



Practice Tutor Guide

PGCE-24I: Postgraduate Certificate in Education

This document is also available in Welsh. Mae'r ddogfen hon hefyd ar gael yn Gymraeg.

Contents

Introduction	6
Your role as Practice Tutor	7
The OU ITE Partnership vision of effective teacher education	11
Purpose and structure of guidance materials	15
Overview of the programmes	17
The two routes towards PGCE	17
Course elements	20
Online Materials	21
Practice Learning and Teaching	22
Part-time route	22
Salaried route	23
Your role as Practice Tutor	23
The Lead Practice Tutor Role	25
Developing as a Practice Tutor	25
Practice Tutor virtual visits	26
Observing the student teacher	27
Practice Tutor as coach	28

Supporting the student to connect theory and practice	29
Lesson Study	29
The small-scale study and research in PGCE year 2	32
Assessment	33
The two parts of the student assessment	33
Part 1 Academic assessment tasks	33
Part 2 The ePortfolio	33
How can I observe my student teacher’s practice to support my assessment?	36
How to complete the lesson observation	36
How do I report on my student teacher’s progress in relation to the standards?	37
How do I complete the reports?	38
Using the Practice Learning Assessment Framework	39
Judgements of progress	40
Wellbeing	41
Reporting concerns	42
Overview of the practice review visit	44
Purpose of the visit	44
Critical reflection and structured dialogue with the student	45
Critical reflection and structured dialogue with the mentor	46

Observing lessons	47
Quality Assurance	48
Feedback and quality enhancement	49
Appendix 1	50
Glossary	50
Appendix 2	54
The difference between coaching and mentoring	54
Appendix 3	56
Practice Tutor skills audit	56
Appendix 4	59
Training Courses	59
Appendix 5	61
Postgraduate research degrees	61
Appendix 6 Practice Learning Assessment Framework	62
Pedagogy: Advancing learning	67
Pedagogy: Influencing learners	74
Collaboration	79
Professional learning	82
Innovation	85
Leadership	87

Appendix 7	90
Setting SMART targets	90
Appendix 8 Suggested questions for meetings with students	95
Appendix 9 Suggested questions for coaching meetings	107
Appendix 10 Eportfolio guidance	109

Introduction

Welcome to the OU ITE Partnership. Our vision is that together, working in partnership, we will remove barriers to participation in order to provide a flexible route to developing excellent teachers who may find access to traditional routes more difficult. In doing so, we seek to make a positive impact on the lives of children and communities across Wales.

Thank you for agreeing to be a Practice Tutor on the alternative route into teaching.

As a Practice Tutor, you are part of a professional team that links the university, regional consortia, schools and the student. You will play a vital role in the development of the student teachers that you are responsible for and in supporting the Mentor in developing their role in school. Practice Tutors will have very varied experiences and responsibilities as each student and student-mentor relationship will differ from the next. You will need to draw on a breadth of professional knowledge and understanding to strengthen the development of each student teacher in your care and those members of staff who support them. As an excellent practitioner, you will also be a developing professional, open to further skills enhancement, and probably actively preparing for your next career stage and role. The experiences you have as a Practice Tutor will certainly support you in taking on further responsibilities. As a Practice Tutor, you will also be working with other colleagues and therefore contribute to their professional growth and hence each school's overall development.

The approaches outlined in this guide and the associated resources are designed to support Practice Tutors in utilising effective teacher education pedagogy.

Your role as Practice Tutor

The **Practice Tutor** is an experienced, high-quality practitioner employed directly by the Open University. The Practice Tutor role is in some ways similar to the university tutor on a face-to-face programme in that this role brings a blend of experiential learning and helps the student to link theory and practice. They undertake four virtual visits to each student in their cluster across the two years of the programme. The Practice Tutor undertakes assessment of students in relation to the QTS descriptors of the Professional Standards. They are a vital part of the communication chain between students, Mentors and the university-based Curriculum Tutors. Practice Tutors may also provide additional support and intervention in line with the Student Support Framework. In addition, Practice Tutors support the development of effective, high-quality mentoring through coaching sessions with Mentors during their visits.

There are a number of key elements to the role, these are summarised as:

- To mentor, coach and guide student teachers to support their progress towards meeting the QTS descriptors of the Professional Standards for Teaching and Leadership, including providing additional support and intervention where identified.
- To coach Mentors across schools and provide support for the effective mentoring of student teachers

- To assess the student teacher in relation to the Professional Standards for Teaching and Leadership
- To provide oversight of and quality assure the assessment of student teachers' practice learning experience.
- To share best practice within the Practice Tutor network, across Partnership schools and beyond

In order to fulfil the key elements of the role, there are a number of specific responsibilities which you are likely to undertake. Practice Tutors will need to:

- Observe student teachers' practice twice in Year 1 and twice in Year 2 as part of the assessment of progress towards the Professional Standards of Teaching and Leadership and provide summative feedback on the student teacher's progress.
- Review student teachers' progress towards meeting the Teaching Standards and practice learning evidence in relation to QTS stored within their e-portfolio.
- Provide additional observation/intervention if required in accordance with the Student Support Framework.
- Provide formative feedback to student teachers which supports, challenges and guides them to critically reflect on their progress as a practitioner.
- Produce a written report via the student teacher's e-portfolio on each student teacher twice a module.
- Meet with school Mentors to provide support and coaching for the effective mentoring of student teachers.

- Support the quality assurance of the assessment of practice learning through moderating judgements across the partnership and engaging in moderation activity.
- Communicate effectively using online methods to establish and maintain relationships with students and Mentors within your cluster.
- Make effective use of Partnership resources, including IRIS Connect and the Partnership website, keeping up to date with regular communication and information.
- Have an in-depth knowledge and understanding of the OU Partnership vision for student teacher learning and to be familiar with key approaches, as well as necessary processes, as outlined in the Practice Tutor Guide.
- Undertake training and engage in Partnership professional learning opportunities to support you to undertake your role effectively.
- Share best practice within the Practice Tutor network at a cluster level, as well as across Partner schools pan-Wales.
- Work with the Partnership to identify strengths and areas for development in programme provision relating to student teacher practice and effective mentoring.

Having been selected to carry out this role, it is expected that you will be able to demonstrate a range of skills and experience to support you in undertaking the role.

The skills and experience considered are below:

Essential

- A qualified, experienced teacher in the Primary or Secondary phase who holds QTS.
- Demonstrable current or recent (3 -5 years) high-quality practitioner experience, with a secure understanding of effective pedagogy and the Welsh school context
- A post-graduate qualification (e.g., Masters) in an education focused subject or commensurate senior experience.
- Knowledge and understanding of the principles of Initial Teacher Education (including the reform of ITE in Wales) and an understanding of how adults learn.
- Demonstrable knowledge and understanding of the Curriculum for Wales and how to support student teachers to develop a holistic, purpose-led approach.
- Knowledge and understanding of the principles of evidence-based practice and the ability to apply the integration of theory to your own practice.
- Knowledge and understanding of the application of the Welsh Professional Standards for Teaching and Leadership .
- Experience of mentoring ITE students and a strong understanding of the principles of effective mentoring and coaching.

- Good communication skills, able to listen and with an ability to provide effective feedback to colleagues at different stages of the professional learning continuum .
- Ability to engage with a range of distance learning tools to effectively support and assess the student teacher and support Mentors.

Desirable

- The ability to communicate effectively in spoken and written forms through the medium of Welsh (highly desirable)
- Senior leader experience within a school setting
- The ability or the potential to engage in close-to-practice research and to support the ITE Partnership to promote and develop evidence-based approaches and through involvement in research and scholarship activity to promote effective teaching and learning.

The OU ITE Partnership vision of effective teacher education

The OU Partnership vision of effective teacher education is based on the following principles:

1. Students co-construct their professional knowledge in two ways that offer the most effective learning when they intertwine. They learn through:
 - reflective and connected study of the online materials and professional practice in school where they can both explore the theoretical ideas applied to practice and apply practice to the study of theoretical ideas.
 - interaction between the student and the professional staff supporting them, their Mentor and other staff in schools, their Curriculum Tutor, fellow

- students and a Practice Tutor; and through their ongoing interaction with pupils. Each member of this supporting community offers a different perspective that draws on different forms of evidence and understandings.
2. The student–teacher’s learning is a complex and individual process which is nurtured by the community in which they are working, including the online community.
 3. In the process of working with student teachers, the community itself will also learn and develop.

The work of the student and their Mentor is centred on the planning and teaching of lessons with a close consideration of learning from the perspective of the pupils. In our programme, this is also supported and reinforced by the study materials, Mentors, other staff in school, Practice Tutors and Curriculum Tutors. Students’ professional learning and development should be nurtured to ensure successful development throughout the course, for example: the teaching of single lessons should be slowly built up to in Year 1 and being autonomous should only be attempted when the student is ready in Year 2. Resilience and self-efficacy are built through supported, successful experience.

The ‘knowledge base’ for teaching is built through practice, underpinned by a knowledge of relevant theory, and reflective exploration of knowledge-in-practice and knowledge-of-practice with Mentors and other staff who support the student. The student will become part of ‘communities of practice’ within their placement schools, and beyond the school, formed by the professionals supporting their development and by the student cohort. These communities will sustain the student’s professional learning enabling them to link theory and practice, deepen their own understandings and develop their professional

practice. Collaboration and reflection are key components of the community of practice which must form around the student.

Teachers' subject knowledge influences the way in which they teach, and teachers who know more about an Area of Learning and Experience (AoLE) are likely to be more adventurous in their pedagogic strategies and, consequently, more effective. Mentors and Curriculum Tutors each play a role in extending a student's subject knowledge throughout the course. Targets for students are reviewed regularly and students will be directed to resources to support their subject knowledge development as appropriate. Primary students will be audited in the Languages, literacy and communication and Mathematics and numeracy AoLEs.

Pedagogy is recognised as a major component in the five areas of Professional Standards for Teaching and Leadership. Teaching entails knowing about and understanding ways of representing and formulating aspects of the AoLE so that learners engage and develop knowledge, skills and understanding. 'Pedagogical knowledge' implies a wide creative approach to teaching and learning, an appreciation of how to engage learners in lessons prompted by an understanding of how children learn. The slowly increasing challenge across the two years of our PGCE enables all participants to address key professional knowledge in increasing depth.

All schools are learning organisations – professional communities with their own distinctive ethos and approach to practice – and it is important for a student teacher to understand the commonalities and the unique features of each school they attend during their practice learning. Through interaction within the two

schools they will have practice learning experiences in, the student will learn to deploy subject knowledge and pedagogic knowledge in a way that focuses on the pupil and the way that they learn, and also how the pupils are learning within and outside that particular social context. This is 'school knowledge'. The curriculum in each AoLE must undergo change, alteration and restructuring if it is to become teachable and accessible to pupils. Through knowledge of the child and their needs and by their work with an AoLE to make it accessible to learners, student teachers develop a distinctive type of knowledge e.g., 'school mathematics' or 'school history'. This understanding of aspects of each AoLE, and the relationship to the 'four purposes' of the Welsh curriculum, is developed by the work with the Mentor and others during the practice learning experience, through online study, and during online seminars.

The student teacher must develop their own identity as a teacher reflecting their own values: they will not become a clone of their Mentor. This is a dynamic process of learning the different aspects of professional knowledge and aligning them with past knowledge, their own experiences of learning, their personal view of what constitutes 'good' teaching and belief of what the purposes of the AoLE are and why they are taught. During their two years on the PGCE the student teacher must discover, articulate, test and re-test their personal teaching construct as they move through the stages of the programme and gain experience. A teacher's identity remains in flux throughout their career as they respond to teaching innovation and curriculum development, but a student teacher is asked to confront cognitive dissonance initially almost on a daily basis. The constant questioning of their personal beliefs about what they teach and how

they teach can cause an emotional reaction that will need to be worked through with their Mentor.

In summary in the OU Partnership vision the student teacher learns through:

- both support and challenge: learning is seen as becoming, joining communities of practice in which their individual identity as a teacher fits and is sustained;
- a slow start which nurtures resilience and self-efficacy through successful experience and encourages a reflective stance;
- understanding how theory informs practice and practice informs theory;
- learning how learning is occasioned through observing and enacting this understanding in classrooms;
- building good learning relationships through the Mentor–student relationship and observing and enacting those relationships within and without the classroom.

Purpose and structure of guidance materials

This guide and the associated resources have seven key purposes:

- to provide an overview of the structure of the part-time and salaried provision for teacher education;

- to identify key information required by Practice Tutors in supporting students;
- to provide an opportunity for Practice Tutors to audit, reflect upon and develop their development needs in respect of mentoring and coaching skills and the pedagogy of teacher education;
- to explain the conceptual framework underpinning the course structure;
- to identify the key elements that exemplify effective coaching practice and the links to professional learning;
- to signpost relevant resources that may assist school-based colleagues in supporting students through the PGCE course;
- to signpost additional resources that may help to further develop professional skills for Practice Tutors, Mentors and students.

It is intended for use by:

- you, as Practice Tutor.

It will also be relevant to:

- your Lead Practice Tutor
- School Coordinators
- Curriculum Tutors
- Welsh Language Coordinator
- Regional Consortia.

This guide is designed for ease of use and throughout there are links which allow access to relevant sections, documents and resources. It can also be downloaded and printed for easy reference. All other resources are available

online and they can also be downloaded as required. A glossary of terms is provided within [Appendix 1](#).

Overview of the programmes

The two routes towards PGCE

When qualified, students on this course will hold Qualified Teacher Status (QTS) alongside a Postgraduate Certificate in Education for Primary or Secondary teaching, with 60 credits at undergraduate level and 60 credits at Masters' level.

There are two routes available: part-time or salaried. Both routes into teaching aim to provide an alternative to traditional, one-year full-time PGCE provision. The two routes are designed to enable student teachers to maintain their current commitments to some extent whilst studying to be a teacher, including those related to employment and income. Please note that some full-time teaching is mandated during PGCE Year 2.

This fully bilingual programme allows students to undertake practice learning placements in their local community. Such experience is underpinned by theory and research and there is an expectation that students will interact with lecturers and fellow students through online sessions.

Each student is directly supported by a Mentor in each school, a School Coordinator, a Practice Tutor, a Curriculum Tutor and a Welsh Language Coordinator. Each of these roles operates in a collaborative fashion to best facilitate student progress towards meeting the Professional Standards.

