Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Postgraduate Certificate in Education (PCET)
Professional Graduate Certificate in Education (PCET)

Full-time

Professional Teaching Experience

Handbook for mentors

Academic year 2025-2026

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Professional Teaching Experience (PTE)

Welcome

Hello and a warm welcome to the Professional Teaching Experience guide for the 2024-2025 academic year. This handbook is designed to give you key information as to the management and expectations of the professional teaching experience element of the programme and is relevant to you as mentors. Please ensure that you refer to this book regularly throughout your time as a mentor as it will help you to determine what is required as the year progresses. It contains the relevant schedules that are applicable to the programme as well as relevant key documents.

The professional teaching experience element of the programme is formally assessed through the module ECPT7005/ECPT6008 '*Professional Development and the PCET Practitioner'* and this guide should be used by students in conjunction with relevant information available within that module

Important

The professional teaching experience element is central to the learning on the programme and must be completed satisfactorily in order to attain the award.

I would like to extend my deepest thanks for your help in supporting our trainees. The role of the mentor is vital in ensuring a positive trainee experience whilst they are attending teaching practice in terms of practical assistance as well as acting as a role model for their developing teaching professionalism.

For any queries please do contact the programme team using the details below:

Academic Director	**Programme Administrator**	**PCET team**
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General overview and key information

The **Professional Teaching Experience (PTE)** consists of teaching practice placement interspersed with teaching of programme modules. The teaching practice placement is comprised of Subject Work and Professional Work:

Subject Work

Subject work by the trainee relates to teaching and learning and will be organised and undertaken under the guidance of the mentor in a variety of ways:

- undertaking focused and structured observations of a variety of lessons and teachers/lecturers throughout the year
- collaborative teaching with the mentor and possibly with other teachers/lecturers/student teachers;
- taking individual responsibility for teaching lessons;
- working on a variety of curriculum-related activities;
- having regular progress meetings with the mentor.

Trainee teachers should be given varying degrees of responsibility for lessons, ranging from working with individual students, to working with small groups, to teaching the whole class. On some occasions they may be given responsibility for specific parts or aspects of lessons; at other times for most or all of the class's work. It is anticipated that as trainees gain more experience and confidence in their teaching ability that they are able to undertake greater responsibility for teaching. This will vary depending on the placement opportunity and should be discussed between the trainee and the mentor to formulate an appropriate timetable of activities as the placement progresses.

Professional Work

Trainee teachers will be expected to base many of their PGCE/PCE (PCET) assignments on the experience and knowledge gained through the Professional Teaching Experience (PTE) placement, particularly with reference to their subject specialism, and where relevant, ensuring that they have aligned their practice with appropriate professional standards. Therefore, mentors should seek to provide to help the trainee teacher in applying and integrating the skills and knowledge gained effectively throughout their practice and written work, relevant to the Generic Assessment Criteria of the University.

Professional Standards

All students are expected to align their practice to the Professional standards for further education teachers and work-based learning practitioners in Wales (2023 Professional standards for FE WBL and ACL Practitioners - June 2023.pdf and we ask for the support of the placement mentor in helping the trainee teacher to align their practice to those standards where possible. Trainee teachers have been advised to provide their placement setting with copies of these standards upon request.

Academic Schedule 2025-2026

On the following pages is the current academic schedule for the programme denoting the taught elements of the programme. Students are expected to attend in class during taught sessions. When students are not engaged in taught elements, they are expected to work with their placement setting to establish a suitable programme of activities in order for them to attain the requisite number of teaching hours for the award.

All teaching experiences should be completed by **29.05.26** to allow sufficient time for trainees to submit their teaching experience portfolio for assessment purposes.

Term 1

Week Beginning	Monday	Tuesday	Wednesday	Thursday	Friday
01.09.25	Induction/The Teaching Toolkit 1 09.30-12.00 13.00-16.00	The Teaching Toolkit 1 09.00-12.00 13.00-16.00		The Teaching Toolkit 1 09.00-12.00 13.00-16.00	
08.09.25	The Teaching Toolkit 1 09.00-12.00 13.00-16.00	The Teaching Toolkit 1 09.00-12.00 13.00-16.00		The Teaching Toolkit 1 09.00-12.00 13.00-16.00	
15.09.25	The Teaching Toolkit 1 09.00-12.00 13.00-16.00	The Teaching Toolkit 1 09.00-12.00 13.00-16.00		The Teaching Toolkit 1 09.00-12.00 13.00-16.00	
22.09.25	The Teaching Toolkit 1 (micro-teach) 09.00-12.00 13.00-16.00	The Teaching Toolkit 1 (micro-teach) 09.00-12.00 13.00-16.00		Professional Development Day 09.00-12.00 13.00-16.00	
29.09.25			Digital Innovation & Professional Practice 09.00-12.00 13.00-16.00		
06.10.25			Digital Innovation & Professional Practice 09.00-12.00 13.00-16.00		
13.10.25			Digital Innovation & Professional Practice 09.00-12.00 13.00-16.00		
20.10.25			Digital Innovation & Professional Practice 09.00-12.00 13.00-16.00		
27.10.25			Digital Innovation & Professional Practice 09.00-12.00 13.00-16.00		
03.11.25			Digital Innovation & Professional Practice 09.00-12.00 13.00-16.00		

