Croeso / Welcome



(AILADRODD) Hanfodion ar gyfer Mentora a Chydlynedd Ysgol

(REPEAT) Essentials for Mentors & School Coordinators

2il Tachwedd ~ 2nd November 2026

3.30yp - 5.30yp - 3.30pm - 5.30yp

TAR Cymru PGCE Wales

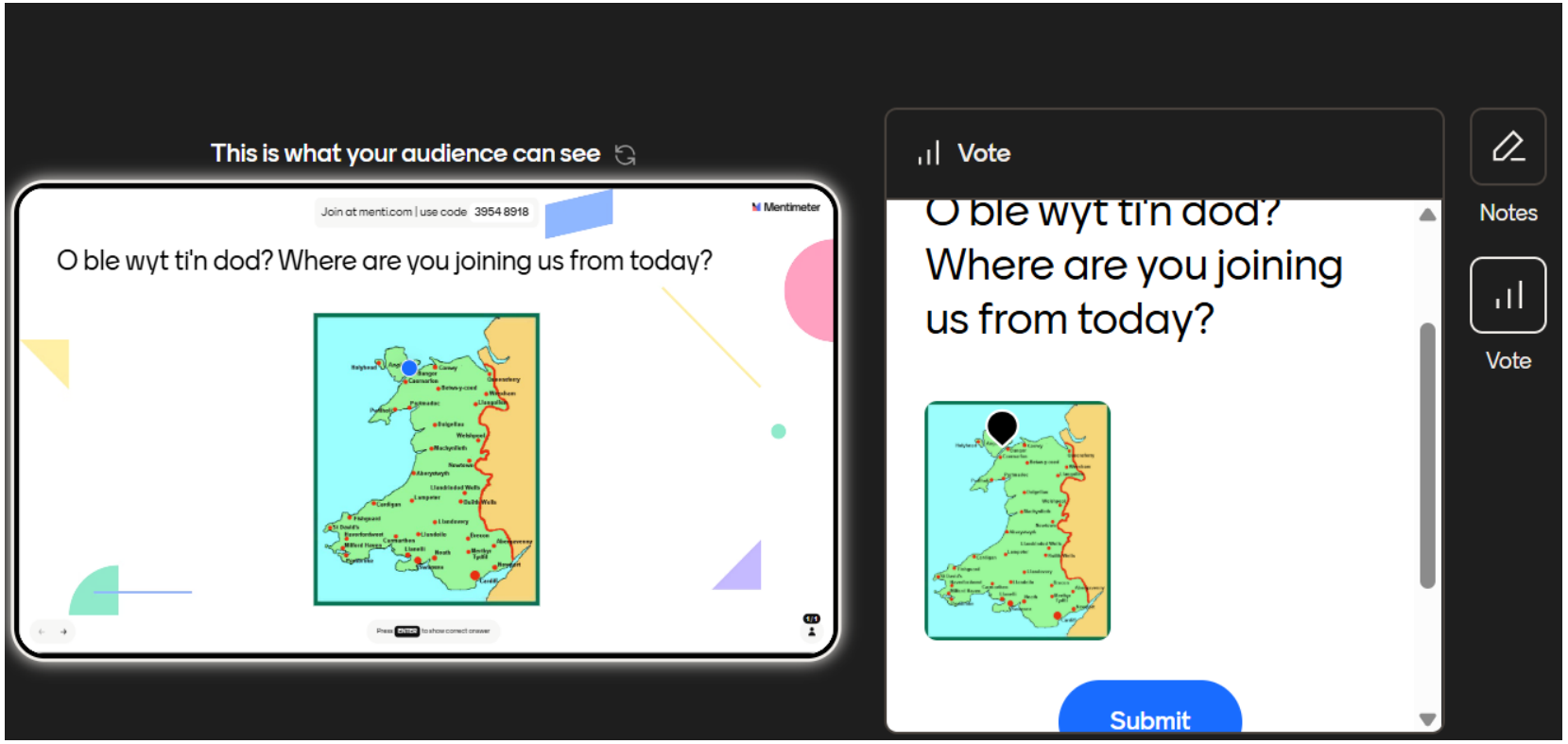
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Sgwrs / Chat

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

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: Partneriaid Profiadol

Ystafell 2: Partneriaid Newydd

Focus 1: Celebrating Success

Focus 2: Developments

Break Out 1: Existing Patners

Break Out 2: New Partners



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: Partneriaid Profiadol | Existing Partners

Ystafell Break Out 2: Partneriaid Newydd | New Partners



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?