- The Mentor is a highly experienced member of staff who, alongside the School Coordinator, develops the practice learning timetable and is responsible for the day-to-day support of each individual student teacher, undertaking joint planning and observation and providing support through regular mentor sessions.
- The School Coordinator is a senior member of staff who supports the work of the Mentor, undertaking at least two observations per year and is involved in the liaison between the Mentor, the Practice Tutor and the Curriculum Tutor.
- The Practice Tutor observes the student's teaching using IRIS Connect technology and meets with the student and Mentor and School Coordinator four times across the two years of the course (twice in Year 1 and twice in Year 2).
- The Curriculum Tutor is employed by the OU. They conduct regular online seminars for students in their subject or in tutor groups for the Primary pathway. They are responsible for assessing the students' written assignments and for checking successful completion at the end of each module.
- The Welsh Language Coordinator supports the development of Welsh language skills and confidence in line with the initial Welsh Language Competency Audit. They support the students and other professionals working with the students to develop their own and their pupils' skills and confidence.

Working in partnership, Open University academics/staff and school-based colleagues as identified above will support the students' study of the qualification through a number of components (see Figure 1).

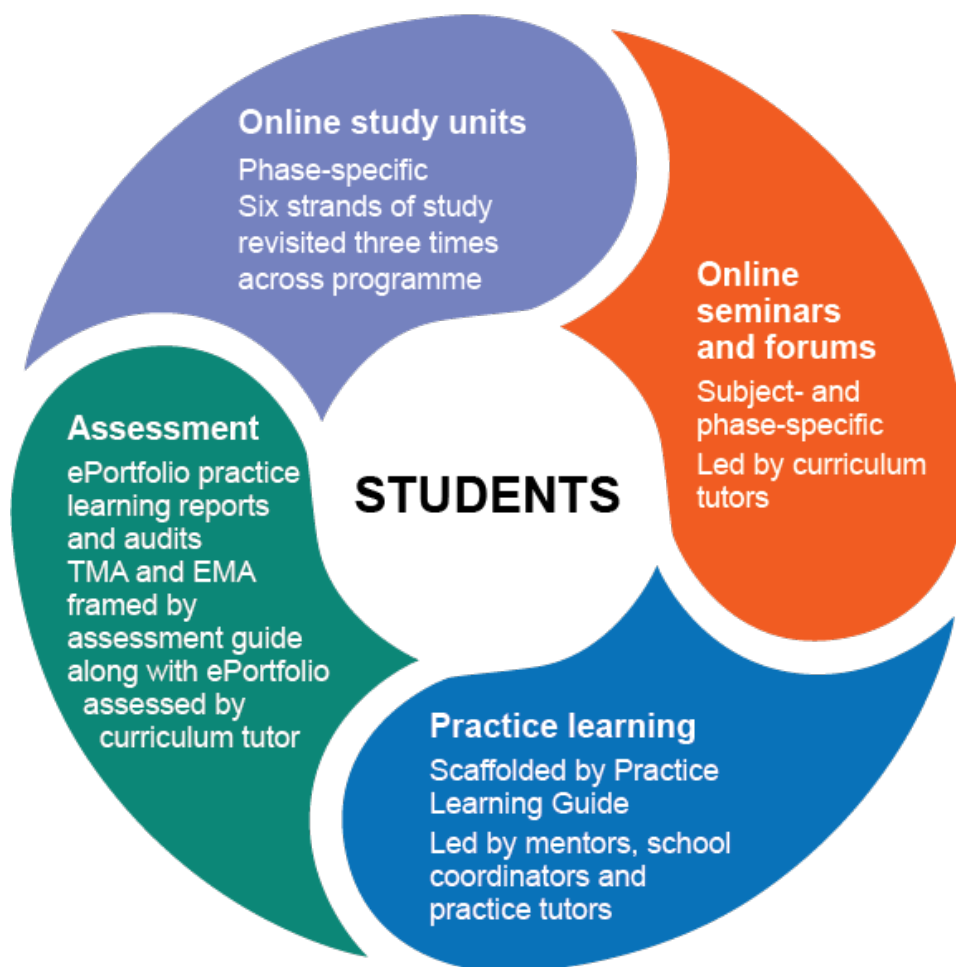


Figure 1 The components of the course

As evidenced from the course overview, the course is progressive as students move from Familiarisation to Consolidation (in Year 1) and finally to Autonomy (in Year 2). This pattern has implications for the students, Mentors and Practice Tutors.

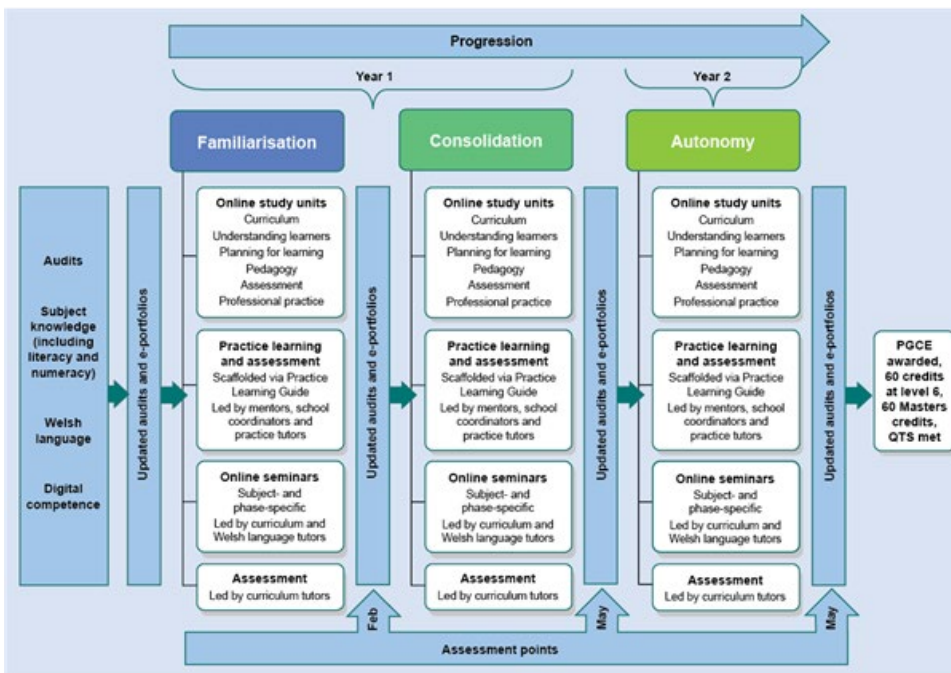


Figure 2 An overview of the course structure for both routes

Course elements

Subject knowledge, Welsh language proficiency along with Digital Competency are audited at the beginning of the course by the student and an individual learning plan (ILP) is developed with the help of the Mentor and Curriculum Tutor. Literacy and numeracy audits are also expected for those student teachers on the secondary route. Progress is monitored and assessed by Mentors alongside the Practice Tutor, School Coordinator, Welsh Language Coordinator and the Curriculum Tutor.

Welsh language skills are assessed against six competency levels. During the course, the expectation is that the student will develop their ability to communicate in Welsh, whatever their starting point.

The PGCE uses the EWC's PLP to record evidence and reflection against the Professional Standards. Access to the PLP will be organised for you and you can check the students' evidence in their PLP prior to meeting with them. The Standards Workbook is particularly of interest and relevant to the Practice Tutor role, but you can always ask your student to talk you through their Standards Workbook when you meet them online. In addition to the PLP, students are expected to set up a Personal Teaching Folder where they will store more day-to-day evidence. A link to this will be shared by each student with their Practice Tutor.

Online Materials

The online materials are an integrated programme of study that combines core studies and professional and pedagogic knowledge into six strands of student teacher development. An important feature of this course is that professional studies are considered as being fully integrated with core studies. There is no expectation therefore that there will be taught sessions in school, rather that Mentors and School Coordinators, with the backing of Practice Tutors, will support the student in completing **practice learning activities**.

For part-time study, students complete their required module study for each module prior to undertaking the practice learning tasks for that module. However, we strongly recommend all part-time students undertake a five-day period in schools before starting PGCE Year 1 in order to help them to contextualise their studies. For salaried students, time must be made available as part of their weekly timetable for module study. This varies between half to a full day of online study time.

Practice Learning and Teaching

Practice learning is progressive and links teaching and students' professional development to their online module studies. It is supported by the Guide to Practice Learning, which contains the teaching requirements and activities to be carried out in school. By engaging with the activities, the students will be provided with the opportunities to draw together the concepts and theories they have studied in the materials in order to understand how they *apply practically* in school – hence linking to the conceptual framework. When you carry out your virtual visit, student teachers will want to discuss some of the activities with you. Further detail on the nature of teaching undertaken at each level can be found in the 'Practice Learning Expectations' section of the Guide for Practice Learning for Mentors and Students.

Part-time students undertake practice learning in two different schools.

Salaried students also undertake experience in a second school. This second period of practice learning five weeks, taking place after half term in the summer term of Year 1.

Part-time route

Practice learning is undertaken for two to three days per week in Year 1, with the student completing 60 days of practice learning. In Year 2, students complete a further 60 days of practice learning, with an expectation that at least 30 days of

the practice learning experience will be undertaken in a full-time, continuous block.

Salaried route

The students' timetable should build gradually with students taking on more classes/teaching as Year 1 progresses. In Year 2, students build up to a maximum of a 70% timetable commitment. Protected study time *must* be incorporated into student timetables.

Your role as Practice Tutor

Each student will be allocated a Practice Tutor. You are all members of school staff with an expertise in high quality teaching and learning. You will undertake a series of virtual visits to approximately 4 students. This role is similar to that of a university tutor on a face-to-face programme. You bring experience of observing and teaching within different contexts and your role is to support the student and the Mentor in the linking of theory and practice, and to understand the 'big picture'. There is no requirement for you to teach in the same Area of Learning and Experience as the students you tutor.

You will be involved in a range of activities including:

- Observing your students' practice alongside the Mentor/School Coordinator over the two-year programme
- providing constructive feedback to the student teacher and members of staff supporting them
- enabling critical, reflective dialogue with other stakeholders

- completing evaluation reports following lesson observations and school virtual visits
- contributing to the students' final assessment on each module in relation to the fulfilment of the QTS standards
- contributing to the overall quality assurance of practice learning.

As an excellent practitioner yourself, you will undertake a lesson observation of a student's teaching. This will be followed by a structured, reflective dialogue with both student and Mentor and/or School Coordinator about the progress of the student. The Partnership views this collaborative approach to the joint observation of students and the critical and reflective dialogue between Practice Tutor, Mentor and School Coordinator as a professional learning opportunity for both individuals. All are school-based staff who may be from different schools, allowing for the sharing of best practice and exchange of ideas relating to the development of ITE. Seeing the role as a form of coaching is a useful way of understanding the difference between the Mentor and Practice Tutor functions (see [Appendix 2](#)).

You also have a key role to play in the final assessment of the student in relation to the fulfilment of the QTS descriptors of the Professional Standards for Teaching and Leadership. This is outlined in further detail in Section 4. You are a vital part of the communication chain between students, Mentors and Curriculum Tutors. Where a student has difficulties either in relation to meeting the programme requirements, or with their relationships in school, you, in (online) liaison with the Curriculum Tutor, will support the student through the Student Support Framework.

The Lead Practice Tutor Role

Every Practice Tutor is assigned to a small group or cluster of Practice Tutors, led by a Lead Practice Tutor. The Lead Practice Tutor is an experienced and senior member of staff in one of our Lead Partner Schools. Your Lead PT is responsible for:

- leading on the practice learning assessment arrangements for student teachers in their cluster
- providing an oversight of and quality assure the assessment of student teachers' practice learning experience in relation to the Professional Standards for Teaching and Leadership
- in partnership with OU academic leads, to lead a cluster of Practice Tutors
- sharing best practice within the Practice Tutor network, across Partnership schools and beyond

You can expect to meet your Lead PT at our induction event and subsequent professional development events across the year. They will also provide guidance and support for you by email and telephone.

Developing as a Practice Tutor

As a Practice Tutor, you are expected to consider ways in which you can develop your own skills and professional learning. As part of this process, we have included a Practice Tutor skills audit ([Appendix 3](#)) which can be used to clarify your skills at present and to highlight training needs and those resources that you could draw on to develop skills further.

In order enable you to effectively undertake the different aspects of your role, you can access a programme of flexible, free OpenLearn online modules. Details of free courses that you might find helpful are provided in [Appendix 4](#). You will receive a Certificate of Completion at the end of each online learning module that you complete which can subsequently be used to support your evidence for sustained development of effective practice within the Professional Standards for Teaching and Leadership for your Professional Learning Passport. Details of research degrees offered by The Open University are in [Appendix 5](#). These courses will support you not only to understand the key differences between any previous experiences as Mentors, and your new role as Practice Tutor, but they are also important to support you to develop your role as a coach to the Mentors you are working with.

Practice Tutor virtual visits

The most visible part of the role of the Practice Tutor is the online visit you make to students to discuss their progress. The student must have the opportunity to develop their professional learning through the course and the different aspects contributing to this should be brought together in the professional dialogue meeting following the lesson observation and feedback session. This meeting should occur during a set protected period of time.

An important aspect when engaging in discussion is the need to listen – encouraging the student to lead any evaluation and use questioning as a prompt for further critical reflection by the student (Estyn, 2018).

To conduct effective Practice Tutor virtual visits, you will need to:

- undertake an observation of the student’s teaching through IRIS Connect;
- engage in critical, reflective dialogue with the Mentor, similar to that of a coach;
- engage in critical, reflective dialogue with the student;
- engage in critical, reflective dialogue with the School Coordinator;
- complete a practice review form (for your visit mid-way through the school year) or Section C of the practice learning report (for your visit at the end of the school year) for the student;
- complete a practice learning monitoring form online after each virtual visit, confirming that the student has access to the learning experiences that they require.

The practice review form and practice learning report will be shared with the student, Mentor, School Coordinator and Curriculum Tutor. Where a student requires additional support and intervention, the Practice Tutor may be involved in additional visits.

The practice learning monitoring form should be returned to the OU in Wales using the online submission form link here: <https://forms.office.com/e/J9P46VTQab>.

More detail on conducting the practice visit is in Section [6](#).

Observing the student teacher

Observation is a key element in developing professional learning and providing opportunities for critical reflection. Furthermore, observing the student teacher’s lessons provides evidence for their formative and summative assessment.

You will make four observations over the course of the programme using the online platform IRIS: two in Year 1 and two in Year 2. You can choose to record your observation comments directly into IRIS Connect or you may prefer to download a blank lesson observation template from our Partnership website, or even to just make freehand notes. **There is no requirement for you to provide written feedback to your student;** your observation comments will inform your professional conversation with the student and their Mentor/School Coordinator.