Week Beginning	Monday	Tuesday	Wednesday	Thursday	Friday
10.11.25			Digital Innovation & Professional Practice 09.00-12.00 13.00-16.00		
17.11.25			Digital Innovation & Professional Practice 09.00-12.00 13.00-16.00		
24.11.25			Action Research Project 09.00-12.00 13.00-16.00		
01.12.25			Action Research Project 09.00-12.00 13.00-16.00		
08.12.25			Additional Learning Needs & Inclusive Practice 09.00-12.00 13.00-16.00	Professional Development Day 09.00-12.00 13.00-16.00	
15.12.25	**Christmas holidays**				
22.12.25					
29.12.25					

Terms 2 & 3

Week Beginning	Monday	Tuesday	Wednesday	Thursday	Friday
05.01.26			Additional Learning Needs & Inclusive Practice 09.00-12.00 13.00-16.00		
12.01.26			Additional Learning Needs & Inclusive Practice 09.00-12.00 13.00-16.00		
19.01.26			Additional Learning Needs & Inclusive Practice 09.00-12.00 13.00-16.00		

Week Beginning	Monday	Tuesday	Wednesday	Thursday	Friday
26.01.26			Managing Behaviour & Supporting Learner Engagement 09.00-12.00 13.00-16.00		
02.02.26			Managing Behaviour & Supporting Learner Engagement 09.00-12.00 13.00-16.00		
09.02.26			Managing Behaviour & Supporting Learner Engagement 09.00-12.00 13.00-16.00		
16.02.26			Managing Behaviour & Supporting Learner Engagement 09.00-12.00 13.00-16.00	Professional Development Day 09.00-12.00 13.00-16.00	
23.02.26			Action Research Project 09.00-12.00 13.00-16.00		
02.03.26			Action Research Project 09.00-12.00 13.00-16.00		
09.03.26			Action Research Project 09.00-12.00 13.00-16.00		
16.03.26			The Teaching Toolkit 2 09.00-12.00 13.00-16.00		
23.03.26			The Teaching Toolkit 2 09.00-12.00 13.00-16.00		
30.03.26	**Easter holidays**				
06.04.26					
13.04.26					
20.04.26			The Teaching Toolkit 2 09.00-12.00 13.00-16.00		

Week Beginning	Monday	Tuesday	Wednesday	Thursday	Friday
27.04.26			The Teaching Toolkit 2 09.00-12.00 13.00-16.00		
04.05.26			The Teaching Toolkit 2 09.00-12.00 13.00-16.00		
11.05.26			The Teaching Toolkit 2 09.00-12.00 13.00-16.00	Professional Development Day 09.00-12.00 13.00-16.00	
18.05.26			The Teaching Toolkit 2 09.00-12.00 13.00-16.00		
25.05.26			The Teaching Toolkit 2 09.00-12.00 13.00-16.00		

Suggested placement guidance

Below are some ideas as to how the placement opportunities could be used to support the development of the student teacher as well as the department in which they are based. This is to be read as a guide only and may change depending on the needs of the placement setting and the progress made by the student teacher.

Term 1

During the first part of Term One, trainee teachers will begin to attend their teaching placement setting to familiarize themselves with the setting. The aims of this introductory placement are to:

- provide an induction to the placement;
- provide an induction to the subject department;
- provide an introduction to teaching and learning;
- focus on aspects of class management and control;
- provide an early opportunity to work with students through collaborative teaching;
- begin to recognise how practice in teaching is aligned with appropriate professional standards;
- observe lessons delivered by experienced teachers. These should be recorded on the Teacher Observation Form (Appendix 1)

Induction

An induction should be planned for the trainee teacher by the mentor. This period provides an opportunity for trainee teachers to:

- become familiar with the college/centre/university and department/school principles and practices;
- learn the geography of the buildings;
- become familiar with staff names and faces;
- begin to understand how professional standards are evidenced; and
- begin to absorb the ethos of the college/centre/university and its students.

This should include:

- a welcome by the mentor and other staff;
- a brief introduction to outline the college/centre/university philosophy, catchment area and social setting of the students, organisation and structures, for example, leadership and management, the curriculum, timetable, pastoral system, etc;
- the provision of relevant whole college/university documents, for example, staff handbook, academic quality handbook, etc.;
- discussion of expectations and professional conduct;
- discussion of professional standards;
- a map of the placement site and tour, where appropriate;
- information regarding any staffroom/café area/canteen for breaks (where appropriate);
- arrangements for photocopying, preparing resources and using ICT facilities.