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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 **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.

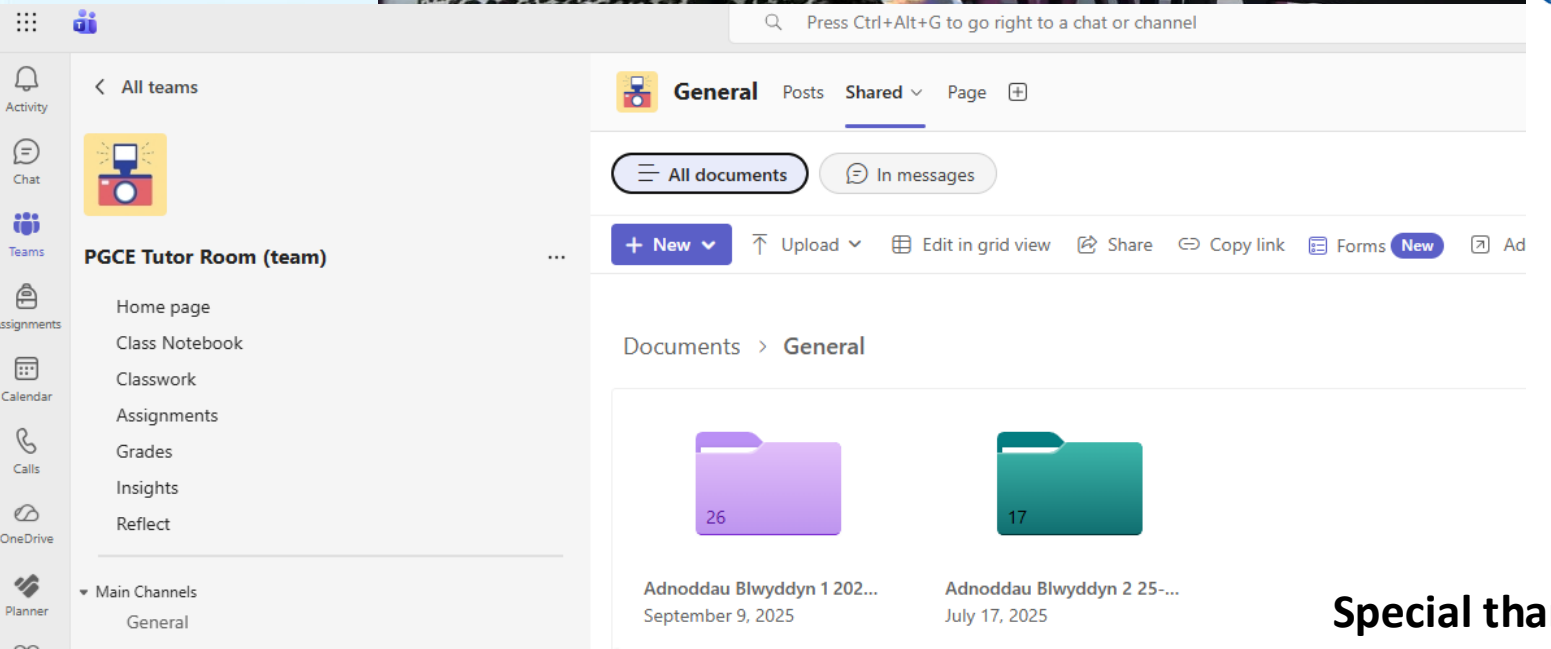
- What are the challenges?
- How can you help them with these aspects?
- As a **Mentor**, are there particular ways in which you have you supported them?



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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?