In assessing these observations, it would be useful for the QTS descriptors for the relevant professional standards to be used. The development of the student's Welsh language capability, their use of literacy and numeracy in lessons and digital competence should also be assessed as appropriate against their audits and individual learning plan. A copy of our Practice Learning Assessment Framework can be found in [Appendix 6](#).

Practice Tutor as coach

You are a vital part of the quality assurance process that assures stakeholders that the award of QTS and PGCE means that a student has met common standards. However, the role of the Practice Tutor for this route to PGCE is envisaged not as assessor but rather as someone who models and disseminates good practice through the critical dialogue with other contributors in school that forms part of the practice review visit.

In order to fulfil this role, you are encouraged to see yourself as a coach. Coaching is a structured, sustained process for enabling the development of a specific aspect of a professional learner's practice (Welsh Government New Deal for the Education Workforce – Coaching and Mentoring, 2015). As a coach, you will model

the ideas of effective coaching in your interactions with Mentors and others in school. Seeing yourself as coach allows you to fulfil your responsibility of encouraging the development of high-quality coaching practice in the Mentors. Further information about some of the differences between a coach and a Mentor can be found in [Appendix 6](#).

[Appendix 4](#) and [Appendix 5](#) detail the courses that will help you develop your coaching skills.

Supporting the student to connect theory and practice.

This part of the guide aims to provide constructive support to you in extending your knowledge and understanding of connecting theory and practice and in supporting workplace enquiry. There are two main vehicles in the PGCE which explicitly work to connect theory and practice, although the design of the PGCE is to ask the student to always reflect on any theoretical ideas used in practice and to reflect on how practice informs theory. The first is the use of a lesson study process during PGCE Year 1 and the second is the requirement to conduct a small-scale study during PGCE Year 2.

Lesson Study

[Lesson Study](#) is a structured approach to collaborative planning and observation. It involves the detailed analysis of learning from the perspective of different learners and is carried out by groups of professionals working together in the same environment, to support school-based professional learning. Student teachers should have the opportunity to take part in Lesson Study with their Mentor, or another teacher.

Guidance on Lesson Study is provided in the Guide for Practice Learning, and in the students' Practice Learning Activities for each module. This will begin a process of joint planning, assessing ideas from relevant published research, mutual observation and collaborative analysis of lessons in school between the Mentor/other staff and the student teacher.

Lesson Study is usually conducted by the student and their Mentor but may involve one or two other teachers. It involves the joint planning and teaching of one lesson focusing on a particular teaching and learning issue, using ideas from research and could be something the Mentor wishes to work on. Generally, two people teach the planned lesson. First, one person (either Mentor, student or other member of the group) teaches the lesson as planned whilst the others observe. The lesson plan will then be assessed focusing on the pupil learning that has taken place. Adjustments in pedagogy in order to increase pupil learning will be discussed and a follow-up lesson planned and taught. A final analysis finishes the cycle resulting in joint and collaborative learning for all those involved.

The strength of this process comes through a strong focus on a jointly identified issue related to pupils' learning. Published research is then used to construct a lesson addressing the issue.

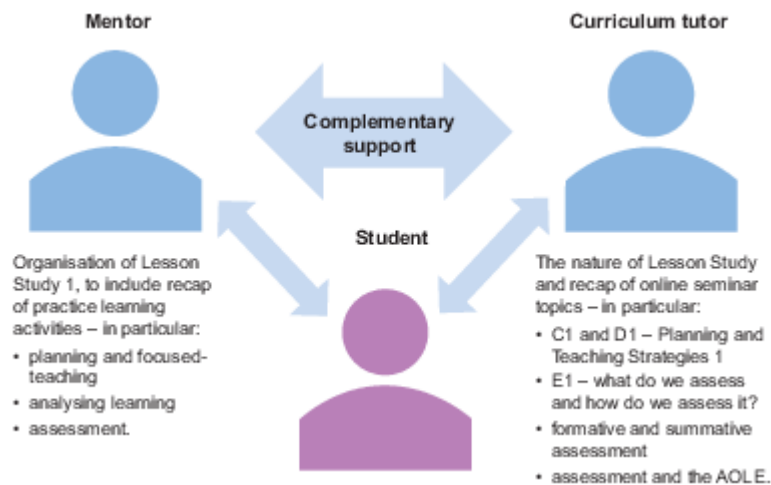


Figure 4 Joint student support for Lesson Study

Lesson Study is powerful because it helps all teachers, students, Mentors and other professionals, to:

- observe pupil learning in much sharper detail than is usually possible;
- identify the gaps between what they assume to be happening and what is actually happening;
- find out how to plan learning which is better matched to the pupils' needs;
- learn in a context of a supportive teaching and learning community which is strongly committed to helping pupils to learn;
- incorporate the learning directly into teaching.

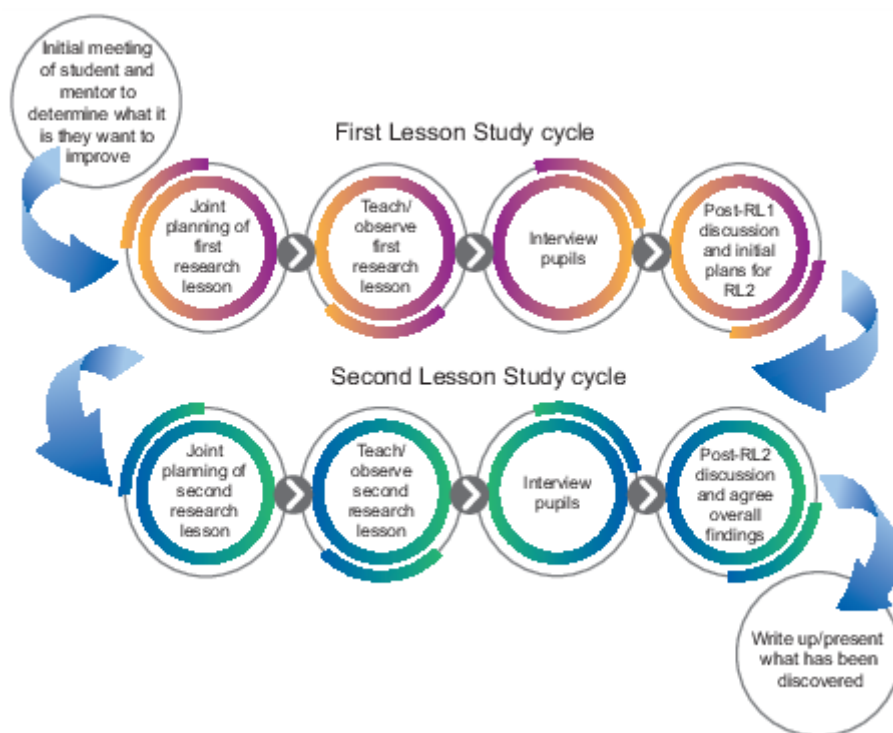


Figure 5 Lesson Study cycle

The small-scale study and research in PGCE Year 2

During PGCE Year 2, students will be required to carry out a small-scale study into an aspect of their practice. A well-designed small-scale study will provide guidance and inspiration for both students and the practitioners who support them. Choosing what to study and how to conduct their study may well be part of a conversation that you, as Practice Tutor, have when conducting your visits during Year 2. The student is encouraged to choose an issue relevant to their own teaching but there may be benefits in it being an issue relevant to departmental or school development plans.

The enquiry involved in conducting a small-scale study is an excellent professional learning opportunity that will help the student to access relevant published research and reflect on and improve their own practice. It can also help schools implement priorities and evaluate impact.

Student teachers' progress with Lesson Study and/or the small-scale study can form part of the professional dialogue which you hold during the Practice Tutor visit.

Assessment

The two parts of the student assessment

In each year, students are expected to submit a Tutor Marked Assignment (TMA) during the year, which is marked by their tutor, as well as their final End of Module Assessment (EMA).

The TMA consists of a critical reflection of one of the Practice Learning Activities (PLAs), encouraging synthesis between the students' school experience and theory.

The EMA consists of two elements – completion of the ePortfolio (PLP and Personal Teaching File) which assesses student teachers' practice learning in relation to QTS and submission of a combination of tasks including academic writing.

Part 1 Academic assessment tasks

In Year 1, the student completes assessment tasks which are assessed against Level 6 qualification learning outcomes. In PGCE Year 2, the student completes assessment tasks assessed against Level 7 qualification learning outcomes.

Part 2 The ePortfolio

In the PLP:

- Reports written by the Practice Tutor, as well as the school Mentor or School Coordinator.
- Evidence against the Professional Standards for Teaching and Leadership.

In the student's Personal Teaching Folder:

- Evidence supporting the development of the student's literacy and numeracy.
- Evidence supporting the development of the student's subject knowledge.
- Evidence supporting the development of the student's Welsh Language competency.
- Digital competence audit results and evidence of progress.
- Details of the student's practice learning experience.
- The student's individual learning plan/target setting.

Evidence of progress will come from Practice Review forms, practice learning reports, lesson observation forms, lesson plans and evaluations and examples of accompanying resources.

As a Practice Tutor, you will contribute a key piece of evidence to student teachers' ePortfolio by sharing your assessment of their practice learning (practice review form and practice learning form).

In making a measure of a student teacher's progress, it is important to consider the Professional Standards for Teaching and Learning in a holistic way, linking the descriptors together and moving from standard to standard to make links in professional practice, rather than using the descriptors one by one. The

descriptors can be used as a way to explore a standard and to support deep reflective dialogue with the student teacher (Welsh Government, 2019a).

There are five areas of standards (see Figure 6), and you can find out more about each area at the link: Hwb: [Professional standards](#)



Figure 6 The five professional standards for teaching and leadership (Welsh Government, 2019b)

Each area of the standards is underpinned by the values and dispositions that a student teacher is required to embed in their development as a teacher (see Figure 7). These should form a backdrop for your consideration of the student teacher's progress in relation to each area of standards. Each area reflects practice that will support the student teacher in developing and embedding their practice in readiness for teaching the Curriculum for Wales.



Figure 7 The overarching values and dispositions that demonstrate high professional standards in practice (Welsh Government, 2019b)

How can I observe my student teacher's practice to support my assessment?

Observation is a key element in developing professional learning and providing opportunities for critical reflection. Furthermore, observing student teachers' lessons provides evidence for their formative and summative assessment. Therefore, links must be made in the observations to the QTS descriptors for the relevant professional standards alongside Welsh language development, the literacy and numeracy framework, and digital competence, as appropriate.

Mentors and School Coordinators are asked to complete at least two formal lesson observations each per year on the programme. However, we also encourage students to ask other teachers in their department/setting to observe them and Mentors and School Coordinators may want to carry out more formal observations if they would like to.

The Practice Tutor carries out two observations per year using IRIS Connect. Guidance on how to use this platform can be found on the Partnership website and you can also find out more details here [IRIS Connect | CPD & Professional Development For Teachers](#). You should normally review a lesson using IRIS which has been observed in person by either the Mentor or School Coordinator.

The Practice Tutor is **NOT** required to provide written feedback on their lesson observation. Your observation informs your conversation with the student teacher and their Mentor/School Coordinator.

How to complete the lesson observation

You can find full guidance about how to use IRIS Connect on the Partnership website. You can choose to use the dialogue function within IRIS Connect to record your feedback for your student or you may prefer to use one of our lesson observation forms (a blank copy of which can be found on the Partnership website).

When completing a lesson observation, you may wish to consider the following points:

1. **Welsh language, digital competence, etc.:** Does your lesson observation have a particular focus?
2. **Lesson observation notes:** You may wish to note down key events, times and questions that occur to you which you might want to discuss with the student. This will support you in your analysis of the lesson and the discussion afterwards.
3. **Targets:** What onward activity could your student carry out to enable their progress?
4. **Next steps:** can you share advice and guidance that direct students towards further learning? This could include engaging with theory or learning from other teachers. It should feed into the sessions students have with their Mentor.

How do I report on my student teacher's progress in relation to the standards?

Each year, you will undertake two visits. Following this visit, you should complete a report (the templates are available on the Partnership website) which provides an overview of your visit to the student teacher and an assessment of their

practice. You should use the practice learning assessment framework (see [Appendix 6](#)) to support you.

How do I complete the reports?

Halfway through each year, we ask you to complete a **Practice Review Form** after your virtual visit. On this form, you will be asked to provide a summary of the student teacher's areas of strength and development in relation to pedagogy only. You will then be asked to decide if the student teacher is, in your professional opinion, on track or not on track.

At the end of each year, we ask you to complete **section C of the Practice Learning Report**. On this form, you will be asked to provide a summary of the student teacher's areas of strength and development across all of the Standard areas. You will be asked to provide a judgement against each of these areas, and one overall judgement in relation to the student's progress.

When completing these reports, you may wish to consider the following advice:

- Try to avoid using subjective terms such as good, excellent, adequate, etc., to describe practice. Link to the Practice Learning Assessment Framework, and use 'because' to explain why.
- Highlight some important positives demonstrated by the student teacher. Make comments based on their actions rather than personality and personal relationship, linking to the descriptors for added focus.
- Consider how many targets you give to a student teacher. It's important that targets are developmental in nature and don't bombard the student

teacher with too many actions. SMART targets are a particularly effective way to set next steps.

- Keep in mind the dual purpose of the forms. They need to provide effective feedback for the student teacher, but they are also an important record of the student teacher's progress towards the PSTL.

Some other 'top tips' to keep in mind:

- Address the student directly by using 'you' instead of their name or 'the student teacher'.
- Aim for a succinct, concise style but also ensure that you include sufficient detail for a wider audience for assessment purposes (e.g., Curriculum Tutor).
- Ensure that your report is written in good time to be included in the student teacher's portfolio by the submission date. Student teachers' portfolios are considered incomplete without this and cannot be assessed.
- Remember to link your comments holistically to the PSTL, focusing on the strengths and developmental needs of your student. Try to avoid offering very specific, narrow 'solutions', but consider signposting broader ways in which your student teacher can seek out a resolution.

Using the Practice Learning Assessment Framework

In your reports you will be asked to assess a student teacher's progress. In order to support your judgement, refer to the grid in [Appendix 6](#) to help you make a 'best-fit' judgement at this stage of the student teacher's development.

Judgements of progress

For each area of the standards and wider cross curricular responsibilities, state whether the overall **progress made towards** achieving the standard expected using the following guidelines are:

Exceeding Expectations (EE): Indications are very strong and secure, with work already at a level higher than expected for QTS.

On Track with Many Areas of Strength (OTWS): Indications are strong and secure, with work already showing strengths in many areas. Continued development is likely to result in achievement of a standard better than expected for QTS.

On Track (OT): Indications are positive. Continued development is likely to result in achievement at a standard expected for QTS.