As well as providing a general induction to the college/centre/university, the mentor should also provide a specific induction into the subject department, including information about:

- the curriculum and schemes of work; the availability of equipment and resources;
- subject organisation and an observation schedule based on the classes the trainee teacher will be observing;
- a clear timetable, including non-contact responsibilities, as well as teaching time;
- an area for the trainee teacher to work and store their belongings.

Term 1: Possible key themes

Creating the right conditions for learning

Research shows that one of the greatest concerns of trainee teachers embarking on their teaching practice experience is class management and control. The introductory placement / induction period is an ideal opportunity for the trainee teacher and the mentor to focus on this issue. Activities could include focused observation on: engaging students; ways of motivating students; different teaching styles; classroom rules, routines and norms; techniques used for managing individual students, groups and whole classes.

During their observations of experienced teachers, trainee teachers might undertake the following approaches:

Focus 1: Class routines and norms (the expected standard practice):

- basic routines, e.g. first thing in the morning, during break/lunch, end of day;
- classroom routines, e.g. entry and dismissal; mobile phones, equipment; leaving the classroom;
- work routines, e.g. completing tasks, written work, etc.;
- talk routines, e.g. hands up to answer questions, chat while working, etc.

Focus 2: Class Management approaches and strategies, e.g.:

- managing the beginning of lessons;
- starter activities to motivate students and/or get them thinking
- ways of organising students' activities;
- managing transitions between different activities in a lesson;
- controlling noise level and on-task behaviour.

Focus 3: Praise and sanctions, including:

- use, frequency and effectiveness of praise and encouragement
- use, frequency and effectiveness of sanctions.

Teaching and learning

The initial placement also provides an opportunity for the trainee teacher to have a considered introduction to teaching and learning by working with students through collaborative teaching.

Activities could include:

- class trail - focusing on the overall curriculum experience; the range and variety of learning activities; teaching and learning strategies used within the subject area;
- subject teacher trail - a day-in-the-life of the mentor or another teacher in the subject area;
- supporting / facilitating, rather than direct teaching, with individuals and/or small groups;
- collaborative teaching with the mentor;
- general observations on 'What's in the Curriculum?'

As the trainee teacher's confidence and competence develops, they should be given increasing responsibility in and for lessons, including individual teaching. Therefore, the trainee teacher should be working on:

- reflecting on lessons observed and writing lesson evaluations
- familiarising themselves with module and course syllabi indicative content, schemes of work, etc.
- planning and preparation of lessons, resources and activities for delivery
- familiarising themselves with relevant software to be used in teaching
- improving subject knowledge
- understanding how to align their practice with appropriate professional standards

The trainee teacher will also be expected to complete coursework for the PGCE/PCE (PCET) Programme and may therefore appreciate being given time, when they are not undertaking tasks such as those listed above, to work on their assignments.

Term 2

The main aims of placement activity within term two for the trainee teacher are:

- to expand upon their achievement of appropriate professional standards for teaching and supporting learning;
- to increase the amount of time spent taking responsibility for the delivery of whole lessons;
- to increase the amount of time spent teaching alone;
- to experience a wider range of teaching and learning opportunities (e.g. different ages/abilities, different methods/styles);
- to undertake more intensive and extensive work in certain areas, for example assessing and recording students' work and progress.

In addition to the above, the trainee teacher will be working towards achieving the objectives for improvement and development identified in their ongoing Action Plan and they will be gaining further experience and understanding of whole-college/centre/university issues and the college/centre/university as a functioning institution.

Organisation of Professional Teaching Experience working time

The trainee teacher's time may be organised as follows:

TEACHING TIMETABLE: Increased responsibility for delivery (as agreed with the mentor)

GENERAL WORK: including such things as:

- writing lesson evaluations;
- planning and preparation of lessons and associated learning/assessment aids;
- focused observations, relating to both subject teaching and wider issues;
- familiarising themselves with schemes of work, syllabuses etc.;
- working on further improving subject knowledge;
- researching and evaluating subject-specific teaching and learning approaches;
- completing administrative tasks.

This list is not meant to be exhaustive as the work undertaken will depend on the context and needs of the teaching practice placement. As mentioned above, the trainee teacher will also be

expected to complete coursework for the PGCE/ProfGCE (PCET) Programme and may therefore appreciate being given time, when they are not undertaking tasks such as those listed above, to work on their assignments.

Term 3

During the first half of this term most trainee teachers should have reached the required standards of teaching and will then be ready to move to the next phase of professional development where there is a recognisable shift of focus towards attention on students' learning and students' standard of achievement rather than primarily on the trainee teacher's own teaching performance.