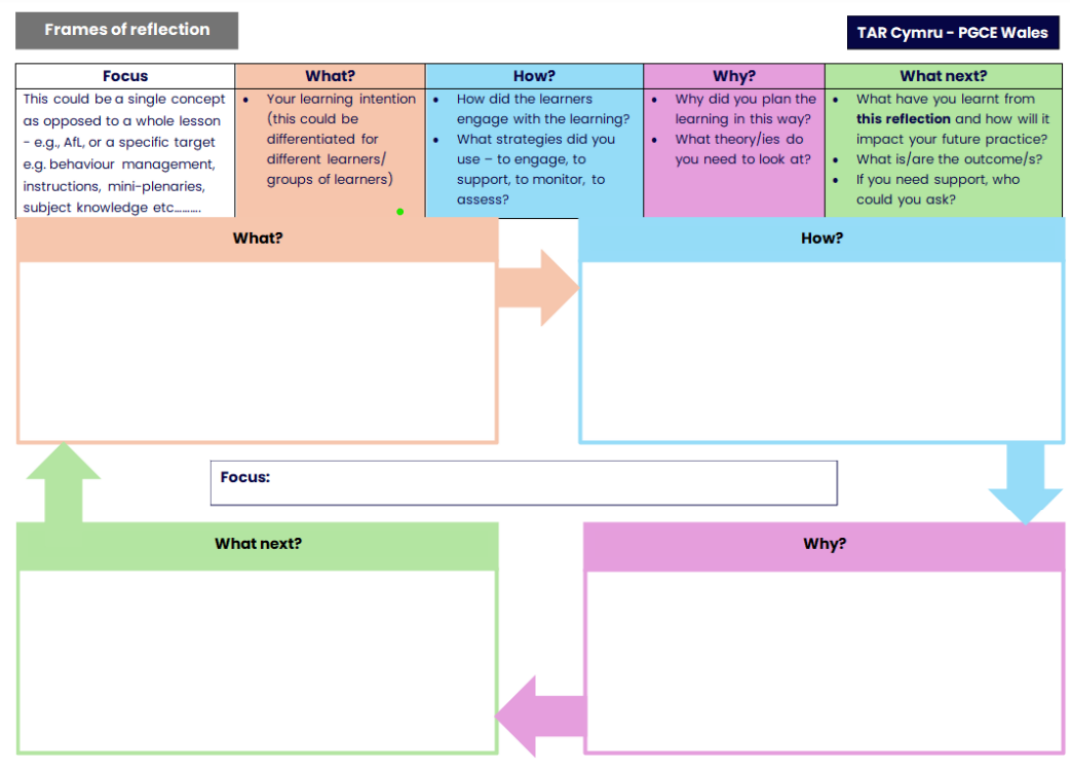
This model was created by Terry Borton

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.

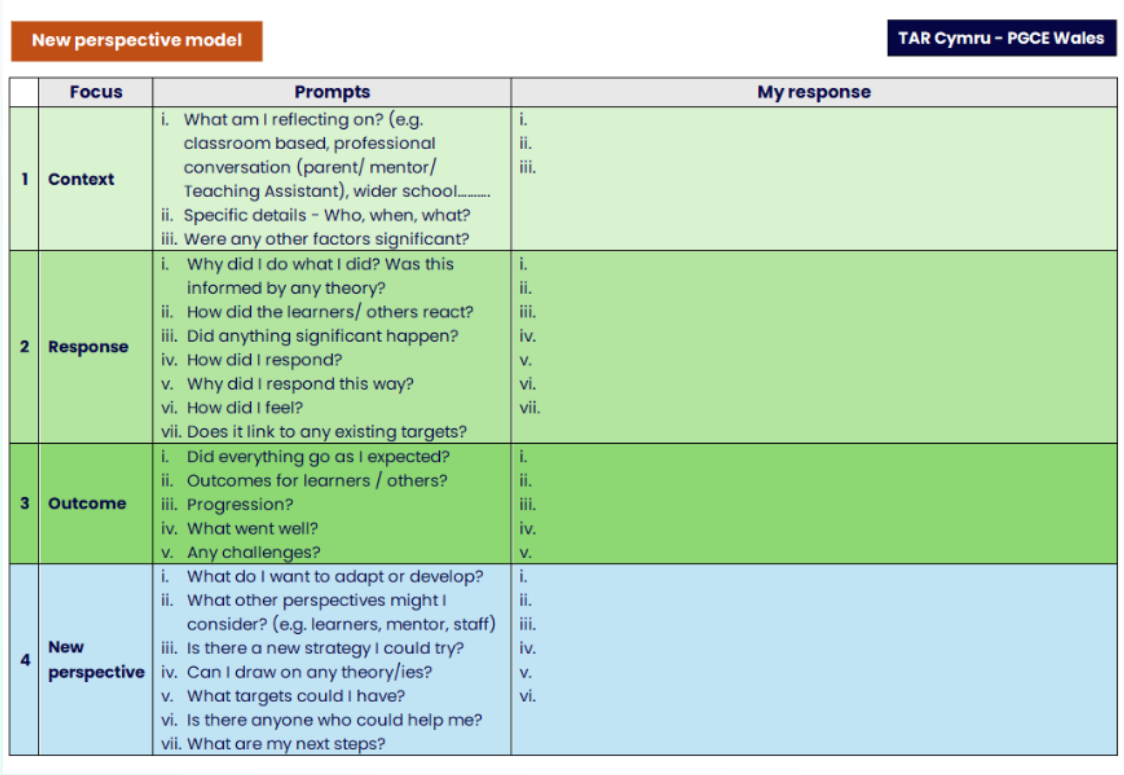
Y Model Fframiau Adfyfyrio
Frames of Reflection Model