Not Yet on Track (NYOT)/May be Cause for Concern (CfC): Some aspects are not yet at the level expected for QTS and need to be addressed. There may be cause for concern where *significant* development and improvement will be needed to achieve a level expected for QTS.

Please note:

1. You should only select NYOT or CfC if you believe your student teacher to be at risk of not making the required progress to signal that they require further intervention and support. **Assessment of a student as NYOT will initiate the Student Support Framework** and may mean that your student

cannot pass the practice learning element of their final assessment each year.

2. Our students are on a two-year PGCE programme so their progress, particularly for our part-time students, will not be comparable to students on a one-year PGCE programme.

Wellbeing

The Open University, along with its partners in the programme, is committed to assist all student teachers and staff who are part of the programme to manage their own wellbeing and to contribute to the wellbeing of others in their care. This commitment extends to all those involved in supporting student teachers including Practice Tutors, School Coordinators and Mentors.

The approach to supporting the wellbeing of student teachers must be multifaceted. In school the Mentor is pivotal in supporting the student teacher on a day-to-day basis, particularly in the crucial early stages of Year 1. Through continual and sensitive dialogue, the student teacher should be supported as they undertake their practice learning activities. They should have access to the School Coordinator as well as the Mentor if they feel that they would like to discuss any concerns with another individual, and it is important that student teachers are made aware of this from the outset.

As Practice Tutor, you will have a role in ensuring that the student is supported and knows where to access further support if and as needed.

The Open University offers tailored support to all of its students online or on the telephone, including access to a dedicated Mental Health support team. Students

should be directed to the Succeed>Your Wellbeing area of the PGCE subject website, where further details, including a link to the Student Wellbeing Handbook, can be found.

Reporting concerns

The Mentor is best placed to identify any concerns raised as part of the practice learning process. Any issues should initially be discussed with the student teacher, and a record made. If a concern is recorded over a sustained period of time, then the Student Support Framework (SSF) will be initiated. The Mentor should then discuss these concerns with the School Coordinator if the concerns are not resolved easily or quickly. It may be that the School Coordinator and Practice Tutor identify concerns independently as part of their observations. Any such concerns should also be recorded on the appropriate form after discussion with the student. The School Coordinator or Practice Tutor should contact the Curriculum Tutor in the first instance to discuss an appropriate course of action. The Director of the PGCE in Wales or their delegate (usually the Module Team Chair) may convene a review meeting for the student in order to assess their needs and advise on suitable action.

A diagrammatic representation of the processes involved to report and act on concerns is shown in Figure 8:

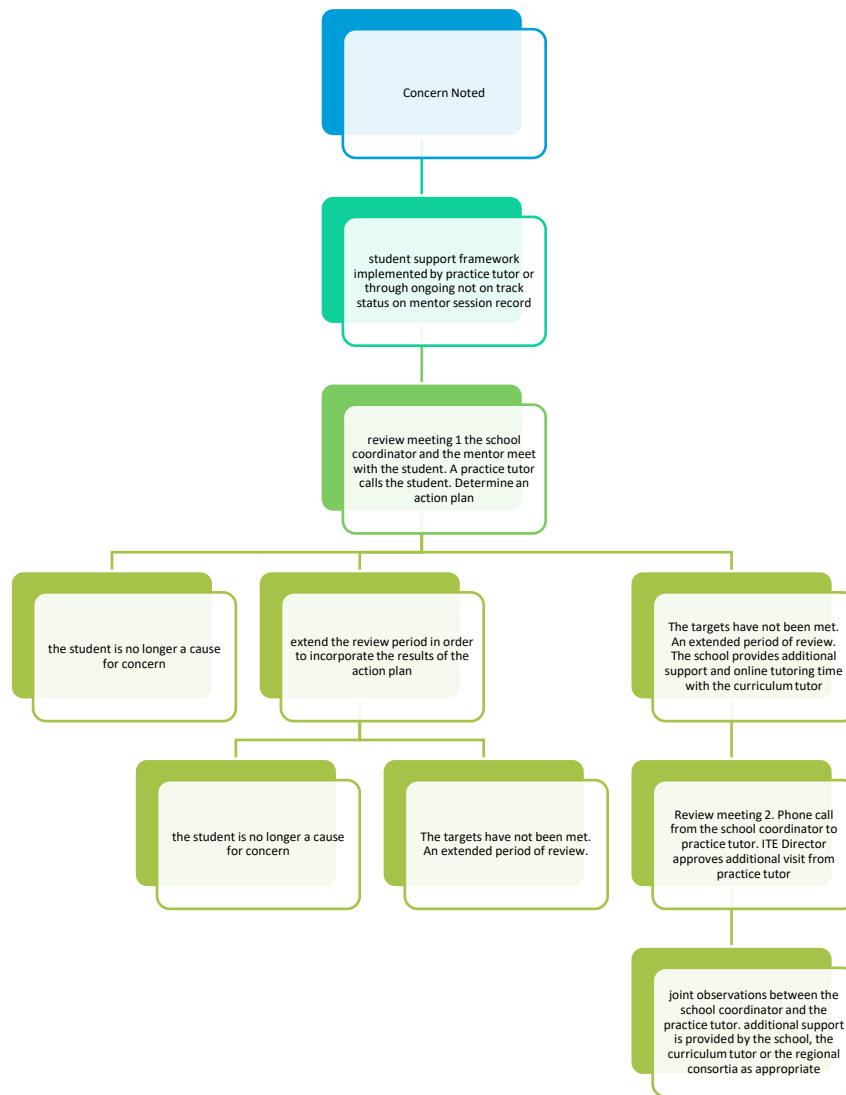


Figure 8 Flowchart to show pathway to address concerns.

If your concerns relate to your student teacher’s wellbeing, you should contact the student teacher’s Curriculum Tutor in the first instance.

Overview of the practice review visit

Before your virtual visit, you should observe the student teacher's teaching using IRIS Connect (preferably a lesson which has also been observed in person by either the Mentor or School Coordinator).

Purpose of the visit

Your visit has several purposes, to:

- conduct critical dialogue with both student and Mentor and/or School Coordinator on the lesson observed;
- ensure the student receives feedback on their teaching and SMART targets (see [Appendix 7](#)) for improvement;
- review the student's progress with their study and the practice learning activities;
- conduct a critical reflection and coaching session with the Mentor;
- conduct a critical reflection and structured dialogue session with the student;
- confirm or otherwise the Mentor's assessment of the student's progress towards QTS;
- provide evidence to record on the practice review form or practice learning report;
- possibly initiate the process of using the Student Support Framework;

- carry out a quality assurance function by completing and submitting online a practice learning monitoring form, confirming that the student has access to the learning experiences that they require.

Bear all these purposes in mind when the visit is scheduled. It may be that you can conduct the critical reflection sessions with the student and Mentor alongside giving feedback and setting SMART targets, but this cannot be assumed. If you find that you need to conduct a coaching session with the Mentor on a specific skill it may or may not be appropriate to do this with the student present. Allow sufficient time to be sure you can deal sensitively and appropriately with what you find.

If you are able to, schedule any future visits that are necessary before the end of your first review visit.

Critical reflection and structured dialogue with the student

Critical reflection is a meaning-making process that helps set goals, use what has been learned in the past and informs future action. It is the link between thinking and doing, and at its best, it can be transformative. Engaging in critical reflection helps students articulate questions, confront bias, examine causality, contrast theory with practice and identify systemic issues all of which helps foster critical evaluation and knowledge transfer. Critical reflection may come more easily for some students than others, but it is a skill that can be learned through practice and feedback.

Critical reflective structured dialogue (CRSD) promotes a culture of inclusiveness, in which no one is asked to compromise their identity, values or principles. It

invites people to recognise 'common ground' and explores ways to pursue transformation and development.

The 'reflective' part of CRSD refers to the need to encourage reflection. Reflection allows the slowing down of thought processes, to identify what really happened in a lesson, to bring in values and principles, and understand why issues arose and what the result of those issues actually was. Reflection prevents the kind of 'emotional hijacking' that can occur when people feel they are being challenged or threatened by what others say or do.

The 'structured' part of CRSD refers to the conversational structures are used to create a safe space, where development needs can be considered rather than faults found. These structures require open, thoughtful speaking and deep listening.

CRSD aims to include all voices and ensure that all those who are part of the dialogue both listen and are listened to. Suggested questions for a session with a student can be found in [Appendix 8](#).

Critical reflection and structured dialogue with the mentor

Using critical reflection and structured dialogue with the Mentor will follow a similar pattern to that used with the student. You will encourage the Mentor to tell their story, what they have found works with their student and any issues or complexities they have encountered. Then, by exploring values and beliefs about the role, you will help the Mentor to establish where they need to further develop their practice. Thinking about the differences between mentoring and coaching will be helpful here.

There are suggested questions in [Appendix 9](#).

Observing lessons

Observation is core to your role and gives you a window into knowing what professional development the student needs. It allows you to understand the level of challenge that should be included in any targets in order to motivate the student and cultivating professional growth. Watching the lesson and attending a subsequent review and feedback session also allows you access to a snapshot of the Mentor's skills in their role and helps you understand how to help them continue to grow.

The filmed teaching experience shared with you through IRIS Connect will vary in length and content depending on the student's progress through the programme, for example short group activities in Year 1 and a portfolio of whole class, group and individual engagement in Year 2. Following observation of the video, you can use choose to use the dialogue function in IRIS or complete a lesson observation form or write notes to provide feedback directly to the student.

Lesson observations by you as Practice Tutor will inevitably be seen as summative assessment, the student teacher is likely to feel they can pass or fail the whole course if anything goes wrong in the lesson you observe. You will need to work hard to help them see that you make holistic judgements, taking into account the Mentor's judgements and what you see, which will be far more than the incident that the student considers has gone horribly wrong.

Make it clear that you:

- will not make assumptions;

- are there to learn and bring learning from outside the school;
- want all discussions to be reciprocal – you want to listen as well as offer ideas;
- will focus on what has been achieved and how to support the student to achieve more;
- will watch and listen to the student.

You do have to make judgements on the student's practice. Make sure that your judgements do not appear arbitrary but are clearly based on the Teaching Standards for Wales and in research.

However, your role is also to bring in alternative experience and ways of doing things. If the student and Mentor seem unable to move forward together you are in a position to pick this up. Be sure you are ready with suggestions to help both make progress. For example, you might suggest Lesson Study or peer coaching or other professional learning activities bringing in other students who are in the school or perhaps another teacher or yourself, so that the learning relationships are deepened or broadened as appropriate.

Quality Assurance

As part of our quality assurance process, we ask all Practice Tutors to fill in and return a practice learning monitoring form after each practice learning visit which confirms that students have access to the learning experiences they need to make good progress and to pass the course. The form should be filled in and completed online and can be accessed here <https://forms.office.com/e/J9P46VTQab>

Feedback and quality enhancement

As a valued member of our team, we very much welcome your feedback – both formally and informally. Please contact the PGCE Director to do share your comments, or provide feedback through your Lead Practice Tutor or to one of the academic team supporting Practice Tutor development. You should feel free to get issues put onto the agenda of the relevant committee if you feel it would be useful for other members of the Partnership to discuss these.

Appendix 1

Glossary

Assessment task	Written task completed as part of each module. (See Programme Guide and the Assessment Guide.)
Curriculum Tutor	Employed by The Open University in Wales. They are your key contact with the Open University. They facilitate online seminars, moderate forums and assess the student's academic work .
Digital competence audit	An audit completed at the start of the programme and updated to identify areas for development.
ePortfolio	The generic name given for the online tools used by students to evidence their progress. We use two tools – a Personal Teaching Folder and the PLP provided by the EWC. At the end of each year, students will submit evidence to show progress towards the outcomes of the PGCE. Mentors, School Coordinators and Practice Tutors also complete reports which contribute to the ePortfolio to identify progress and set targets for ongoing study and practice.
Tutor Marked Assessment (TMA) & End-of-module assessment (EMA)	TMA's consist of academic tasks only and are submitted part way through each module. The EMA consists of academic tasks and the ePortfolio and is submitted at the end of Year 1 and again at the end of Year 2.
Individual learning plan (ILP)	At the beginning of the programme, students start to develop an individual learning plan (ILP). This brings together targets for development in subject knowledge, digital competence, in using

	Welsh (see 'Welsh language audit') and meeting the teaching standards.
Lead Partner school	Schools that are members of the Partnership Committee. They provide strategic input into the programme and are key sites of learning for students on salaried and part-time routes. Lead Partner schools can also support students from other schools during the second practice learning placement.
Lead Practice Tutor	A senior and experienced member of staff in one of our Lead Partner Schools (who is usually responsible for co-ordinating ITE in the school) and who provides day to day guidance and support for a group or cluster of Practice Tutors
Mentor	An experienced member of staff in the subject/phase. Mentors support and advise students in developing teaching practice and introduce them to the wider context and staff of the schools.
Modules	There are two modules: Year 1 (also referred to as PGCE 1 and 2) and year 2 (also referred to as PGCE 3) Students must pass both the academic assessments and the practice learning requirements to pass each module in order to pass the qualification.
Online forums	Online, asynchronous forums where students can complete activities, share experiences, ask each other and the Curriculum Tutor for advice, and share resources.
Online seminars	Subject- and phase-specific online seminars led by the Curriculum Tutor. These are 'live' interactive seminars linking

	students across Wales. They will be recorded if students wish to further consider points made.
Online study units	The Primary and Secondary pathways each have six online study units with study materials, activities, online seminars and practice learning activities to be studied and completed. If students are on the part-time PGCE, they complete the online study in each module prior to undertaking their practice learning placement. Students on the salaried PGCE will have protected time in school to complete online study and practice learning activities. In Year 1, students complete 12 units of study, and in Year 2 they complete 6 units of study.
Partnership (The)	Partners are The Open University, Regional Consortia and Lead Partner schools with the Welsh Government.
Practice learning (PL)	Time spent in school dedicated to completing PGCE activities and developing teaching.
Guide for Practice Learning and practice learning activities (PLA)	A resource of activities for students to carry out in school, designed to build on the ideas and concepts explored in their online study and seminars, as well as offering guidance about each placement and assessment.
Practice Tutor	A senior teacher who will visit students twice each year to support the student and the Mentor. (See PG, Section 7.)
Programme Guide (PG)	A document located on the PGCE website, which provides overview of the programme, roles and responsibilities.