For those trainee teachers whose progress at the end of Term 2 is giving cause for concern, a special timetable will need be negotiated, in collaboration with the Programme Director, concentrating on class teaching and observation.

The main aims of this term for the trainee teacher are to:

- consolidate their achievement of the appropriate professional standards;
- extend upon their experience of teaching;
- research and evaluate subject-specific teaching and learning approaches;
- observe other teachers with different teaching styles and methods;
- work towards achieving the objectives for improvement and development in their Action Plan.

Emphasis will vary from one trainee teacher to another, according to individual development needs and opportunities at college/centre/university, so timetables will need to be negotiated with the mentor.

The end of this section provides guidance to help you make this shift, which is an important step in your professional development.

Organisation of Professional Teaching Experience working time

During the third term the trainee teacher's time may be organised as follows

TEACHING TIMETABLE: Increasing delivery (as agreed with the mentor) This should be mainly individual teaching plus some collaborative or pair work, as appropriate.

SUBJECT WORK

This time should be used by the trainee teacher to take initiative for widening and developing their range of teaching skills and experiences and contributing to the work of the department/college/centre /university. This could include:

- Small scale curriculum development work for the subject department;
- Collecting/making resources for the subject department
- Further work on assessment, e.g. moderation of course work, etc.;
- Providing extra help for students/groups, e.g. exam revision, etc.;
- Focused observations: e.g. other teachers with different styles, methods, classes.

WIDER PROFESSIONAL ACTIVITIES

By this stage of the teaching practice placement the trainee teacher should be presenting as a competent teacher and therefore should involve themselves in developing wider professional capabilities. Activities that the trainee teacher could become involved in to help with this might include, for example:

- Running/assisting with subject/college/centre/university clubs, activities, etc.;
- Extra-curricular learning activities e.g. trips, fieldwork, etc.;
- Working alongside student support services, e.g. advisers, learning support assistants, counselors, educational welfare officer, etc.;
- Investigating resource-based work e.g. library services, resource centers, galleries, organisations, etc., relevant to the subject area;
- Attending departmental meetings;
- Involvement in module/programme reviews.

The lists above are not meant to be exhaustive as the work undertaken will depend on the context and needs of the teaching practice placement. Trainee teachers should use any non-contact time to complete final pieces of coursework for the PGCE/ProfGCE (PCET) Programme.

Professional Development Portfolio (PDP)

The Professional Development Portfolio is the main source for recording the trainee teacher's developing practice and is a vital resource for their teaching. It should be accessible to you to check whenever they wish, especially prior to mentor meetings. The portfolio should provide important evidence of the trainee teacher's teaching ability and their achievement of appropriate professional standards.

The PDP forms part of the overall final summative assessment. It should provide insights into the nature of the trainee teacher's planning and teaching and the quality of the learning experiences that they provide. It is a valuable document for the trainee teacher, the university programme team, you and the external examiner. Consequently, the trainee teacher needs to ensure that it is informative, interesting and well presented. Where possible, it is always of benefit for the trainee teacher to include visual resources, worksheets, questionnaires, games, a variety of activities, photographs of students working (having sought and obtained permission from them and the mentor) and evidence of work produced during lessons delivered. Therefore, it is important that the trainee teacher adopts a systematic approach when compiling their evidence and that they clearly categorise entries.

The assignment specification for the Professional Development and the PCET Practitioner module, lists those items that should be included in the Professional Development Portfolio (PDP). Trainee teachers will be provided with tuition and support in constructing and managing their PDP. The personal tutor assigned to each trainee teacher will expect to see the PDP on a regular basis to discuss and comment upon it, provide advice and to monitor progress and therefore trainee teachers should ensure that it is up to date.

Overall, the PDP should show clear evidence of the trainee teacher's ENJOYMENT, ENTHUSIASM and COMMITMENT to learning how to become a COMPETENT, REFLECTIVE, CREATIVE teacher, with explicit mapping of practice to appropriate professional standards.

Mentor Meetings

The trainee teacher should arrange an appropriate amount of time to meet regularly with you, their mentor, during their time on the programme. This time is special and should be protected. The trainee teacher should recognise that this is a considerable commitment on your part, and in turn, the mentor has the right to expect certain things of the trainee teacher including:

- thorough preparation for each meeting, including the provision of all plans, evaluations, resource preparation, topic research and readiness to summarise or comment upon any subject-specific reading that they have agreed to do;
- punctual attendance;
- a willingness to ask questions, seek advice and respond positively to feedback;
- presentation of their Professional Development Portfolio in excellent order, so that the trainee teacher and the mentor can quickly review progress using the evidence it contains.