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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Datblygiadau

Developments

Canllaw Ysgol Partner

Partner School Handbook



Canllaw Ysgol Bartner_BA2627.pdf

The Partner School Handbook_AY2627.pdf

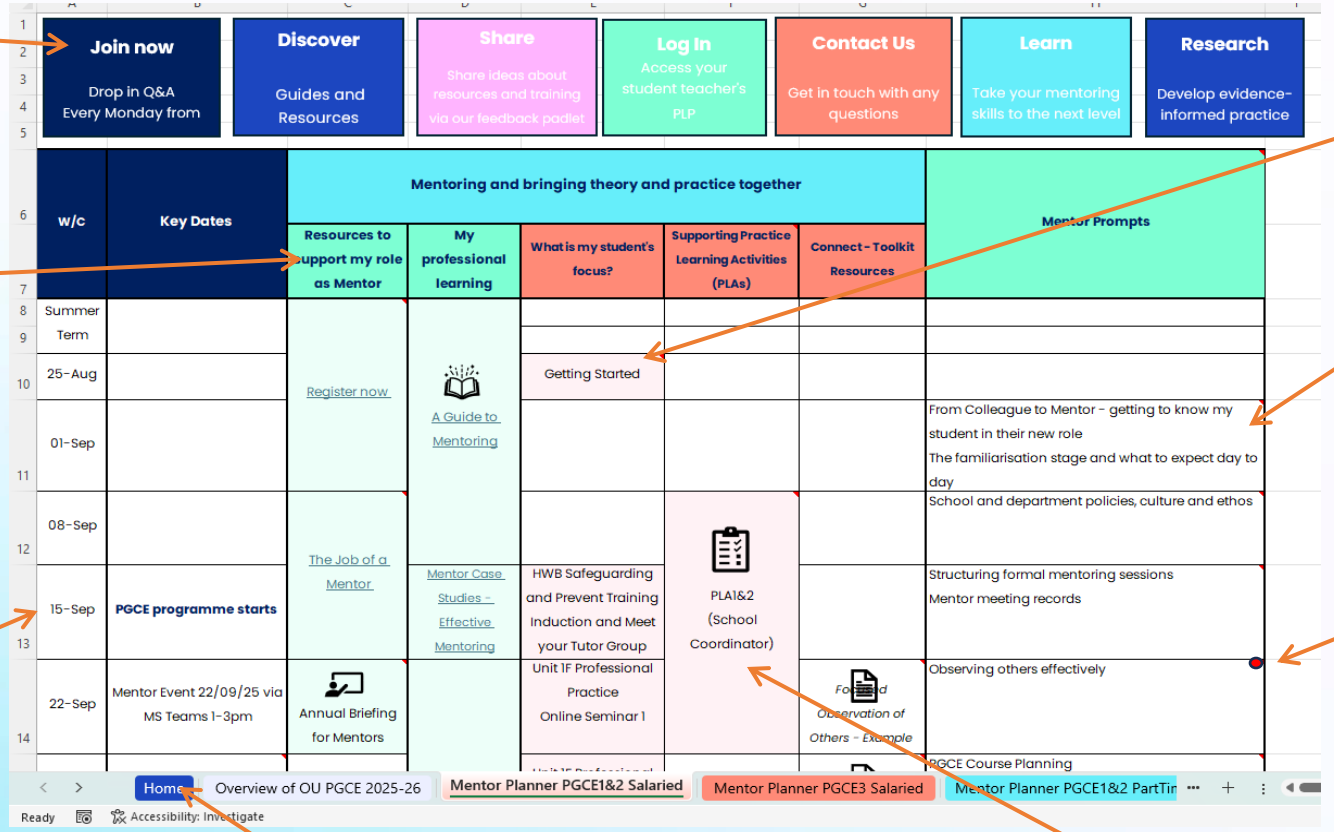
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Datblygiadau Developments