School ITE coordinator	A senior member of the school staff who supports the student and the Mentor during the practice learning placement and is involved in the practice review process
Subject knowledge audit	This is Primary- or Secondary-specific, helping students to identify areas of their subject knowledge that are strong and those that need further development so that they can teach the subject in schools. Progress and targets are reviewed with the Mentor throughout PL and are reported at the end of each module. (See PG, Section 4.)
Unit	A unified block of online study. There are six strands or themes, and each is included in each module: there are 18 units across the whole programme, from Units 1A to 3F.
Welsh language audit	An audit completed at the start of each year and updated throughout to identify targets for development.
Welsh language coordinator	An OU tutor who will support students in developing their own Welsh language skills and their capacity to support pupils in developing Welsh language skills. (See PG, Section 4.)

Appendix 2

The difference between coaching and mentoring

Topic	Coaching	Mentoring
Timeframe	Relationship is more likely to be <i>short-term</i> (up to 6 months or 1 year) with a specific outcome in mind. However, some coaching relationships can last longer, depending on goals achieved.	Relationship tends to be more <i>long-term</i> , lasting a year or two, and even longer.
Focus	Coaching is more <i>performance driven</i> , designed to improve the professional's on-the-job performance.	Mentoring is more <i>development driven</i> , looking not just at the professional's current job function but beyond, taking a more holistic approach to career development.
Structure	Traditionally more <i>structured</i> , with regularly scheduled meetings, like weekly, bi-weekly, or monthly.	Generally, meetings tend to be more <i>informal</i> , on an 'as need' basis required by the mentee.
Expertise	Coaches are hired for their <i>expertise</i> in a given area, one in which the coachee desires improvement. Example: presentation skills, leadership, interpersonal communication, sales.	Within organization mentoring programs, Mentors have more <i>seniority and expertise</i> in a specific area than mentees. The mentee learns from, and is inspired by, the Mentor's experience.

Agenda	The coaching agenda is <i>co-created by the coach and the coachee</i> in order to meet the specific needs of the coachee.	The mentoring agenda is <i>set by the mentee</i> . The Mentor supports that agenda.
Questioning	<i>Asking thought-provoking questions is a top tool of the coach</i> , which helps the coachee make important decisions, recognise behavioural changes and take action.	In the mentoring relationship, <i>the mentee is more likely to ask more questions</i> , tapping into the Mentor's expertise.
Outcome	Outcome from a coaching agreement is <i>specific and measurable</i> , showing signs of improvement or positive changes in the desired performance area.	Outcome from a mentoring relationship can shift and change over time. There is less interest in specific, measurable results or changed behaviour and <i>more interest in the overall development of the mentee</i> .

Appendix 3

Practice Tutor skills audit

Based in part on the criteria for 'The most effective mentors' in 'The Professional learning continuum: mentoring in initial teacher education' (Estyn, 2018)

Skill	Red			Amber			Green			Training needs identified	Training resources to be used
	1	2	3	1	2	3	1	2	3		
I am a strong practitioner											
I understand the pedagogy of teacher education.											
I have a good understanding of the principles of coaching and mentoring.											
I can support and challenge others in improving their professional practice.											

I use the QTS descriptors to help student teachers take a holistic view of teaching.											
I am effective at listening, questioning and challenging others to reflect critically.											
I am able to help others tap into their own inspiration by actively listening or simply using silence as needed.											
I am able to clarify the thoughts and goals of others.											
I have a good understanding of classroom research and engage with and in research.											
I am familiar with the requirements of the university and can help students make connections between theory and practice.											
I provide verbal and written feedback that is accurate and fair and helps student teachers take a holistic view of their progress.											
I have good IT skills and feel confident in navigating an online platform to access											

training, programme materials and to complete online documentation.											
I take my own professional development seriously and I am a good role-model for others.											
I vary my approach to coaching to suit the needs of coaches.											
I am developing my own research skills to explore the links between theory and practice.											
I can create an atmosphere in which others are confident to take risks and experiment in their practice.											
I have excellent interpersonal skills, can give constructive feedback and manage challenging relationships.											
I am able to target-direct others towards resources to support their learning.											

Appendix 4

Training Courses

The following courses are free to access on the OpenLearn and OpenLearn Create platforms. Those completing these courses can access a 'statement of participation'.

Exploring career mentoring and coaching

This course explains what Mentors and career coaches do and explores important skills relating for example to asking the right questions and challenging assumptions that can be applied in a wide range of contexts in order to find effective solutions. It can be accessed at the link below.

OpenLearn: [Exploring career mentoring and coaching](#)

A Mentoring Mindset

This free course, A mentoring mindset, will support anyone based in an education setting to develop an understanding of effective mentoring of beginner teachers in the initial teacher education and newly qualified phases.

After studying this course, you should be able to:

- understand the principles of effective mentoring in initial teacher education and the role of the Mentor as a teacher educator within a school-based context;
- understand that mentoring is a continuum which also includes coaching;

- apply theories of mentoring and coaching within teacher-practice when supporting beginner teachers;
- understand mentoring as a professional learning opportunity for the development of personal teaching and leadership development.

The course can be accessed using this link:

[A mentoring mindset \(Meddylfryd mentora\) - OpenLearn - Open University](#)

Learning to teach: an introduction to classroom research.

After studying this course, you should be able to:

- Know how to approach the design of a piece of research;
- Understand two particular methodologies: case study and action research;
- Understand some of the issues around collecting and analysing data;
- Consider how best to disseminate your work.

The course can be accessed at the link below.

OpenLearn: [Learning to teach: an introduction to classroom research](#)

Coaching others to coach

This is a course dedicated to developing the people who develop the coaches. You will cover topics that examine:

- How coaches learn;
- Why it is important to build effective relationships;
- How to ask good questions and listen actively;
- How your status can influence the process of learning;

- The skill of observing and providing feedback to coaches.

The course can be accessed at the link below.

OpenLearn: [Coaching others to coach](#)

Appendix 5

Postgraduate research degrees

At the OU, we offer a range of [postgraduate opportunities](#):

- Single modules, e.g., Workplace learning with coaching and mentoring (30 credits)
- Postgraduate Certificate in Professional Studies in Education
- Postgraduate Diploma in Professional Studies in Education
- Masters' in Education (MEd)
- Doctorate in Education (EdD)
- PhD in the areas of Education or Educations Technology

Appendix 6 Practice Learning Assessment Framework

Pedagogy: Refining teaching – towards sustained highly effective practice

Elements	QTS descriptors	Description of practice which may be 'On Track'	Description of practice which may be 'On Track with Many Areas of Strength'	Description of practice which may be 'Exceeding Expectations'
Managing the learning environment	The student teacher understands the importance of, and demonstrates, the effective establishment and ongoing management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and that are understood by learners in that context.	<p>You begin to establish effective relationships with most learners, both at an individual and a classroom level, including more timid and more challenging pupils.</p> <p>You are able, in some instances, to respond appropriately to the emotional, behavioural and cognitive needs of some learners, using emerging tools.</p> <p>You demonstrate appropriate knowledge of behaviour management strategies and can</p>	<p>You establish very effective relationships with most learners, both at an individual and classroom level, including more timid and more challenging pupils.</p> <p>You can respond appropriately to the emotional, behavioural and cognitive needs of most learners, using a range of established tools.</p> <p>You demonstrate established knowledge of behaviour management strategies and can apply these in a variety of contexts to ensure effective learning.</p>	<p>You establish excellent relationships with nearly all learners, both at an individual and a classroom level, including more timid and more challenging pupils.</p> <p>You can respond immediately and appropriately to the emotional, behavioural and cognitive needs of nearly all learners, using a wide range of embedded tools.</p> <p>You demonstrate embedded knowledge of behaviour management strategies and can</p>

		<p>apply these in a range of contexts to ensure effective learning.</p> <p>You make appropriate use of the time and space available: for example, making effective use of role-play areas.</p>	<p>You make very effective use of the time and space available, including the indoor and outdoor spaces.</p>	<p>apply these in a variety of contexts to ensure effective learning.</p> <p>You make excellent use of the time and space available: for example, being able to complete a lesson as planned, and making very effective use of different areas within the classroom and in the outdoor area.</p>
Assessment	The range of purposes and practices of assessment is understood and articulated.	You can implement assessment for learning practices in the classroom	You can implement a range of assessment-for-learning practices in the classroom.	You can implement a wide range of assessment-for-learning practices in the classroom.

		<p>You are beginning to question effectively and manage the whole-class dialogue.</p> <p>You are beginning to understand how to assess prior knowledge, address misconceptions and assess progress during the lesson, and identify the next steps for the majority of learners,</p>	<p>You can question effectively and manage the whole-class dialogue.</p> <p>You understand how to assess prior knowledge, address misconceptions and assess progress during the lesson, and identify the next steps for most learners by regularly tracking pupil progress.</p>	<p>You can question effectively, using open and closed questions, and expertly manage the whole-class dialogue.</p> <p>You understand how to assess prior knowledge, address misconceptions and assess progress during the lesson, and identify the next steps for</p>
--	--	---	---	--

		<p>e.g., by tracking pupil progress.</p> <p>You are beginning to plan learning activities informed by prior assessment including differentiation to support pupil progression.</p> <p>You create several opportunities for learners to self and peer assess at the end of tasks or during the plenary.</p>	<p>You ensure that curriculum planning and delivery are informed by analysis of prior assessment, e.g., including differentiation to support and challenge groups of pupils of different abilities.</p> <p>You create a range of opportunities for learners to self and peer assess effectively at the end of tasks or during the plenary. You aim to link self- and peer-assessments to success criteria.</p>	<p>nearly all learners by consistently tracking pupil progress.</p> <p>You ensure that curriculum planning and delivery are consistently informed by critical analysis of prior assessment, e.g., including effective differentiation to support and challenge individuals appropriately.</p> <p>You create a wide range of opportunities for learners to self and peer assess consistently and effectively at the end of tasks or during the plenary. Self- and peer-assessment approaches are clearly linked to agreed success criteria.</p>
Differentiation	The student teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.	You are beginning to plan and implement activities that engage and challenge many learners. In some cases, you link your planning of activities to learners'	You plan and implement activities that engage and challenge most learners.	<p>You plan and implement activities that engage and challenge nearly all learners.</p> <p>You consistently link your planning of activities to learners' previous</p>

		<p>previous outcomes and school performance data.</p> <p>Sometimes you adapt learning materials to ensure that most learners have access to the curriculum.</p> <p>Sometimes you plan and implement activities to extend MAT learners.</p>	<p>You link your planning of activities to learners' previous outcomes and school performance data.</p> <p>You adapt learning materials to ensure that most learners have access to the curriculum.</p> <p>You regularly plan and implement activities to extend MAT provision.</p>	<p>outcomes and school performance data.</p> <p>You adapt learning materials to ensure that all learners have the potential to access the curriculum.</p> <p>You plan and implement activities that extend and enrich MAT provision.</p>
Recording and Reporting	The student teacher produces appropriate, timely and accurate records, and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience.	<p>You show evidence of recording attainment data according to school policy.</p> <p>You provide appropriate written feedback.</p> <p>You make adequate appropriate use of summative data to plan learning.</p> <p>You make an appropriate contribution when reporting to parents/carers.</p>	<p>You record attainment data accurately according to school policy.</p> <p>You provide good written feedback.</p> <p>You make good use of summative data to plan effectively, both in the short and long term.</p> <p>You make good contributions to reports to parents/carers.</p>	<p>You record attainment data accurately and consistently according to school policy.</p> <p>You provide excellent written feedback.</p> <p>You make critical use of summative data to plan effectively, both in the short and long term.</p> <p>You make significant contributions to reports to parents/carers.</p>

<p>Involving partners in learning</p>	<p>The importance of positive involvement of parent/carers and other partners is understood, and opportunities are taken to observe and evaluate processes,</p>	<p>You demonstrate an emerging understanding of how parents and external partners can contribute to effective learning.</p> <p>You begin to observe meetings with external agencies where appropriate, e.g., school nurse, education psychologist, behaviour support workers, social services.</p> <p>You observe the communication with parents/carers and others</p>	<p>You demonstrate an established understanding of how parents and external partners can contribute to effective learning and developing the four purposes.</p> <p>You observe work with external agencies, e.g., school nurse, education psychologist, behaviour support workers, social services.</p> <p>You observe, evaluate and understand the communication with parents/carers and others</p>	<p>You demonstrate an embedded understanding of how parents and external partners can contribute to effective learning and developing the four purposes.</p> <p>You work with external agencies, e.g., school nurse, education psychologist, behaviour support workers, social services.</p> <p>You observe, evaluate critically and understand the communication with parents/carers and others.</p>
---------------------------------------	---	--	--	---

Pedagogy: Advancing learning

Elements	QTS descriptors	Description of practice which may be 'On Track'	Description of practice which may be 'On Track with Many Areas of Strength'	Description of practice which may be 'Exceeding Expectations'
Four purposes for learners	The student teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.	<p>You ensure that learners make appropriate progress within the four purposes over a series of lessons.</p> <p>You demonstrate an emerging understanding of the implications of the four purposes for the subject content, age and prior attainment of the learners.</p> <p>You demonstrate an emerging understanding of how different pedagogies can facilitate the development of the Four Purposes, e.g., giving pupils a voice.</p>	<p>You ensure that learners make good progress within the four purposes over a series of lessons.</p> <p>You demonstrate an established understanding of the implications of the four purposes for the subject content, age and prior attainment of the learners.</p> <p>You demonstrate an established understanding of how different pedagogies can facilitate the development of the Four Purposes, e.g., using a range of effective AfL approaches and giving pupils a voice.</p>	<p>You ensure that learners make excellent progress within the four purposes over a series of lessons.</p> <p>You demonstrate an embedded understanding of the implications of the four purposes for the subject content, age and prior attainment of the learners.</p> <p>You demonstrate an embedded understanding of how different pedagogies can facilitate the development of the Four Purposes, e.g., developing higher order thinking skills, using a range of effective AfL approaches and giving pupils a voice.</p>

		You understand the relevance of some activities to the four purposes.	You understand the relevance of most activities to the four purposes.	You understand the relevance of all curriculum content to the four purposes.
Exploiting subject disciplines in AoLEs	The student teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.	<p>You plan satisfactory lessons that achieve the four purposes.</p> <p>You demonstrate an emerging understanding of the subject content.</p> <p>You understand, plan and implement an emerging range of pedagogies.</p> <p>You demonstrate an emerging understanding of how a topic is situated within a particular AoLE and/or subject.</p> <p>You plan appropriate activities that develop learners' digital competence, literacy and numeracy skills across the curriculum.</p>	<p>You plan good lessons and series of lessons that achieve the four purposes.</p> <p>You demonstrate an established understanding of the subject content.</p> <p>You understand, plan and implement an established range of pedagogies.</p> <p>You demonstrate an established understanding of how a topic is situated within a particular AoLE and/or subject.</p> <p>You plan regular engaging activities that develop learners' digital competence, literacy and numeracy skills across the curriculum.</p>	<p>You plan excellent lessons and series of lessons that achieve the four purposes.</p> <p>You demonstrate an embedded understanding of the subject content.</p> <p>You understand, plan and implement an embedded range of pedagogies.</p> <p>You demonstrate an embedded understanding of how a topic is situated within a particular AoLE and/or subject.</p> <p>You plan excellent activities consistently that develop learners' digital competence, literacy and numeracy skills across the curriculum.</p>