The trainee teacher will work collaboratively with the mentor. The mentor is preparing the trainee teacher to be a professional so he or she will not dominate the meeting. It is vital therefore that the trainee teacher becomes critically reflective, self-motivated and capable of discerning and discussing issues, trends and themes that underpin current policy and practice in post-compulsory teaching.

A typical mentor meeting normally contains some or all the following elements:

- Reviewing progress by drawing together evidence from lesson observations, the trainee teacher's own lesson evaluations and other evidence from professional tasks carried out during the period in review;
- Reviewing targets in the light of the above and celebrating successes;
- Setting new targets in the light of the above;
- Discussing one or two particular difficulties in much more depth, devising ideas for new training activities and experiences to overcome these;
- Planning future activities in detail, perhaps looking at just one or two areas of lesson planning and/or teaching in greater depth;

- Discussing placement college/centre/university work that will contribute to an assignment;
- Checking and suggesting ways of making good any continuing gaps in the trainee teacher's subject knowledge;
- Linking all this to appropriate professional standards as appropriate and reviewing progress against these.

The trainee teacher and the mentor will keep a record of mentor meetings (See appendix 2); completing the record is an important discipline to help the trainee teacher to think about how focused and productive they were in the meeting. It then acts as another record of the training that took place and the trainee teacher's on-going programme for training to follow.

In case of absences

Below is a copy of the attendance guidance provided to students for your information

Attendance and Absence

You are expected to be in college/university as required by your placement setting. Students, college/centre/university staff and PGCE/PCE (PCET) tutors rely and depend upon your attendance. You should keep a careful record of your attendance and if you are absent the reason should be entered.

The following reasons for absence are acceptable:

- illness,
- urgent compassionate reasons
- attending interviews for teaching posts.

Leave of absence for other reasons will only be granted in exceptional cases. Requests should be made in writing to your Programme Director who will consider if they should support your application. The decision to grant leave of absence for exceptional circumstances rests with the Programme Director who will ensure that all decisions made are fair, consistent and in accordance with the PGCE/ProfGCE (PCET) programme regulations.

In the case of absence from any part of the Professional Teaching Experience for acceptable reasons you need to follow the procedure outlined below:

- If you are for any reason unexpectedly prevented from attending college/university, you should inform the mentor and your personal tutor (phone or email) as early as possible on the first day of your absence.
- If you wish to apply for leave of absence from college/centre/university to attend an interview you should obtain permission well in advance from the mentor and any other teachers who may be affected by your absence. Ensure that you also inform your personal tutor, and anyone who is likely to be visiting you for an observation, for example.

In the case of illness:

Please follow procedures outlined above.

- A self-certification medical certificate, obtainable from doctors' surgeries, should be submitted for an absence of more than three days but less than seven days.
- For absences of seven days or more a doctors' certificate should be forwarded to the University. The permission of your mentor and your personal tutor must be sought for any absences other than those caused by illness.
- If you are absent for more than three days then you should send a written explanation, together with a medical certificate, to your personal tutor.
- Immediately upon your return you should contact your mentor and your personal tutor.

Evaluating the Teaching

One of the most significant contributors to improving the quality of trainee teachers teaching and the standards of learners' achievement is the trainee teachers' ability to critically evaluate their work and to use this to set targets for improving their teaching and the learners' experience and learning. Complementary to this process of self-evaluation of the trainee teachers are the observations and feedback provided by you as mentor and other teachers.

Trainee teachers might choose to evaluate their lessons in a number of ways:

- Evaluating specific aspects of teaching and learning
- Evaluating whole lessons
- Monitoring your progress and development.

Through mentor meetings this evaluation and reflection will be supported by you and other teachers.

General Advice and Guidance for Mentors

Trainee teachers are assessed formally and informally, and developmental targets should be agreed upon and monitored throughout the Professional Teaching Experience placement. The main tools for recording and monitoring trainees' progress and development are noted below:

RECORD OF MENTOR MEETINGS – Trainee teachers are required to keep a record of any meetings they have with their mentor. The meetings allow progress to be evaluated and development needs to be identified. The trainee teacher should come to the meeting prepared and should have identified where previous targets have been addressed, with supporting evidence, to identify discussion points. They will record newly agreed targets, note how these will be achieved and the type of evidence they will need to collate to exemplify their progress.

LESSON PLANS – Trainee teachers are required to provide the mentor with lesson plans in advance of lessons. This gives the mentor time to assess suitability and make suggestions for change where needed. Lesson plans can be requested up to three days in advance of a lesson. All trainee teachers are required to use the lesson plan template provided by the university. However, should a placement organisation prefer that the trainee teacher use the college/centre/university template, then the trainee teacher should be permitted to modify it to include all the aspects which will be assessed as part of the taught programme.

