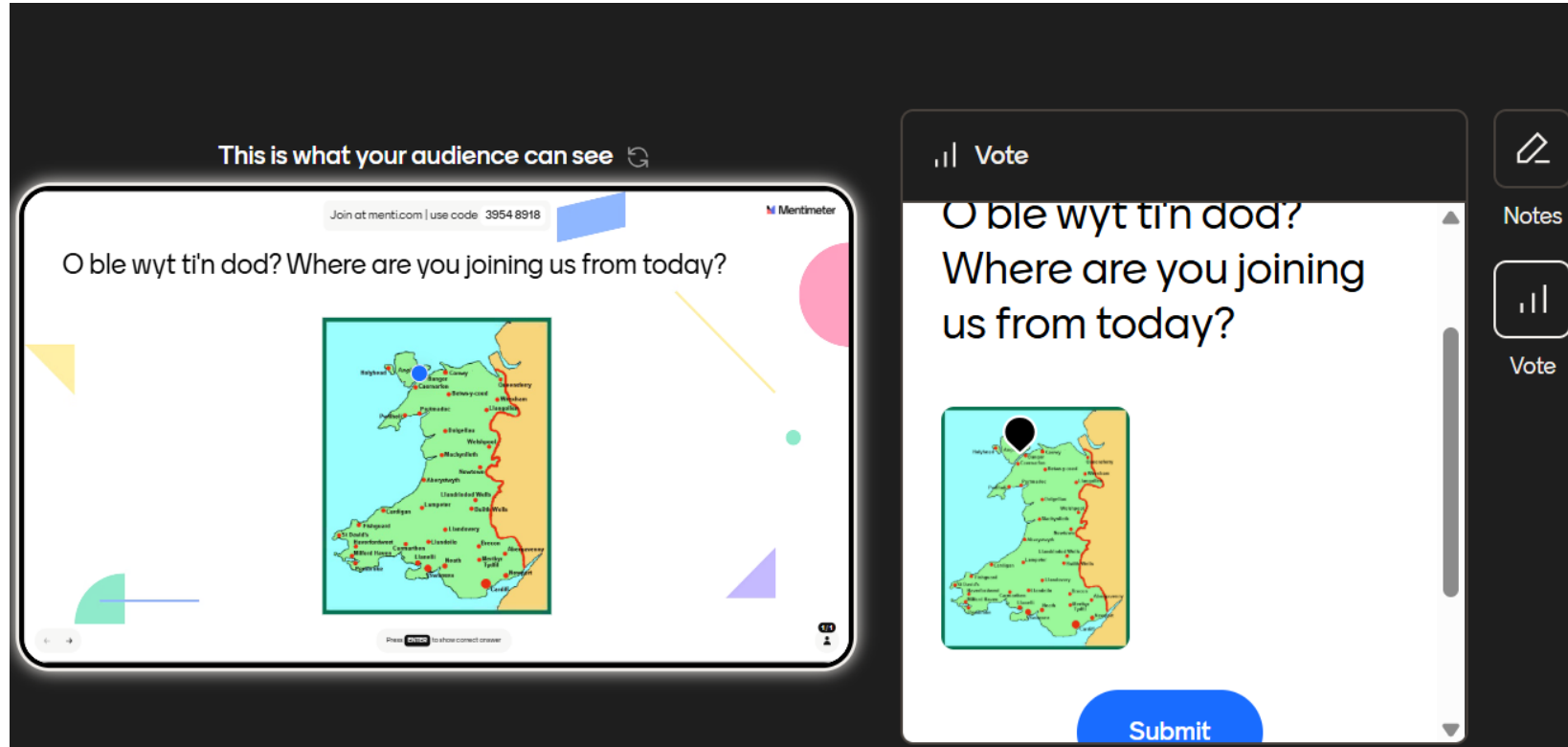
***Sesiwn Briffio i  
Mentora***

**A Briefing Session for  
Mentors**

**21/09/2026**



# *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: Mentora Profiadol**

**Ystafell 2: Mentora Newydd**

**Focus 1: Celebrating Success**

**Focus 2: Developments**

**Break Out 1: Existing Mentors**

**Break Out 2: New Mentors**

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



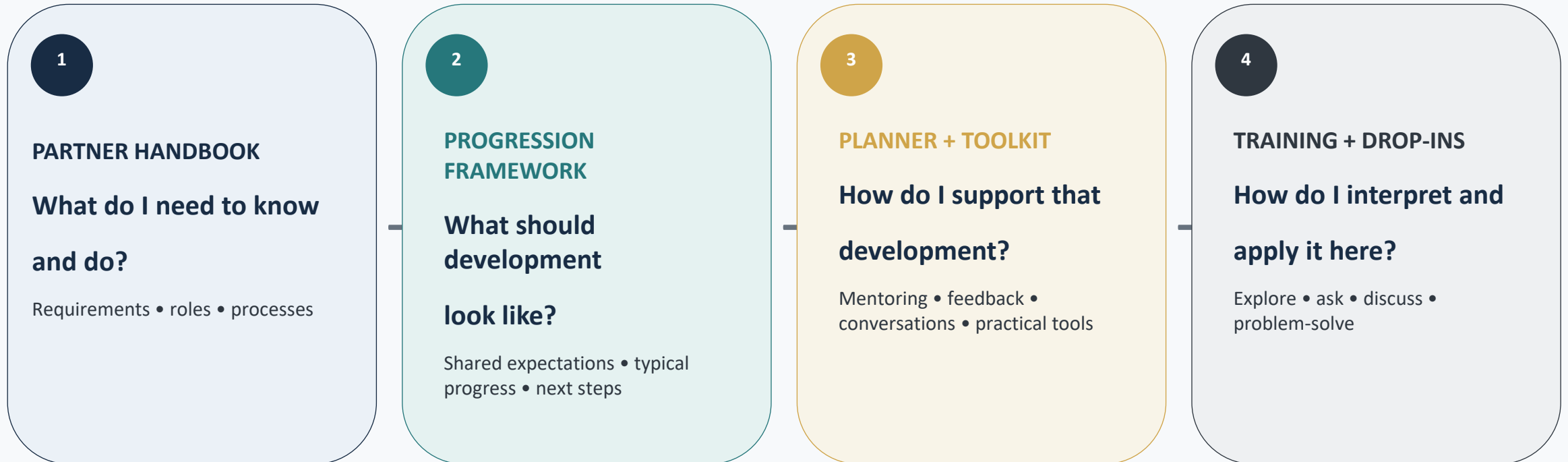
🏆 The Extra Mile  
Award

🏆 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:**  
Mentora Profiadol  
| Existing Mentors

**Ystafell Break Out 2:**  
Mentora Newydd  
| New Mentors



**Breakout Ro**

# Mentoriaid Profiadol Experienced Mentors

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 effective 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 – 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 **Mentor**, 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 **Mentor**, are there particular ways in which you have supported them?



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



Press Ctrl+Alt+G to go right to a chat or channel

< 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

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?