Blended learning experiences	The student teacher understands the selection, use and justification of a range of imaginative teaching approaches for the benefit of each learner.	You adopt an appropriate range of pedagogies and learning environments, including, for example, group work, role play, problem-based learning, web- based activities, off-site visits, outdoor areas, VLEs, etc.	You adopt a good range of effective pedagogies and learning environments, including, for example, group work, role play, problem-based learning, web- based activities, off-site visits, outdoor areas, VLEs, etc.	You adopt a wide range of effective pedagogies and learning environments, including, for example, group work, role play, problem-based learning, web-based activities, off-site visits, outdoor areas, VLEs, etc.
------------------------------	---	--	--	---

		You deliver an emerging range of appropriate learning resources: for example, models, worksheets, sorting activities, electronic games, costumes, etc.	You devise and deliver an established range of innovative learning resources: for example, models, worksheets, card sorting activities, electronic games, costumes, etc.	You devise and deliver an embedded range of innovative learning resources: for example, models, worksheets, card sorting activities, electronic games, costumes, etc.
Real-life, authentic contexts	The student teacher demonstrates an understanding of the use of real-life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience, and illustrates applications of concepts and abstracts in practice.	<p>You are beginning to present curriculum content within contexts that link with the real world.</p> <p>You develop some learners' knowledge of Wales and Welsh culture across the curriculum.</p> <p>You have an emerging understanding of how context can enhance and develop cognitive skills in all learners, e.g., by using songs, games and hand-on activities.</p> <p>You demonstrate an emerging understanding of the role of context when developing.</p>	<p>You regularly present curriculum content within relevant and valid contexts that emphasise links with the real world.</p> <p>You develop most learners' knowledge of Wales and Welsh culture through meaningful, context-rich activities across the curriculum.</p> <p>You have an established understanding of how context can enhance and develop cognitive skills in all learners, e.g., by using songs, games and hand-on activities.</p>	<p>You consistently present curriculum content within imaginative, relevant and valid contexts that emphasise links with the real world.</p> <p>You develop all learners' knowledge of Wales and Welsh culture through meaningful, context-rich activities across the curriculum.</p> <p>You have an embedded understanding of how context can enhance and develop cognitive skills in all learners, e.g., by using songs, games and hand-on activities.</p> <p>You demonstrate an embedded understanding of the role of context</p>

		learners' digital competence, literacy and numeracy.	You demonstrate an established understanding of the role of context when developing learners' digital competence, literacy and numeracy.	when developing learners' digital competence, literacy and numeracy.
Progression in learning	The student teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and	You demonstrate an emerging knowledge of curriculum requirements in preceding and subsequent stages of learning,	You demonstrate an established understanding of curriculum requirements in preceding and subsequent stages of learning i.e.,	You demonstrate an embedded understanding of curriculum requirements in preceding and subsequent stages of learning, i.e., the year or phase below or above.

	plans for progress in learning based on this.	<p>i.e., the year or phase below or above.</p> <p>You demonstrate an emerging knowledge of how prior learning and sharing lesson objectives can facilitate learner progress, e.g., by asking about prior learning and sharing the lesson objective during the introduction.</p> <p>You can plan lessons and/or activities that support the learning of learners with ALN.</p>	<p>the year or phase below or above.</p> <p>You demonstrate an established understanding of how knowledge of prior learning and designing valid learning objectives can facilitate learner progress, e.g., by deciding on learning objective with pupils.</p> <p>You can plan highly effective lessons and/or activities that effectively progress learning of learners with ALN.</p>	<p>You demonstrate an embedded understanding of how knowledge of prior learning and designing valid learning objectives can facilitate learner progress, e.g., by allowing pupils to decide on learning objective.</p> <p>You can plan excellent lessons and/or activities that significantly progress the learning of learners with ALN</p>
--	---	---	---	--

<p>Cross- curricular themes</p>	<p>The student teacher knows, understands and engages with the principles of curriculum design and innovation, with development of cross-curricular themes relevant to areas of learning, and justifies decisions.</p>	<p>You plan and teach cross- curricular learning experiences, making satisfactory connections with other AoLEs/subjects e.g., geography and numeracy/art and DCF.</p> <p>You are beginning to plan activities with other teachers from other subjects.</p> <p>You demonstrate an emerging understanding of curriculum design.</p> <p>You ensure that the majority of learners make progress in all CCRs.</p>	<p>You plan and teach appropriate cross- curricular learning experiences, making relevant connections with other AoLEs/subjects, e.g., science and numeracy/history and literacy.</p> <p>You plan activities with other teachers from other subjects.</p> <p>You demonstrate an established understanding of curriculum design.</p> <p>You ensure that most learners make good progress in all CCRs.</p>	<p>You plan and teach excellent cross- curricular learning experiences, making relevant meaningful connections with other AoLEs/subjects, e.g., art and numeracy/history and literacy.</p> <p>You lead on planning activities with other teachers and other subjects.</p> <p>You demonstrate an embedded understanding of curriculum design.</p> <p>You ensure that nearly all learners make excellent progress in all CCRs.</p>
---------------------------------	--	--	--	--

Pedagogy: Influencing learners

Elements	QTS descriptors	Description of practice which may be 'On Track'	Description of practice which may be 'On Track with Many Areas of Strength'	Description of practice which may be 'Exceeding Expectations'
Challenge and expectations	The student teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.	<p>You demonstrate emerging expectations of all learners' learning and behaviour by planning appropriate levels of challenge and making rules clear.</p> <p>You plan and implement activities that challenge most learners.</p> <p>You make use of an emerging range of communication methods to stimulate learners' interest, motivation and engagement, e.g., video, audio, apps, tone of voice, well-prepared resources.</p>	<p>You demonstrate established expectations of all learners' learning and behaviour, e.g., with a relevant level of challenge and by establishing class rules.</p> <p>You plan and implement activities that challenge and engage most learners.</p> <p>You make use of an established range of communication methods to stimulate learners' interest, motivation and engagement, e.g., video, audio, apps, tone of voice, a variety of well-planned resources.</p> <p>You have high expectations of most learners, regardless of their race, creed,</p>	<p>You demonstrate embedded expectations of all learners' learning and behaviour, with a relevant level of challenge and consistency regarding class rules.</p> <p>You plan and implement relevant activities that challenge and engage all learners.</p> <p>You make use of an embedded range of communication methods to stimulate learners' interest, motivation and engagement, e.g., video, audio, apps, tone of voice, a wide variety of well-planned resources.</p>

		You have high expectations of the majority of learners, regardless of their race, creed, gender, sexual orientation and socio-economic status.	gender, sexual orientation and socio-economic status.	You have high expectations of all learners, regardless of their race, creed, gender, sexual orientation and socio-economic status.
Listening to learners	The student teacher demonstrates a willingness to seek, listen to and take account of the views of learners in order to engage and	You show some evidence of listening to learners in class and sometimes	You listen to learners in class and respond appropriately, both emotionally and intellectually.	You listen to learners in class and respond with understanding and

	encourage them as active participants in their own learning.	<p>respond appropriately, both emotionally and intellectually.</p> <p>You are beginning to facilitate effective whole-class discussion.</p> <p>You make satisfactory use of the views of learners when planning or evaluating teaching and learning, e.g., a topic planning day.</p>	<p>You are able to facilitate very effective whole-class discussion on a range of topics.</p> <p>You make good use of the views of learners when planning or evaluating teaching and learning, e.g., a topic planning day.</p>	<p>insight, both emotionally and intellectually.</p> <p>You facilitate discussion on issues that are open-ended, complex, controversial or emotional where appropriate.</p> <p>You make excellent use of the views of learners when planning or evaluating teaching and learning, e.g., a topic planning day.</p>
Learners leading learning	In planning and delivery, the student teacher demonstrates an awareness of the importance of encouraging learners to reflect on their own learning.	<p>You are beginning to experiment with a range of opportunities for learners to self and peer assess effectively during the plenary.</p> <p>You are beginning to involve learners when designing learning objectives.</p>	<p>You create opportunities for learners to self and peer assess regularly and effectively during plenaries and while completing the activity.</p> <p>You involve learners regularly when designing learning objectives.</p>	<p>You create opportunities for learners to self and peer assess consistently and effectively during plenaries and a number of mini pit-stops during the lesson.</p> <p>You involve learners consistently and effectively when designing learning objectives.</p>

<p>Sustained effort and resilience in learners</p>	<p>The student teacher promotes and secures learners' self-motivation and self-direction in their learning.</p>	<p>You are able to design some activities that encourage independent learning.</p> <p>Sometimes you motivate learners to be persistent and to ask for help when needed.</p> <p>You are beginning to create a learning environment that values and celebrates hard work and achievement.</p>	<p>You regularly design engaging activities that encourage independent learning.</p> <p>You regularly motivate learners to be persistent, to view problems as challenges, not obstacles, and to ask for help when needed.</p> <p>You create a learning environment that regularly values and celebrates hard work and achievement.</p>	<p>You consistently design engaging activities which encourage independent learning, and which develop learners' initiative.</p> <p>You consistently motivate learners to be persistent, to view problems as challenges, not obstacles, and to ask for help when needed.</p> <p>You create a learning environment that consistently values and celebrates hard work and achievement.</p>
<p>Reflection on learning</p>	<p>In planning, the student teacher demonstrates awareness of the importance of encouraging learners' reflection and evaluation around behaviours and outlooks for learning.</p>	<p>You are beginning to ensure that some learning is reflective and that learners are aware of what they have learned before they leave the classroom.</p> <p>You are beginning to equip learners with resources that enable them to plan and reflect on their learning, e.g., checklists, rubrics and organisers.</p>	<p>You ensure that most learning is reflective and that learners become conscious of how and what they have learned before they leave the classroom.</p> <p>You regularly equip the majority of learners with resources that enable them to plan and reflect on their learning, e.g., checklists, rubrics and organisers.</p>	<p>You ensure that all learning is reflective and that learners become conscious of how and what they have learned before they leave the classroom.</p> <p>You consistently equip most learners with resources that enable them to plan and reflect on their learning, e.g., checklists, rubrics and organisers.</p>

		Sometimes you deliver plenaries that encourage self-monitoring of learning.	You regularly deliver plenaries which encourage self-monitoring of learning.	You consistently deliver plenaries that encourage self-monitoring of learning.
Learning outcomes and well-being	The student teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being.	<p>Sometimes you ensure that the majority of learners' progress is linked to their well-being.</p> <p>You are beginning to create a learning environment that encourages cooperation between learners.</p> <p>You show some evidence of planning tasks that have an appropriate level of challenge and support, and lead to progress for the majority of learners.</p>	<p>You regularly ensure that most learners' progress is linked to their well-being.</p> <p>You create a learning environment which promotes mutual support and cooperation between learners.</p> <p>You ensure that most tasks have an appropriate level of challenge and support that leads to success and progress for most learners.</p>	<p>You consistently ensure that all learners' progress is linked to their well-being.</p> <p>You create a learning environment that consistently encourages mutual support and cooperation between learners.</p> <p>You ensure that all tasks have an appropriate level of challenge and support, and lead to success and progress for all learners.</p>

Collaboration

Elements	QTS descriptors	Description of practice which may be 'On Track'	Description of practice which may be 'On Track with Many Areas of Strength'	Description of practice which may be 'Exceeding Expectations'
Seeking advice and support	The student teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team- teaching, while demonstrating increasing levels of independence.	By responding to questioning, you use advice and feedback and begin to take steps towards improving your practice. You are beginning to progress satisfactorily through team- teaching and joint planning with mentors. You reflect on your practice and, where appropriate, seek advice from mentor.	Through actively contributing to reflective discussions, you effectively use advice and feedback to improve your practice through team-teaching and joint planning with mentors, peers and other professionals.	Through initiating reflective discussions, you actively seek advice and feedback (from lesson observations, professional dialogue etc.) and effectively improves your practice and wider skills independently.

Working with in-school colleagues	Organised and constructive work with a range of colleagues to enhance learners' experience is a consistent feature of the teacher's practice. Reflection on developing expertise is structured as a personal or a collaborative process, as appropriate.	You develop an effective professional relationship with the mentor and colleagues. You engage appropriately in the processes of curriculum development in the school.	You develop constructive relationships with the mentor, and, as opportunities arise, in the wider teaching and learning community. You engage where possible in the processes of curriculum development, improvement planning and professional review and development of the school.	You develop purposeful relationships with the mentor and the wider teaching and learning community by collaborating on valuable contributions to the school community outside of the classroom. You actively engage in the processes of curriculum development, improvement planning and professional review.
Supporting and developing others	The teacher develops high quality relationships with colleagues in order to have a positive impact upon	You participate in professional learning with others.	You actively participate in professional learning with others,	You develop purposeful relationships with the mentor and the wider learning community.
	learners' experiences within the school.	You are able to discuss teaching and learning possibly in a more informal setting with members of staff other than the mentor/tutor. You demonstrate evidence of sharing some learning experiences with peers.	engaging in group reflection, learning and practice. You are able to play an active part in parents' evenings and contribute effectively to team meetings. You contribute to learning through sharing successful experiences with colleagues, e.g., by describing a	You play a leading role by introducing a new idea, series of lessons, pedagogy or process that is adopted and improves teaching and learning across phases/school.

			learning experience in a team meeting.	
Enabling improvement	There are examples of improvement in outcomes for learners following the teacher's seeking and adoption of advice.	<p>You have shared instances of professional learning with colleagues to support improved performance and outcomes for learners.</p> <p>You have identified a student that has a barrier to their learning and discussed ways of removing this with their mentor/classroom teacher.</p> <p>You have made some improvements in your practice maybe following advice.</p>	<p>You have adapted existing practices and adopted new strategies which result in improved learner outcomes.</p> <p>Following reflective discussions, you have identified a barrier to learning and successfully removed it using a different pedagogical approach or resource.</p>	<p>You have improved your practice as a result of independent critical reflection.</p> <p>You have independently identified and successfully removed a barrier to learning by applying theory and research to practice, and the link is clearly understood.</p> <p>You have evaluated its success and have clear data to evidence this.</p>