PROFESSIONAL DEVELOPMENT PORTFOLIO (PDP) – Trainee teachers should keep an up-to-date electronic portfolio containing lesson plans, schemes of work, visual and textual resources, self-evaluations, etc. The portfolio should be accessible for the mentor to monitor during any scheduled meetings.

TEACHING OBSERVATION RECORD (See appendix 3) – Trainee teachers are formally assessed on at least six occasions over the placement – FOUR observations by the mentor and TWO observations by their University personal tutor (exceptions to this rule would apply in circumstances where a trainee teacher needs additional formal support).

Trainee teachers will need to keep a copy of all completed teaching observation forms for themselves to upload on to their PDP.

The University personal tutor will observe and assess lessons during visits to the Professional Teaching Experience placement to ensure consistency and equity for all trainee teachers in the application of assessment standards. The mentor may, should he or she wish, observe alongside the personal tutor – however, this will be in addition to the agreed four mentor observations.

STUDENT ABSENCE - Attendance is taken very seriously on the course. Trainee teachers' attendance records are considered during progress boards and significant periods of absence can result in an interruption of studies or a requirement that they complete further Professional Teaching Experience. During placements, trainee teachers are expected to be present as directed by their mentor. They are required to organise travel and other arrangements to enable them to arrive in good time to attend briefings, and so on. If any formal meetings are scheduled, such as departmental meetings or staff development sessions trainee teachers are expected to attend at the discretion of the placement.

CAUSE FOR CONCERN - If a trainee teacher is causing concern, it is important that the area of concern is clearly identified and that the mentor speaks openly with the trainee teacher about their progress. The University personal tutor should also be fully informed of any concerns. The personal tutor will liaise with the mentor and the trainee teacher to provide support to enable the trainee teacher to make progress. This will be done through agreeing a progress plan which will be quickly put into place and will usually entail supplementary visits from the personal tutor. It may also include an amended teaching timetable. It is important to distinguish between developmental needs and concerns that a trainee teacher is not making satisfactory progress. If the concern is regarding an aspect of teaching and learning, the trainee teacher should be informed of the concern and should be involved in a discussion as to what steps should be taken. Progress will be monitored by the mentor and personal tutor. If progress is made, a new plan will be put in place. If progress is not made, then further action will be taken on a case-by-case basis. If the concern is regarding professionalism, different procedures may be put in place accordingly.

The Role of the Mentor

The mentor enters into a partnership with the PGCE/ProfGCE (PCET) Programme Director and the University of Wales Trinity Saint David to contribute his/her experience as an established teacher and the perspectives rooted in that experience to the development of the Student Teacher.

The Mentor's responsibility entails the activities noted below:

- Arranging for the trainee teacher to plan activities; to teach individual students, small groups of students, and whole classes; and to help the trainee teacher to evaluate these experiences;
- Helping the trainee teacher to analyse and evaluate their teaching;
- Developing a variety of modes of collaborative working and pair teaching;
- Helping the trainee teacher to make the maximum use of the opportunities afforded by observation in order to learn about teachers' skills, strategies and achievements in the class;
- Contributing to the training of the trainee teacher in achieving the appropriate professional standards;
- Liaising with their line manager (where applicable), in particular to incorporate into the trainee teacher's programme whole-college/centre/university issues which can be investigated through curriculum work;
- Providing oral and written feedback on teaching performance;
- Providing FOUR formal assessments of teaching performance;
- Assessing and reporting termly on the progress and standards reached by the trainee teacher;
- Contributing to course quality assurance procedures

Mentor Meetings

The mentor should agree an agenda/focus for the any meetings with their trainee teacher. The trainee teacher should ensure that their Professional Development Portfolio (PDP) is available to the mentor beforehand. A key element of all mentor meetings will be the monitoring of progress, the meeting of development needs and the setting of new action points. These can be broad, e.g. develop more strategies for settling students at the start of lesson, or specific, e.g. develop and implement a seating plan for seminar/tutorial, etc.

A Suggested Outline for Meetings

The trainee teacher begins by commenting on their progress during the period under review. They point to targets from previous meeting(s) and explain how they have met them or where further development is needed. If the targets are to have real impact, the trainee teacher must feel they can be honest about the progress (or otherwise) they have made. The mentor can use the evidence found in the trainee teacher's PDP, self-evaluations, the observations of experienced teachers, etc. to explore how much progress has been made and what the next targets should be. It may well be the case that some targets remain the same for some time. The mentor will need to use their judgment to decide what advice and guidance can be given to help facilitate progress and also to decide where a target just needs extra work or where the trainee teacher is struggling. The focus area/target for the following week will need to be agreed and should form part of scheduled observations and the starting point for the next mentor meeting. The trainee teacher should complete a Mentor Meeting Record form (see appendices) during the meeting for the mentor to sign.

