

Mentor Mat Year 2 (PGCE3)

The purpose of this mat is to support and structure mentor sessions with your student, and along with the Practice Review Form, capture the student's progress. The quality of the discussion is the most important aspect, but together with your student, you will need to decide on a format of recording key points of the discussion (e.g., notebook, journal, rolling action log). Students will need to record priority long-term targets from the discussion on their Consolidated Targets Form. Please note, Mentors may be asked for evidence of how they plan and track their student's progress.



Pedagogy Progress

For more detailed information on practice learning expectations for Year 2 (PGCE3) please refer to the Guide to Practice Learning.

What do you feel worked in your teaching?

What have you enjoyed?

What do you think was less successful about your teaching?

What aspect(s) have you found challenging?

What evidence was there of children's learning?

What resources and study could you use to develop your approaches further?

Welsh Development

What is your level of Welsh? Look at the descriptions on the framework.

How are you developing your Welsh e.g., through Learning Welsh courses?

Are you including Welsh in your planning for lessons?

Do you require further support?

Reviewing Practice Learning Evidence

This is an opportunity for you to look at the student's evidence of:

- Lesson Planning and Evaluations
- Consideration towards Cross-curricular Responsibilities
- Professional Learning Passport (PLP).

Where do you feel you have made progress against the QTS standards?

What evidence do you have to support this?

Which standards need prioritising?

Reviewing Progress

For more detailed information on Year 1 (PGCE1 and PGCE2) student progress review process, please refer to the Guide to Practice Learning and Key Dates Checklists.

Is formal paperwork up to date?

Have you communicated with your Practice Tutor?

Have you organised a lesson for your School Coordinator to observe? Remember, this lesson will need to be recorded and shared with your Practice Tutor using Iris Connect.

Academic Progress

How do you think your knowledge and understanding have developed over this week?

How are you managing the balance between work and study?

How can you relate your online studies to your practice?

Unit A – Curriculum
Unit B – Understanding Learners
Unit C – Planning for learning
Unit D – Pedagogy
Unit E – Assessment
Unit F – Professional Practice

What have you reflected on in your academic learning journal?

EMA Task 1 (5500 words)

Small-scale study exploring and developing an aspect of your practice.

Task 2 (2000 words)

Meeting the different learning needs of pupils: two case studies.

Task 3 (1100 words)

Reviewing your professional development on the PGCE

Supporting Practice Learning Activities (PLAs)

1. Focused planning:
A focus on two learners with different needs and how planning might need to be adapted and developed for them.
2. Planning and starting your small-scale enquiry:
Understanding learners in relation to your focus area
3. Knowledge in practice:
Understanding how pupil data and pupil voice can inform practice.
4. Lesson Study/Research development: Small-scale enquiry: Discuss and present findings within the school
5. Review of progress against QTS standards: Review of QTS and consideration of Career Entry Profile

My Mentoring – Reflection

How do I know the student is progressing?

Is my mentoring support having an impact?

What further opportunities can I offer the student?

What do I need to share with the School Coordinator?

Does the student need more support e.g., Student Support Framework?

Targets / Next Steps

Moving forward, what aspects do you believe you need to focus on?

What support do you need?

Is the student On Track? If not, contact the Curriculum Tutor or attend a weekly practice learning support drop-in for further guidance.

These are scheduled every Monday at 3.45pm–4.15pm and can be accessed via the Partnership website.