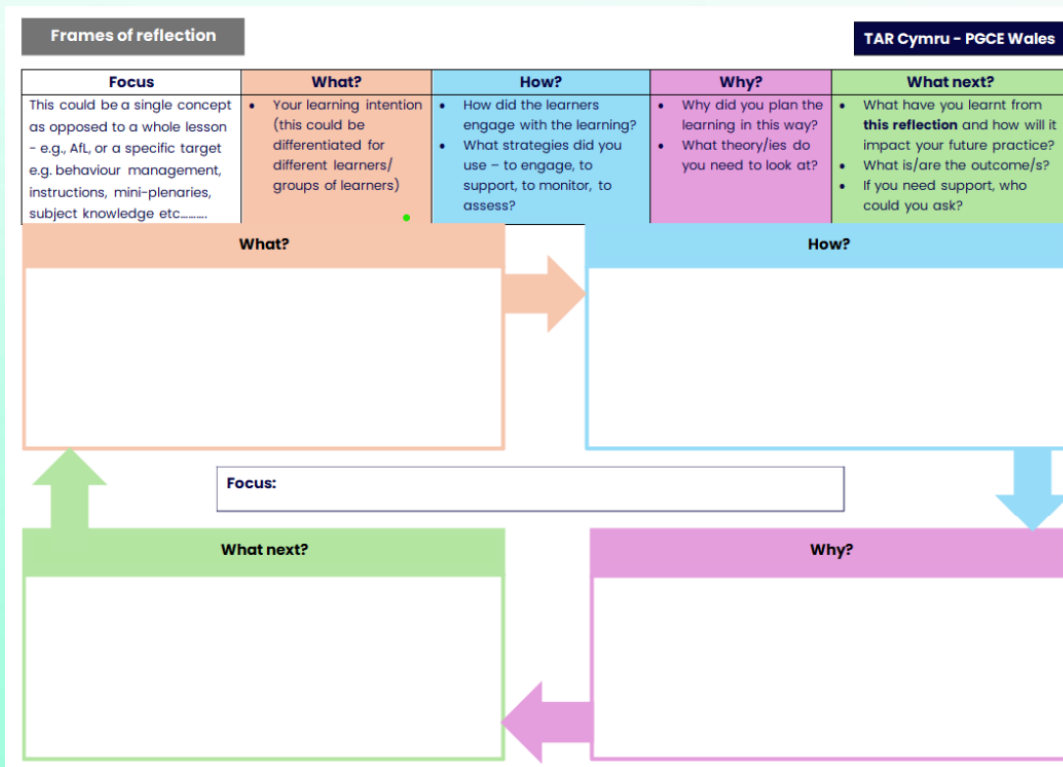
This model was created by Terry Borton

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         | <ul style="list-style-type: none"> <li>i. What am I reflecting on? (e.g. classroom based, professional conversation (parent/ mentor/ Teaching Assistant), wider school.....</li> <li>ii. Specific details – Who, when, what?</li> <li>iii. Were any other factors significant?</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>i.</li> <li>ii.</li> <li>iii.</li> </ul>                                                     |
| 2 | Response        | <ul style="list-style-type: none"> <li>i. Why did I do what I did? Was this informed by any theory?</li> <li>ii. How did the learners/ others react?</li> <li>iii. Did anything significant happen?</li> <li>iv. How did I respond?</li> <li>v. Why did I respond this way?</li> <li>vi. How did I feel?</li> <li>vii. Does it link to any existing targets?</li> </ul>                                   | <ul style="list-style-type: none"> <li>i.</li> <li>ii.</li> <li>iii.</li> <li>iv.</li> <li>v.</li> <li>vi.</li> <li>vii.</li> </ul> |
| 3 | Outcome         | <ul style="list-style-type: none"> <li>i. Did everything go as I expected?</li> <li>ii. Outcomes for learners / others?</li> <li>iii. Progression?</li> <li>iv. What went well?</li> <li>v. Any challenges?</li> </ul>                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>i.</li> <li>ii.</li> <li>iii.</li> <li>iv.</li> <li>v.</li> </ul>                            |
| 4 | New perspective | <ul style="list-style-type: none"> <li>i. What do I want to adapt or develop?</li> <li>ii. What other perspectives might I consider? (e.g. learners, mentor, staff)</li> <li>iii. Is there a new strategy I could try?</li> <li>iv. Can I draw on any theory/ies?</li> <li>v. What targets could I have?</li> <li>vi. Is there anyone who could help me?</li> <li>vii. What are my next steps?</li> </ul> | <ul style="list-style-type: none"> <li>i.</li> <li>ii.</li> <li>iii.</li> <li>iv.</li> <li>v.</li> <li>vi.</li> </ul>               |

# 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.**

# Datblygiadau

# Developments

## Canllaw Ysgol Partner

## Partner School Handbook

[Canllaw Ysgol  
Bartner BA2627.pdf](#)

[The Partner School  
Handbook AY2627.pdf](#)



# Datblygiadau

# Developments

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.