Useful opening questions for mentor meetings:

- Do you feel learners understood the relevance of the learning objective, i.e...?
- What did the learners in the lesson?
- How was the learning assessed?
- How effective were the teaching and learning strategies you employed?
- What are the different ways in which the task could be assessed?
- How effective were the resources used? How do you know they were effective?
- Did the learners achieve what you expected them to?
- If you were to plan this lesson again would you plan differently – are there any resources that would have helped improve the lesson?
- Did you feel the resources you provided for this lesson covered everything the learners required?
- Were your resources pitched at the correct level for learners? How do you know?
- How could you set about including further use of incidental Welsh?

- Were you confident that you had sufficient, detailed knowledge about this topic to enable you to be comfortable teaching this?
- What strategies could you follow to develop your knowledge and understanding of this topic further?
- What did you feel most confident talking to the students about in the topic/subject?
- Are there any aspects of your personal literacy skills that you need any help with?
- Were your timings accurate? If not, why?
- What strategies did you use to manage the time and resources? Which strategies were most effective?
- Did the lesson have an effective pace? How do you know?
- How was pace achieved in the lesson?
- What strategies did you use to manage behaviour? Which strategies were most effective?
- Tell me about the positive things.
- What would enable you to progress further in your teaching?
- What targets would you set yourself having planned, taught and assessed the lesson?
- Take key points from the lesson and develop them, e.g. use emergent technologies.
- How were students with additional learning needs supported?
- What could you do to enable the same content to be delivered to a less/more able class?
- Did you provide sufficient challenge for all students?
- Talk me through the best/worst bits of the lesson.
- Would you plan that differently? If you could do it again what would you change?
- Have you achieved everything you planned to do? Give reasons for your answer.
- Are you satisfied with the standard of the students' work? Why? Why not?
- If you had another class to teach this to, would you change any of your resources?
- How are you progressing in relation to the professional standards?
- Do you fully understand how to align your practice with the professional standards?
- Do you think that your experience so far is helping you to develop the practice you need to evidence the professional standards? If not, what can I do to help with that?

Reviewing Progress

Review Points

There are three points in the PGCE/PCE (PCET) Programme where formal reviews of progress should take place.

Review Point 1

This takes place towards the end of Term 1.

Before the review the trainee teacher should be encouraged to:

- evaluate their progress during Term 1 towards the targets set and appropriate professional standards;
- complete a self-evaluation and bring it to the review together with selected supporting evidence. Supporting evidence may include:
    - formal lesson assessments they have received
    - selected material from their Professional Development Portfolio (PDP)

The review should make clear where progress is satisfactory or better and should identify priorities for further professional development during Term 2.

After the review the trainee teacher is required to prepare an Action Plan (mapped to the professional standards) which sets clear objectives for improvement and development for term 2; a copy of the Action Plan should be given to the mentor.

Review Point 2

This takes place towards the end of term 2.

Before the review the trainee teacher should:

- review their progress towards meeting the objectives set in Action Plan 1;
- evaluate the extent to which they have achieved the professional standards;
- complete a self-evaluation, together with selected examples of supporting evidence, and bring them to the review meeting. Supporting evidence may include:
- formal lesson assessments and informal observation evidence;

- selected material from the Professional Development Portfolio (PDP);
- evidence of contributions the trainee teacher has made to other aspects of college/centre/university life.

The review should give a clear picture of the trainee teacher's strengths and areas for development and help them to identify priorities for further professional development in term 3.

After the review the trainee teacher is required to prepare an Action Plan (mapped to the professional standards) which sets clear objectives for improvement and development for term 3; a copy of the Action Plan should be given to the mentor.

Review Point 3

This review takes place in the last half of the summer term.

Before the review the trainee teacher should:

- review their progress towards meeting their targets set in their Action Plan;
- evaluate the extent to which they have engaged with and achieved the professional standards and complete a self-evaluation, together with selected examples of supporting evidence (including formal lesson assessments received), and bring them to the review meeting;
- reflect upon their experiences during the PGCE/PCE (PCET) Programme, identifying their key achievements, interests and aspirations in relation to teaching and think about their future professional development.