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.

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.

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Cynllunydd | Planner

Drwy ebost i'ch Cydlynydd Ysgol

By email to your School Coordinator

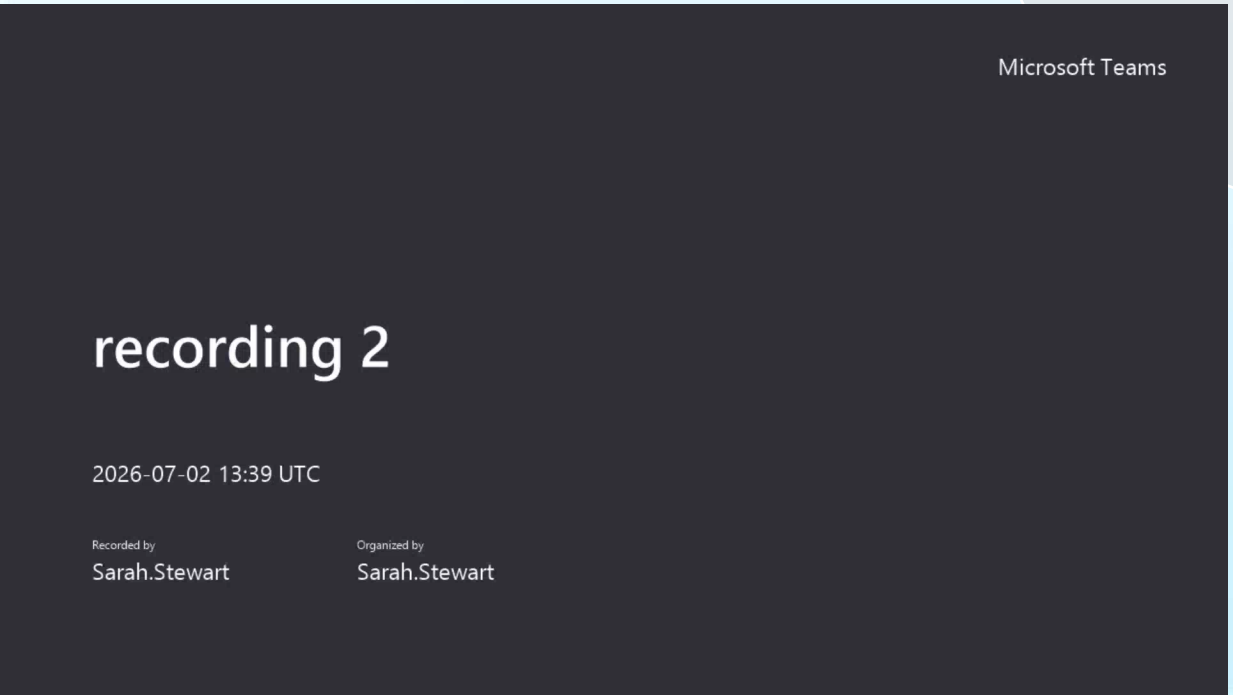
Datblygiadau Developments

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 **ca**
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