Professional learning

Elements	QTS descriptors	Description of practice which may be 'On Track'	Description of practice which may be 'On Track with Many Areas of Strength'	Description of practice which may be 'Exceeding Expectations'
Wider reading and research findings	The student teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, child and adolescent development and learning relevant to planning and day-to-day practice.	<p>You have a satisfactory understanding of research into learning, pedagogy, assessment and child and adolescent development, and attempt to apply it to your practice.</p> <p>You are aware of the terms used in the online PGCE material, e.g., summative and formative assessment.</p>	<p>You have a secure understanding of research into learning, pedagogy, assessment and child and adolescent development and You are beginning to apply research and theory to your own practice, thus improving outcomes for most learners.</p> <p>You have signposted, either verbally or on lesson plans/in reflections, your use of these ideas and comment on how this has impacted the learner.</p>	<p>You demonstrate a sophisticated understanding of research into learning, pedagogy, assessment and child and adolescent development and effectively use this to improve outcomes for nearly all learners.</p> <p>You have substantial evidence of how lesson starters/ lesson plans/ series of lessons show a structured approach (e.g., exposition, identifying misconceptions, leading to well-planned activities.</p>

Professional networks and communities	The student teacher has an informed understanding of the contribution of research, including small-scale action research, to the development of practice.	With guidance from the mentor, you have implemented a small-scale action research cycle, analysed learner outcomes and reflected on your practice. You understand how to collect relevant data from the classroom, including observation data,	You have implemented a small-scale action research cycle, analysed learner outcomes and reflected on your own practice. You collect relevant data from the classroom, including observation data, evidence of learning, and quantitative attainment data and	You have implemented an excellent small-scale action research cycle, analysed learner outcomes and reflected critically on your own practice. You are able to understand others' research and critically evaluate its relevance to your own practice and context.
		evidence of learning, and quantitative attainment data.	uses this to improve learner performance.	
Continuing professional learning	The Professional Learning Passport influences the ongoing critical reflection and learning of the teacher and is developmental in prompting further professional growth.	You are beginning to use the PLP to reflect on your progress but rely on your mentor and/or tutor to agree targets. You upload appropriate evidence of progress to the PLP and suggest ways of developing your practice.	You are able to use the PLP to reflect on your progress and, with your mentors and tutors, form challenging targets for future development. You set your own professional targets based on the most important points raised from previous observations, etc.	You regularly present evidence of your progress in the PLP alongside commentary that is critical, analytical and linked to theory and research. You set your own professional targets based on the most important points raised from previous observations, and link these to research.

			You make good use of your PLP when discussing your progress with your mentor.	
Welsh language skills	There is a commitment to incremental development of personal skills in the use of the Welsh language.	<p>You make appropriate progress in the use of the Welsh language in the classroom, e.g., developing and using incidental Welsh to greet, discuss the weather, complete register and/or open and close lessons with some confidence.</p> <p>You are beginning to display an emerging understanding of how to teach language skills to the relevant year group/s.</p>	<p>You make good progress in developing the use of the Welsh language in the classroom, e.g., using a wider range of incidental words and phrases consistently and introducing some thematic vocabulary.</p> <p>You display an established understanding of how to teach language skills to the relevant year group/s.</p>	<p>You actively identify opportunities and are committed to consistently developing the use of both incidental and thematic Welsh within the classroom and with colleagues.</p> <p>You display an embedded understanding of how to teach language skills to the relevant year group/s.</p>

Innovation

Elements	QTS descriptors	Description of practice which may be 'On Track'	Description of practice which may be: 'On Track with Many Areas of Strength'	Description of practice which may be: 'Exceeding Expectations'
Offering expertise	The student teacher models an increasing repertoire of teaching techniques, as expertise emerges and flourishes, in order to inform and enhance the development of others.	You exhibit an appropriate range of pedagogies which are focused on learning, and which have been adapted to the needs of some learners. You share effective practice with peers and mentor.	You exhibit a range of pedagogies which are focused on learning, and which have been adapted to the needs of the learners. You share very good practice with peers and school colleagues who trial the approach in their classrooms.	You have influenced the practice of your mentor and the wider school. The practice was deemed successful enough to play a significant part in new ways of working.
Developing new techniques	Research on cognitive, social, emotional and physical development has a positive impact upon pedagogy. The teacher can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice.	You are beginning to develop new ways of working as a result of considering educational research and theory.	You have developed new ways of working as a result of reflecting on and implementing relevant approaches to support learners' behaviour, learning and emotions as a result of their understanding of research and theory.	You have developed very effective new ways of working as a result of analysing learners' behaviours, learning and emotions linked to educational research and theory. You are able to clearly explain why you have adapted a particular approach supported by evidence from relevant sources.

Evaluating the impact of changes to practice	The student teacher actively seeks support and advice from colleagues in developing innovative approaches within the classroom so that their impact can be evaluated, analysed and shared.	You are beginning to solve problems arising in the classroom. You gather sufficient data and has an emerging understanding of how	You are able to effectively problem solve by gathering a range of informative data and you demonstrate an established understanding of the value of data and other evidence in evaluating the impact of changes to practice, e.g., on	You reflect critically, analyse, and solve problems very effectively, as an individual and as a member of a team. You demonstrate an embedded understanding of how to interpret a range of qualitative and quantitative
		evidence can evaluate the impact of changes in practice, e.g., on annual reading	annual numeracy and reading test scores	data and other evidence to evaluate the impact of a new approach on learning outcomes including annual national test scores and in-house assessment procedures.

Leadership

Elements	QTS descriptors	Description of practice which may be 'On Track'	Description of practice which may be 'On Track with Many Areas of Strength'	Description of practice which may be 'Exceeding Expectations'
Taking responsibility for self	The student teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners, parents/carers and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.	<p>You make a satisfactory contribution to other areas of school life, e.g., supporting extra-curricular activities.</p> <p>You demonstrate some understanding of equity of provision specifically targeted at disadvantaged groups such as ALN, LAC, MAT, FSM.</p> <p>You are able to maximise the potential of the majority of learners.</p>	<p>You make a good contribution to other areas of school life, e.g., taking responsibility for the running of extra-curricular activities.</p> <p>You demonstrate a very good understanding of equity of provision specifically targeted at disadvantaged groups such as ALN, LAC, MAT, FSM.</p> <p>You are able to maximise the potential of most learners.</p>	<p>You make significant contributions to other areas of school life, e.g., creating a sustained extra-curricular activity with tangible outcomes such as Crest Awards.</p> <p>You demonstrate a deep understanding of equity of provision specifically targeted at disadvantaged groups such as ALN, LAC, MAT, FSM.</p> <p>You are able to maximise the potential of nearly all learners.</p>
Exercising corporate responsibility	Contractual, pastoral, health and safety, legal and professional responsibilities are known and understood by the teacher.	You demonstrate appropriate knowledge of policies such as	You understand and work very effectively within the parameters of school policies	You demonstrate an in-depth knowledge of policies such as

		<p>safeguarding, health and safety and assessment.</p> <p>You have an appropriate knowledge of how schools implement government policy, e.g., the Literacy and Numeracy Framework.</p>	<p>such as safeguarding, inclusion, teaching and learning.</p> <p>You have a very good understanding of how schools implement government policy, e.g., the Digital Competence Framework.</p>	<p>safeguarding, anti-bullying measures and related procedures.</p> <p>You have an excellent understanding of how schools implement government policy, e.g., Curriculum for Wales 2022.</p>
<p>Leading colleagues, projects and programmes</p>	<p>The student teacher's understanding of, and commitment to, leading learning is demonstrated through collaborative experiences in schools and other contexts.</p>	<p>You are beginning to observe some colleagues in their roles as educational leaders in the school.</p> <p>You work within the school's professional structures as directed by the mentor.</p> <p>You regularly attend relevant staff meetings.</p> <p>You have an emerging understanding of how target setting can improve standards.</p>	<p>You are taking up opportunities to observe a variety of colleagues in their role as educational leader in the school, which is impacting on your own professional practice.</p> <p>You work within the school's professional structures with growing levels of independence.</p> <p>You regularly attend relevant staff meetings and reflect on their significance and effect.</p>	<p>You regularly observe colleagues in their own and other schools in their role as educational leader, and critically reflect on how different approaches can be incorporated into professional practice.</p> <p>You understand and work within the school's professional structures.</p> <p>You regularly attend relevant staff and other meetings and reflect critically on their significance and effect.</p>

			You have an established understanding of how target setting can improve standards.	You have an embedded understanding of how target setting can improve standards.
Supporting formal leadership roles		<p>You demonstrate an emerging understanding of the nature of responsibilities within and across departments and teams in the school.</p> <p>You are beginning to adopt the school's ethos and vision and apply some policies in practice, e.g., teaching and learning, providing feedback, inclusion</p>	<p>You demonstrate an established understanding of the nature of responsibilities within and across departments in the school.</p> <p>You have adopted the school's ethos and vision and regularly apply most policies in practice, e.g., teaching and learning, providing feedback, inclusion.</p>	<p>You demonstrate an embedded understanding of the nature of responsibilities within and across departments and teams in the school.</p> <p>You have adopted the school's ethos and vision and consistently apply all policies in practice, e.g., teaching and learning, providing feedback, inclusion</p>

Appendix 7

Setting SMART targets

Students have requirements they must meet at the end of Year 1 in order to progress to Year 2 of the course and in PGCE Year 2 in order to meet the standards required to obtain 60 masters credits and the professional standards for QTS.

Therefore, the term 'targets' is used to describe the smaller steps that student teachers need to make to move towards bigger steps of progress. Such targets are usually discussed in depth during mentor meetings.

There are two main types of targets, shown in the diagram below.



The acronym SMART is widely used to describe the dimensions of good target-setting. These are:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime-related

Overall, targets should focus everyone involved in the training of a student (as appropriate) on the important aspects of the student teacher's practice that need further development.

S – Specific

Specific targets make it clear what has to be achieved.

Examples of specific targets might be:

- Participate in extracurricular provision such as science clubs in order to gain insight on the contribution this makes to the life of a school and to the rapport between teachers and their pupils.
- Differentiate learning outcomes in your planning.
- Use a greater range of strategies for assessing pupils' understanding.
- Develop a more positive rapport with your classes by using pupils' names, finding out about their interests, and building on these when planning.
- Arrive on time for lessons.

Of course, it is possible to be too specific. Highly specific or tightly focused targets may be of limited value in terms of the student teacher's professional development, or they may be too difficult to achieve.

Targets that are too general or vague are not helpful.

Examples of targets that are not specific include:

- Continue to develop your role within the school during your first year of teaching.
- Continue to meet the standards.
- Develop further your role as a form tutor.
- Consolidate what has already been done.
- Improve classroom management.
- Try to develop better discipline.

Consider the target to 'improve classroom management'. Classroom management is a huge aspect of teaching with many components. This target does not make clear what aspect of classroom management the student teacher is expected to improve. It is also not clear how much improvement is expected. A conscientious student teacher might fret over this and never feel that enough improvement has occurred, whilst the less conscientious student teacher might make a minimal improvement and believe the target had been met.

Many of these vague, general targets use words such as 'develop', 'improve' and 'continue to', which are not helpful. When the words 'develop' and 'improve' are used, the first question that springs to mind is: in what way(s)?

The other word to be wary of is 'try'. This is a legitimate word to use in the context of 'try out different ways of assessing conceptual understanding', for example, but not when it is used in the context of 'try to develop better discipline'. This simply serves to devalue it as a target and becomes merely a plea to the student teacher to 'try a bit harder'. Targets should focus everyone on the important aspects of the student teacher's practice that need development. Asking them

to try suggests that it doesn't matter if they don't succeed. Indeed, a student teacher who has tried to develop better discipline but failed has met the target, because they did at least try. However, this would not help the student to address the fundamental issues relating to behaviour management.

M – Measurable

This is perhaps the most difficult feature of target-setting to achieve in relation to professional development. Measurable implies statistics and numerical results. So much of what teachers do is not easily measured, but without achievement indicators, a target is useless.

So, it is important to think about what these indicators might be when setting a target, since this will be an important part of reviewing progress. How will you be able to tell whether the student teacher has met the target, and what evidence will you need? The achievement indicators of 'job' type targets are obvious – it is either done or it isn't. Other targets might rely on evidence from other teachers, the student teacher's planning and evaluation or a conversation with the student teacher may be needed.

The examples of specific targets given above all have obvious achievement criteria. Most of the non-specific examples do not have clear achievement indicators or have indicators that are not explicit enough without further discussion.

A – Achievable

It is important to set sensible but challenging targets and goals for the student teacher to work towards. This should be the most straightforward target

characteristic to ensure. It involves thinking about the time scale involved and the task being set. The target of revising all of 'Living Things' at KS4 by the end of the practice learning is not realistic for someone who did not study biology beyond GCSE.

It is also tempting to set far too many targets or to disguise the number of targets by setting several targets within one, Russian-doll style. Whether a target is achievable or not is also heavily context-dependent. Students should be able to feel that are able to achieve their targets and the meeting of such targets, particularly if they have been challenging, will improve their confidence.

R – Relevant ... and appropriate

Targets should be relevant to the student teacher and the level at which the student teacher is working. For example, the target of setting differentiated outcomes is appropriate for a PGCE 3 but not for a PGCE 1 student. The target also needs to be relevant to the priorities for the student teacher. It is not appropriate to focus on minor matters when there are bigger problems to address.

T – Time-based

Student teachers don't have an indefinite amount of time in which to achieve targets. All parties should be clear about the timescale involved for meeting a target. This might be by the next mentor meeting or by the end of the practice learning experience. Or it may be the case that a target has to be met immediately and maintained, such as attendance or time keeping.

Appendix 8 Suggested questions for meetings with students

Encourage the student to explore the lesson from their point of view but try to stay away from negativity. (This is where having a narrative account of the lesson you have observed, with timings, will be useful, as you will be able to recall details.) Listen respectfully to student responses and avoid judgemental remarks, even ‘that’s interesting’.

So, the first questions might be:

- How did you see that lesson? What went particularly well do you think?
- Has an interesting theme or idea emerged that you would like to add to or clarify?

Next, the dialogue will move onto identity, values and principles. Asking the student to review the lesson with regard to how well it met their own standards for effective teaching can help bolster confidence as, for example, the way that the lesson helped learners in the classroom construct their understanding. Answering such questions can also help the student to identify ways, for themselves, in which their teaching could better conform to their values and principles. So, the second questions responded to by all participants in the dialogue might be:

- In what ways did that lesson enable the learners to progress and how did that happen?

- Have you heard something you disagreed with? If so, first check you understood it correctly. Then say why.