Mentoring Strategies

CONCERN	STRATEGIES FOR MENTORING
Your trainee teacher is casual in appearance and informal in manner with the learners.	It may be necessary for the mentor to remind the trainee teacher about dress code and professional behaviour. You can mention appropriate dress and explain your concerns during your mentor meeting. Explain that an informal, casual, overly friendly manner in class does not help establish them as a teacher in the classroom. Remind them of why they are in the classroom and what their role should be.
Your trainee teacher is constantly asking questions of you and other staff members	Your trainee teacher needs to develop some confidence. Ask them to share their ideas with their peers in the first instance and then set an agreed time for queries. If the questions can be answered fairly easily – tell them to try to find out independently first. Be sure that tasks, etc., are explained clearly.
Your trainee teacher is not very organised with their PDP, etc. They are frequently late with plans.	Ask the trainee teacher to use a weekly planner or diary. In this, they need to write down a daily list of tasks to complete, etc. Give them a clear, structured focus and also remind them that you need to see an improvement in organisation by a specific date.
Your trainee teacher has very high expectations and gets stressed when they feel they are not doing as well as they feel they should be.	Make sure that the trainee teacher is highlighting positive comments in their Professional Development Portfolio and reading them. Give them clear tasks which allow them to show progression. Explain that this year has many peaks and troughs and they need to focus on how they are actually doing rather than how they think they are or should be. Give purposeful praise.
Your trainee teacher is frequently absent	Have an informal chat with them when they return and see if there is an ongoing problem that is going to impact upon attendance. Remind them that attendance is an important part of the course, but if they are ill or have other genuine reasons for absence, then we can look at supporting them to make the best decision for them. Make a note of all absences and inform the personal tutor.

Your trainee teacher has not developed a working relationship with the department. They seem to avoid spending time within the department.	Ask if there is any reason why you do not see them more often. If not, suggest that they spend some break or lunchtimes in their department. Set tasks which necessarily involve other members of the department.
Your trainee teacher has lots of competing pulls on their time and energy. They seem to be struggling to plan, make resources and cannot attend meetings and so on.	Find out if this is a short-term issue. If so, suggest some ways of managing time and prioritising and ask if they have a support network they can call upon. Sometimes trainee teachers do not like to admit they cannot cope. If this is an ongoing situation, ask the trainee teacher to consider how they are going to make sure they give themselves enough time and space to complete the course. Suggest they contact the personal tutor.
Your trainee teacher does not respond well to comments made about their teaching. They tend to take comments personally, and, as such, find it hard to act on advice.	Look through a series of comments with which the student does agree. Discuss any development needs that have been identified and look at the evidence given for them. Ask them specific questions related to the lesson based on comments. Remind them that they need to demonstrate an ability to act upon advice. Identify an area of agreement and get the student to focus in and work on that. If progress is made, praise them and then identify another.

Appendices - Forms

Appendix 1	Teacher observation form
Appendix 2	Mentor meeting record
Appendix 3	Teaching observation record

Appendix 1: Teacher Observation Form

Teacher	
Date	
Group	
Topic/Context	
Notes on the lesson:	
What I have learned:	
Targets to improve my own practice (mapped to relevant professional standards):	

Appendix 2: Mentor Meeting Record

Mentor Meeting Record

Trainee Name: _____ Date: _____

Brief summary of discussion

Review of existing targets (include reference to Professional Standards where applicable)

New Targets agreed upon (with dates if applicable)

Outline of future training activities required to achieve targets

Trainee signature: _____ Date: _____

Mentor signature: _____ Date: _____

Appendix 3: Teaching Observation Record

PGCE/ProfGCE/PCE (PCET)

Teaching Observation Record

Guidance on the use of form

This form is intended to be used to record feedback from formally observed teaching sessions including micro-teaching. The trainee teacher should complete Section 1 in advance of the teaching session and forward the completed form to the scheduled observer. They will then provide feedback to the trainee based on the headings indicated in Section 2 and suggested areas for feedback. However, this is not intended to be prescriptive in nature, but rather to promote dialogue on the quality of the teaching that has been observed in order to provide guidance and to inform targets for future professional development for the trainee teacher.

Section 1

Trainee teacher:	**Observer**:
Date:	**Time**:
Topic:	**Group**:
Setting (classroom, workshop etc):	**Number of learners**:

Trainee Teacher notes

Please note here any information you feel would be beneficial for your observer to be aware of prior to the start of the lesson, such as your rationale for a particular teaching approach, how this lesson fits into the wider curriculum for the learners etc.

Section 2

Observer Feedback:

1. Lesson planning and preparation: ***For example (but not limited to)*** • *Lesson plan (structure, detail provided, variety of activities, appropriateness)* • *Resources prepared (clarity of any slides used, handouts provided, are resources accessible)* • *Learning outcomes (suitability of outcomes for learning group and subject)*

2. Teaching and delivery:
For example (but not limited to) • *Lesson start/conclusion (timing, sharing and reflecting on outcomes, were outcomes met?)* • *Classroom presence and presentation skills (appropriateness of teaching strategies used)* • *Pace of lesson and use of time (inclusiveness of lesson for all students, overall workload expectation on students and impact on well-being)*

3. Professional knowledge and skills
For example (but not limited to) • *Subject or vocational knowledge (familiarity with the subject being taught, responding to questions)* • *Clear expectations for learning and behaviour (formative and summative assessment, checking on student knowledge)* • *Identification of and engagement with professional standards (which standards are evidenced and where)*

3. Points for future development (no more than 3 or 4)