

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., journal, rolling action log, Partner School Planner). Students will need to record priority long-term targets from the discussion on their Targets Tracker on their PLP. 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 Partner School Planner and/or Guide to Practice Learning.

- What do you feel has worked?
- 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

Review progress across the student's listening, reading, writing and oracy skills. Students also need to consider how they are developing their learners' Welsh skills.

- What is your level of Welsh? Look at the descriptions on the framework.
- How are you developing your Welsh e.g., through Learn 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 2 (PGCE3) student progress review process, please refer to the Partner School Planner and/or Guide to Practice Learning.

- Is formal 'paperwork' up to date on the PLP?
- 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
- Share what you have reflected on in your learning journal?.

TMA 01 (2500 words)

Professional enquiry proposal and literature review. Design a small-scale professional enquiry within the area of your chosen special interest and which is closely related to your own practice and your pupils' learning.

EMA 01

Task 1 (1500 words)
Professional enquiry report

Task 2 (2000 words)
Additional learning needs (ALN) case study

Part 2: ePortfolio

Evidence of progress towards the qualification outcomes.

Supporting Practice Learning Activities (PLAs)

1. Familiarisation
2. Planning and starting your small-scale professional enquiry: understanding learners in relation to your focus area
3. Focused planning: A focus on two learners with different needs and how planning might need to be adapted and developed for them
4. Knowledge in practice: School use of data
5. Tracking pupil progress
6. Subject/phase specific skills, management, and pedagogy
7. Research development/Lesson Study
 - Professional small-scale enquiry: Discuss and present findings

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, make sure the School Coordinator is aware and contact the Curriculum Tutor. Remember also, about the weekly practice learning support drop-in for further guidance.

These are scheduled every Monday between 3.30pm–4.00pm and can be accessed via the Partnership website.