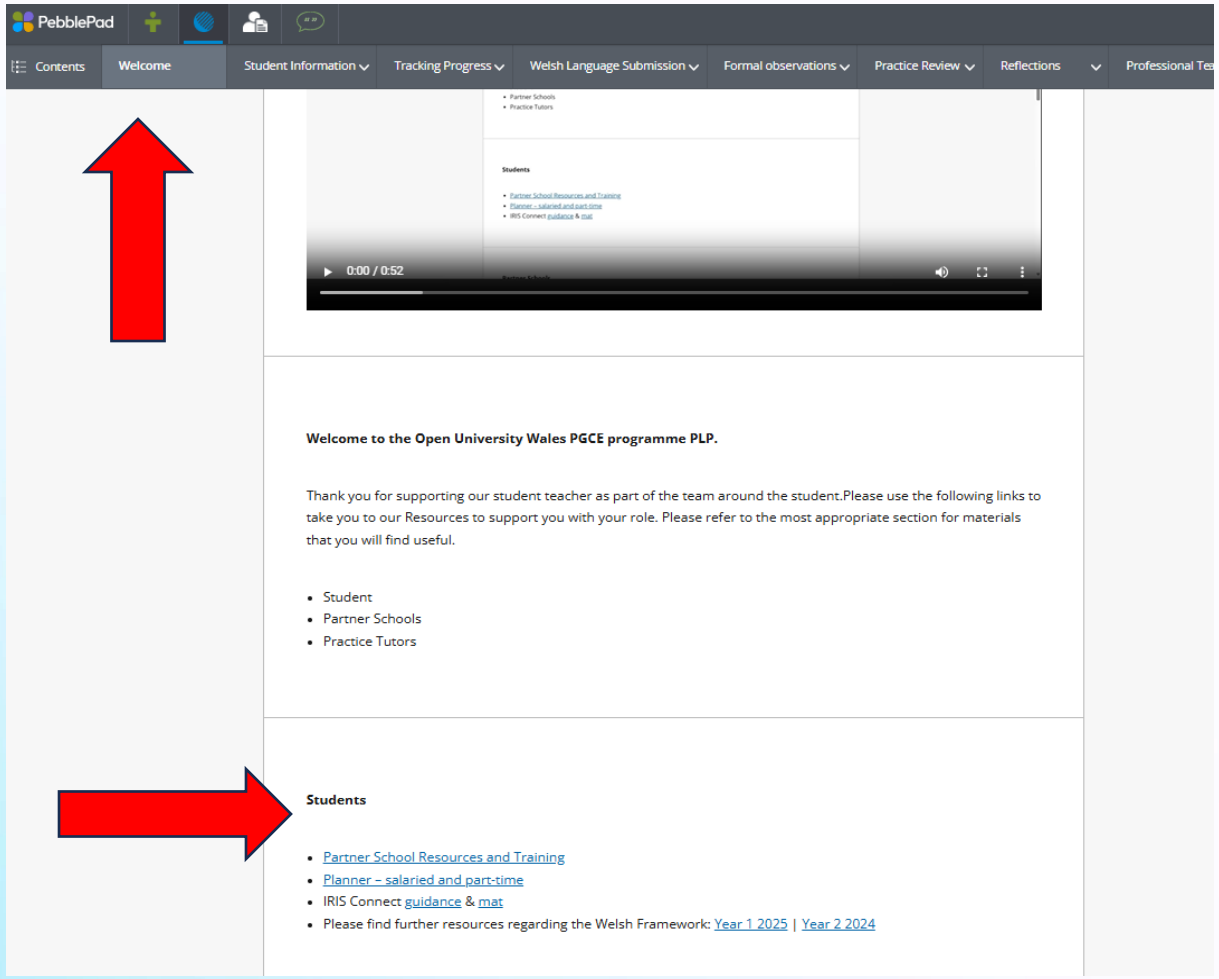
PDP | PLP

Tudalen Croeso

Welcome Page

Adnoddau

Resources



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Adnoddau i'ch cefnogi
Resources to support you



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

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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 Pebblepad (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 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

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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

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?

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Thank you