The third stage of the structured dialogue begins to explore ways forward from where the student is. It asks the participants to consider complexities or difficulties that they have encountered in their practice up until now and ways that they would like to address these. The tone of the discussion remains that of listening to one another's story, not imposing views but seeking ways forward.

So, the third question responded to by all participants in the dialogue might be:

- Are there any aspects of your practice that are difficult or complicated for you? Do you have any mixed feelings or sometimes feel torn in different directions? What might help?

You might end the dialogue by asking the participants:

- Have your views changed over time in any way?

or

- Is there something someone said that you'd like to understand better?

or

- Have you heard something that stirred fresh thoughts or feelings?

And lastly

- What next steps that you would like to take?

You may find the questions bank below helpful when meeting your students to provide evidence against particular aspects of the Standard areas:

Pedagogy	
<i>Refining Teaching</i>	Consider your progress at the beginning of this module, and your progress now. Where do you feel you have made the most progress and how do you know?
	How would you describe your relationship with your FP/KS2/KS3/KS4 class(es)/the class you feel most successful with/most challenging class?
	What are your approaches to planning for the needs of all learners in your class? What has worked most successfully for you so far and why? What have you identified as ways to further improve this aspect?
	Can you talk me through an example of a lesson which you have planned, taught and evaluated in your e-portfolio and which is included on your PLP. Why did you choose this lesson as a piece of evidence and what does this show about your progress in relation to the standards?
	How would you describe the learning environment you try to create in your classes? How do you aim to achieve this and to what extent have you met your aims? Why/why not?
	Can you choose one 'critical incident' you have experienced in relation to behaviour management in your practice. Can you describe what happened? What were you thinking/feeling at the time? What actions did you take which you think worked well in that situation? What actions did you take which you think could have been done differently? Why do you think the situation occurred? What might you do differently in the future?
	Can you give an example of a time you feel you used your classroom space or an outdoor learning environment particularly effectively and can you explain what considerations you had to make in planning for and teaching within that space?
	What does effective questioning look like in your practice? What evidence have you drawn on to support you in questioning pupils' effectively for learning?
	How do you assess your learners' prior knowledge before teaching something which is new to them?

	Can you give me an example of a topic which you have taught where you anticipated some misconceptions which the learners might have and how did you plan for this in advance?
	What approaches do you take to help you assess your learners' understanding during a lesson? Can you give an example of a time where you realised during the lesson that a number of learners did not understand something – how did you know and what did you do?
	Can you give me an example where you have engaged in research about effective assessment for learning and how this has shaped or informed your practice in any way?
	I noticed you referred to this group of learners as your 'low ability' learners – can you reflect on the use of that term and consider what the difference would be if you referred to learners using different terms e.g., lower attaining / awarding gap?
	What opportunities have you had to engage with recording and reporting on attainment data? How have you used data to inform your teaching?
	Can you give an example of a time where you have reported back to a parent or carer on their child's learning progress? What were your main considerations?
	Can you give an example of time where you involved parents/carers to support a particular learning outcome?
<i>Advancing Learning</i>	How has your experience within your school setting supported you to develop your understanding of the four purposes of Curriculum for Wales?
	Can you reflect on how you have used the 'What Matters' statement in your subject/in a particular AoLE and how it has shaped and informed your practice?
	Can you choose one example of a lesson which you have included in your e-portfolio where you feel you have drawn on one of the 12 pedagogic principles underpinning the CfW. Talk me through the way in which the lesson exemplifies a principle and how you aimed to achieve this. What went well? What still needs to be developed?

	Share an example of a time where studying an online unit changed a previous approach or changed your planning of a lesson. What was the unit? How did it affect a change?
	Please choose one piece of evidence from your PLP. What does this show about your practice in relation to the descriptors you have linked it to?
	Tell me about a time where you were particularly proud of your approach to developing learners' skills in / your own skills in... (digital competency / literacy / numeracy / Welsh language development...)
	What does it mean to you to take a sustained approach to embedding the four purposes in a holistic way? Have you read any particular research or theory which has helped you to shape this approach?
	Can you give me an example of a time where you felt that having secure subject knowledge impacted on the way you chose to teach a topic? It could be an example of a time where you felt very confident, or a time where you identified a need to further develop your knowledge.
	How do you use your subject knowledge and your understanding of pedagogy to shape the way you plan, teach and assess your pupils' learning?
	Can you give an example of a time where you have drawn on real life authentic contexts to support your pupils' learning? What impact did this have and how did you know?
<i>Influencing Learners</i>	Tell me about a class/pupil where you have had to plan carefully for their engagement in your lessons. What do you think might have affected their engagement and how did you address it?
	Can you give me an example of a time where you have planned for learners' misconceptions about a topic?
	Show me an example in your e-portfolio of a time you have planned to use a variety of communication methods with learners to support their understanding.

	What approach do you take to reflecting on your teaching and your pupils' learning? Do you use any reflective tools to support you and how do you ensure you are being critically reflective?
	Describe what strategies you use to build a trusting, respectful relationship between you and your learners.
	How do you set and maintain high expectations for your pupils?
	Can you talk me through an example from your e-portfolio where you have (choose from below): provided opportunities for learners to become active participants in their own learning used effective classroom talk to support learners to reflect on what and how they learn facilitated discussion which is open ended and/or complex, controversial or emotional.
	What does it mean for your learners to become resilient? How do you plan for this?
	Can you give an example of a time where you realised during the lesson that the level of challenge set was not appropriate for your learners. How did you know? What did you do?
	What has been your most successful approach to developing assessment for learning in your teaching so far?
Collaboration	
	Can you give an example of a time where you observed another teacher's practice which changed or impacted on your own practice?
	Think about a time where you have found an aspect of your practice challenging or faced a problem of some kind. Explain how you set about seeking ways to develop your practice as a result. How did you ensure this drew on an evidence-based approach?
	Choose a piece of evidence from your PLP. How does this demonstrate your approach to collaboration in your practice?
	For Salaried students – have you made any changes to the way you work with other staff in the school as a PGCE student? Why?

	Have you had an opportunity to introduce a new idea, approach or process in your school setting? OR if you could introduce a new idea, approach or process to your school setting, what would it be and why?
	Have you had an opportunity to engage in a parents' evening / team meeting / school development activity?
	Can you identify a time where you have applied your learning about theory to your practice? How successful was this and how do you know?
	Has there been a time where you have had to respond to a challenging piece of advice from a colleague?
	What is the example of collaboration you are most proud of this term? This could be a contribution to a school meeting, working with a small group of colleagues, or working with another individual in your school.
	How have you worked with staff in your school setting to develop your own understanding of and contribute to the school's approaches to curriculum development?
	This term, you and your mentor will have worked together through a lesson study cycle. What was your chosen area of focus and why? Can you tell me a little about the lessons you taught together? What approaches did you take to reflecting on teaching and learning and how did you evaluate the success of your approaches?
	What professional development opportunities have you engaged in during this module? What impact has this had on your practice?
	How successful do you feel you have been in responding to feedback from others and identifying next steps for your own development?
	Can you give an example of a time where working with another colleague has led to an increase in your confidence or improved an area of your practice?
	As you progress to your next module / to your induction phase, what do you think will change or develop about the way you currently seek support from others?

Professional Learning

	<p>Which new piece of research or theory have you engaged with recently that has had an impact on the way you think about an educational issue or an aspect of your practice?</p>
	<p>Talk me through something you have learnt about child/adolescent development which has had a significant impact on the way you would approach teaching pupils a topic in your subject (secondary) or in your phase (primary).</p>
	<p>By referring to a lesson you have taught which is included in your e-portfolio, reflect on an example of an impactful formative assessment approach which you have taken.</p>
	<p>For Year 1 students – how do you think engaging in lesson study this year has helped you to prepare for your small-scale Masters’ level study in PGCE3?</p>
	<p>For PGCE3 students – can you tell me about your master’s level small scale study?</p> <p>What topic did you choose and why?</p> <p>How did you plan for your data collection?</p> <p>What did you learn about pupil progress?</p> <p>How did your consideration of research shape your thinking around this study?</p>
	<p>Draw on a series of lessons included in your e-portfolio, can you talk me through how you planned and taught with pupil progress in mind and how this is evidenced across your lesson series.</p>
	<p>Choose a resource which you have submitted to your e-portfolio which you are most proud of and if possible, one you have created yourself. Why were you proud of this resource? What was the rationale for the resource and how impactful was its use? How do you know?</p>
	<p>For PGCE3 students - How do you and your mentor currently use the PLP to set targets for development / as a tool to reflect on progress?</p>

	<p>How organised are you in collating evidence against the standards? How do you and your Mentor ensure that you draw on the professional standards in a holistic way and avoid a 'tick box' approach?</p> <p>Can you show me a piece of evidence from your PLP which you think is a rich, holistic approach to evidencing your practice? Which areas of the standards does it illustrate and why?</p>
	<p>When you started the PGCE, where were you on the Welsh language continuum? How has your personal Welsh language journey developed since then?</p>
	<p>If I spoke to a pupil in one of your classes, what would they tell me about your approach to their Welsh language development in their lessons with you?</p>
	<p>How have you engaged with the Welsh Language Assessment Framework and what targets have you and your mentor agreed to support your development?</p>
	<p>What strategies do you use to help plan for a bilingual approach when you are teaching a new or unfamiliar topic?</p>
	<p>How have you improved your own / your pupils' literacy skills in this module?</p>
	<p>How have you improved your own / your pupils' numeracy skills in this module?</p>
	<p>What was your most innovative example of teaching and learning related to digital competence this module?</p>
	<p>What have you most enjoyed learning about in your school setting this module? What have you least enjoyed learning about in your school setting this module? Why?</p>
	<p>To what extent do you regularly link theory to practice to help you:</p> <p>Plan lessons</p> <p>To make decisions during a lesson</p>

	<p>To reflect on lessons either in evaluations or in discussion with other colleagues (e.g., Mentor)</p> <p>To complete your Practice Learning Activities or your End of Module Assessment</p> <p>To solve a problem or identify an action for improvement</p>
<p>Innovation</p>	
	<p>Referring to the lessons in your e-portfolio, can you give an example of a creative approach you were particularly pleased or proud about?</p> <p>How has your repertoire of teaching techniques developed during this module? What has helped you to develop? How has your unit study / PLAs / small-scale or lesson study helped you to develop this?</p> <p>Tell me about something you read which helped you to better understand a particular way in which a pupil behaved in a lesson.</p> <p>Can you give an example of a time where you have shared a new idea, pedagogical approach or process with another colleague in your school?</p> <p>Have you read about a theory or piece of research which you think may need to be challenged or scrutinised further? If so, what was it and why?</p> <p>Where do you feel you have made the most progress during this module? How do you know? What is your most significant area for development? How do you know? What plan do you have in place to develop this?</p> <p>For salaried students – are there any ‘habits’ you had developed in your previous role which you have found you need to challenge further in light of unit study / theory / research?</p> <p>Choose one class which you have worked with this during this module. How did you gather data about pupil progress before you started teaching them / during your lessons / after your lessons and how did this inform your teaching?</p>

	<p>Has there been a time where you had to make significant changes to your planned lesson during the course of teaching? What did you do and why?</p>
	<p>How would you describe the progress you have made in being able to draw on your knowledge and understanding of research and theory during the time you are actively teaching pupils?</p>
<p>Leadership</p>	
	<p>How do you think your Mentor would describe your relationship with your pupils / with your most challenging class / with other staff?</p>
	<p>What does equity mean for you in your practice? Can you illustrate this with examples?</p>
	<p>How do you contribute to areas of school life outside of teaching your own class(es)/subject?</p>
	<p>Can you give an example of a time where understanding a school policy was very important in guiding the way you dealt with a situation?</p>
	<p>How well equipped do you feel you have become in preparing to teach the Curriculum for Wales during the course of this module? What has helped you to feel this way? What do you still feel you need to do?</p>
	<p>Are there any areas of school policy which you or your mentor think you need to further develop your understanding of?</p>
	<p>How would you approach a pupil who has faced harassment or unfair treatment by other pupils in your class e.g., if a racist comment or homophobic comment was made?</p>
	<p>What does it mean to be a leader of learning as a classroom teacher?</p>
	<p>Does your school have a motto or vision? How do you aim to embed this in your practice or model values for your learners?</p>

	<p>Part time students in their second school – In what ways are your two school experiences to date contrasting? What did you learn in School A which has helped you in School B? Is there an approach you developed in School A which you have had to change or adapt now you are in School B?</p> <p>What do you think are the biggest barriers for learners in your current school context? Are there any particular issues which the school have identified?</p> <p>How do you promote children’s rights in your practice? Can you give any examples to illustrate?</p>
--	---

Appendix 9 Suggested questions for coaching meetings

Below is a list of questions that might be useful to use as a basis or prompt for reflective discussion when you meet with your mentors.

Ask effective questions which:

- enables the Mentor(s) to gain clarity, understanding and perspective;
- challenges current thinking & provokes deeper or alternative thinking (Could be related to the curriculum, school approach and ethos, individual's thinking);
- encourages the Mentor to review their skills audit and reflect on their professional development in the role;
- asks Mentor(s) to explore options;
- ask the Mentor to explore facts, thoughts and feelings;
- enable the Mentor to look at issues from a different point of view;
- draws attention to relevant resources for personal development opportunities;
- enables the Mentor to plan and take action;
- explores the nature and quality of support, challenge and opportunities in school and on the programme for mentoring.

As Practice Tutor, you should avoid asking leading questions which in effect imply an answer you think the Mentor should give.

Ask solution-focused, open questions such as:

- What's going well? Why?
- What progress have you made? How did you do that?
- What would you like to achieve from this session?
- What would it mean to achieve success?
- How can you work towards this?
- Who or what can help you?
- When in the past have you achieved a positive outcome? How did you do that?
- Tell me about your experience with ... How did you feel about that, etc?
- What have you tried so far? How did that go?
- What's another way of looking at this?
- What do you think about this?
- Let's break this down, what's the first thing you need to do?
- What could you say to X to get this moving?
- What resources/help do you think you need?
- When shall we meet up next?
- What will you have done by the next time we meet?

Appendix 10 E-portfolio guidance

The following guidance should provide you with information about what forms of evidence you should be able to locate within your student's e-Portfolio.

Students are provided with comprehensive guidance regarding where to store their evidence: their Personal Teaching Folder or their Professional Learning Passport. Your Personal Teaching Folder is for day-to-day practice learning activity whilst your Professional Learning Passport (PLP) is a more formal record of evidence and will be Part 2 of your End of Module Assessment (EMA).

Students are asked to share their Personal Teaching Folder (saved in their student OneDrive) and their PLP (EWC) with the following:

- Curriculum Tutor
- Mentor
- School Coordinator
- Practice Tutor