|    |             | Join now                                 | Discover                                            | Share                                                            | Log In                                                                    | Contact Us                                               | Learn                                        | Research                                                                                                                           |
|----|-------------|------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
|    |             | Drop in Q&A Every Monday from            | Guides and Resources                                | Share ideas about resources and training via our feedback padlet | Access your student teacher's PLP                                         | Get in touch with any questions                          | Take your mentoring skills to the next level | Develop evidence-informed practice                                                                                                 |
|    | w/c         | Key Dates                                | Mentoring and bringing theory and practice together |                                                                  |                                                                           |                                                          | Mentor Prompts                               |                                                                                                                                    |
|    |             |                                          | Resources to support my role as Mentor              | My professional learning                                         | What is my student's focus?                                               | Supporting Practice Learning Activities (PLAs)           | Connect - Toolkit Resources                  |                                                                                                                                    |
| 7  | Summer Term |                                          |                                                     |                                                                  |                                                                           |                                                          |                                              |                                                                                                                                    |
| 8  | 25-Aug      |                                          | <a href="#">Register now</a>                        | <a href="#">A Guide to Mentoring</a>                             | Getting Started                                                           |                                                          |                                              |                                                                                                                                    |
| 9  | 01-Sep      |                                          |                                                     |                                                                  |                                                                           |                                                          |                                              | From Colleague to Mentor - getting to know my student in their new role<br>The familiarisation stage and what to expect day to day |
| 10 | 08-Sep      |                                          | <a href="#">The Job of a Mentor</a>                 | <a href="#">Mentor Case Studies - Effective Mentoring</a>        |                                                                           |                                                          |                                              | School and department policies, culture and ethos                                                                                  |
| 11 | 15-Sep      | PGCE programme starts                    |                                                     |                                                                  | HWB Safeguarding and Prevent Training Induction and Meet your Tutor Group | PLA1&2 (School Coordinator)                              |                                              | Structuring formal mentoring sessions<br>Mentor meeting records                                                                    |
| 12 | 22-Sep      | Mentor Event 22/09/25 via MS Teams 1-3pm | Annual Briefing for Mentors                         |                                                                  | Unit 1F Professional Practice Online Seminar 1                            | <a href="#">Followed Observation of Others - Example</a> |                                              | Observing others effectively                                                                                                       |
| 13 |             |                                          |                                                     |                                                                  |                                                                           |                                                          |                                              | PGCE Course Planning                                                                                                               |
| 14 |             |                                          |                                                     |                                                                  |                                                                           |                                                          |                                              |                                                                                                                                    |

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.

# Datblygiadau

# Developments

## Progression Framework Three Interconnected Areas

**Curriculum,  
Teaching and  
Assessment**

**Professional  
Relationships  
and  
Responsibilities**

**Reflective and  
Research-  
Informed  
Practice**

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<br>Familiarisation | Emerging            | On Track / Not on Track<br>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<br>Consolidation   | Developing          | <ul style="list-style-type: none"> <li>Not on Track*</li> <li>On Track</li> <li>On Track with Strengths</li> <li>Exceeding Expectations</li> </ul> Summative - recorded via the Practice Learning Report which informs end of module assessment.<br>*Student teachers not on track at PGCE2 are not recommended for QTS.   |
| PGCE3<br>Autonomy        | Secure              | <ul style="list-style-type: none"> <li>Not on Track**</li> <li>On Track</li> <li>On Track with Strengths</li> <li>Exceeding Expectations</li> </ul> Summative - recorded via the Practice Learning Report which informs end of module assessment.<br>**Student teachers not on track at PGCE3 are not recommended for QTS. |

professional relationships, and reflective practice.

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Not on Track*           | <p>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 <b>not</b> recommended for continuation at this stage.</p> <p>*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.</p> |
| 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

## PDP | PLP Tudalen Croeso Welcome Page Adnoddau Resources

PebblePad

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

Students

- 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](#)

# Adnoddau i'ch cefnogi

## Resources to support you



## Partner school resources and training | Open University in Wales

### 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

# 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?





**The Open University**  
**Y Brifysgol Agored**

**Wales Cymru**

**Thank you**

