TEACHERMATIC
AVALLAIN GROUP

TEACHER TRAINER GUIDE

TeacherMatic
for Teacher Trainers

A practical guide for ITT, PGCE, SCITT, FE teacher education and mentor teams using AI to support observation, professional dialogue and trainee development.

Teacher development depends on professional relationships. TeacherMatic can prepare questions, organise evidence and draft structures. Trainers still observe, listen, challenge, support and decide.

Less time preparing paperwork. More time thinking with the trainee.

01 One development cycle, six useful tools

Use them as a connected workflow

1	2	3	4	5	6
Prepare	**Observe**	**Structure**	**Explore**	**Plan**	**Review**
Lesson Observation Prompts	Your notes and professional judgement	Lesson Observation Feedback	Mentoring, Coaching or Chat	CPD Action Planner	Next observation and new evidence

02 Why the scaffolding matters

Professional knowledge should drive quality

A generic AI chat starts with a blank box

- The user must design the workflow and the prompt.
- Important context can be missed or added inconsistently.
- Output quality can depend heavily on confidence with prompting.
- Teams may develop different practices for the same task.

A TeacherMatic generator scaffolds the task

- Named fields make the required professional inputs visible.
- Pedagogical language and education workflows are built in.
- Policies, learner context and additional information can shape the result.
- Refine supports improvement without restarting the workflow.

Use a generator
Choose this for repeatable work where structure, consistency and professional inputs matter.

Use Chat with TeacherMatic AI
Choose this to explore an unusual situation, rehearse questions, compare options or think through a problem that does not fit a named generator.

Before you begin

Agree the purpose
Decide what the trainee should gain from the activity.

Remove identifiers
Anonymise trainees, learners, colleagues and settings.

Add useful context
Include stage, subject, learner needs, policy and constraints.

Plan human review
Decide who will check, discuss and own the final output.

TeacherMatic for teacher training providers
teachermatic.com/teacher-training-ai-platform-for-itt-pgce-scitt-providers

Prepare, observe and structure feedback

01 Lesson Observation Prompts

Use before the lesson: create focused, observable look-fors for a named subject and topic. This is especially useful when the trainer is observing outside their specialism.

Give it

Course or subject, lesson topic, agreed observation focus, number of prompts and, where appropriate, your institutional observation policy.

Refine

"Make every prompt observable and non-judgemental. Balance subject-specific practice with pedagogy and align the wording with our policy."

Trainer move: generate broadly, then agree a smaller set with the trainee. Remove prompts that do not fit this trainee, lesson or stage of development.

02 Lesson Observation Feedback

Use after the lesson: turn your evidence into a structured developmental record. TeacherMatic does not observe the lesson. The trainer supplies the evidence and owns the judgement.

Four ways in

Upload typed Word or PDF notes, scan legible handwritten notes, link a lesson video that has a usable transcript, or enter strengths and development areas.

Refine

"Separate observed evidence, interpretation and possible impact on learning. Prioritise one development area and write next steps the trainee can attempt this week."

Trainer move: edit sympathetically. Check that each claim is supported by your notes, adjust the tone, and remove any inference you could not defend in a professional conversation.

A stronger observation note pattern

1. Seen or heard

Record specific teacher and learner actions without evaluation.

2. Learner response

Note who participated, what changed and what remained uncertain.

3. Interpretation

Offer a cautious professional reading grounded in the evidence.

4. Development question

Frame a question that helps the trainee examine the evidence.

Additional Information that improves both tools: trainee stage, subject context, learner group, agreed focus, relevant SEND or EAL considerations, placement constraints and the evidence format you need.

Do not use generated prompts as a hidden checklist. Agree the focus and explain how AI supported the process.

Worked example: move from note to developmental question

Raw note

“The same three learners answered most questions.”

Cautious interpretation

The available evidence does not yet show what quieter learners understood.

Question for the trainee

Which check could reveal every learner’s thinking before you move on?

Choose the conversation the trainee needs

Telling

Use when an immediate instruction, standard or safety requirement is non-negotiable.

Mentoring

Use guided reflection and your professional experience to help the trainee understand the situation.

Coaching

Use open questions when the trainee can define the goal and take ownership of the solution.

03 Mentoring Prompts

Builds staged questions using Egan's Skilled Helper model. Observation notes can ground the questions in recent evidence.

GIVE IT

The mentoring topic, trainee context, current concern and optional observation notes.

THREE STAGES

- Current picture: what is happening?
- Preferred picture: what would better look like?
- Way forward: what will the trainee try and notice?

Refine: "Use open questions that move through all three stages. Link each question to the observation evidence without telling the trainee the answer."

Trainer move: choose three or four questions. Listen and adapt. A generated list is not a conversation.

04 Coaching Prompts

Plans a session around the purpose of the meeting, a coaching model or a style from directive to sounding board.

GIVE IT

Who you are coaching, the meeting focus and the trainee's goal. Select GROW, CLEAR, FUEL, STEPPPA, OSKAR or a coaching style.

USE WELL

- Keep the goal in the trainee's words.
- Use questions that expose assumptions and options.
- Finish with an action the trainee chooses.

Refine: "Remove advice disguised as questions. Keep the sequence non-directive and end with the trainee choosing evidence of progress."

Trainer move: coach the person in front of you, not the script. Change approach when the situation requires instruction or mentoring.

05 Chat with TeacherMatic AI

The flexible option for situations that do not fit a named generator. Use it to think through a case, rehearse questions, compare approaches or draft a bespoke reflection activity.

A USEFUL BRIEF

ROLE	CONTEXT
GOAL	EVIDENCE
CONSTRAINTS	OUTPUT

EXAMPLE

"Act as a teacher educator. Help me prepare five questions for a trainee who explains subject content accurately but rarely checks what quieter learners understand. Use the evidence below. Do not judge competence or invent details."

Use a named generator first when you need a repeatable, policy-aligned workflow. Use Chat when exploration and flexibility matter more.

Trainer move: keep people anonymous, test the advice against context and professional standards, and retain the conversation in human hands.

Close every professional conversation well

Goal
Restate the development focus in the trainee's words.

Action
Agree one realistic step the trainee will try next.

Evidence
Name what the trainee and mentor will look for.

Review
Set when progress will be discussed or observed.

Turn reflection into development evidence

06 CPD Action Planner

Turns observation evidence and an agreed development priority into a plan the trainee and mentor can review.

Give it

Observation notes, optional additional development area, department or specialism, placement timescale, available mentor support and the evidence that could demonstrate progress.

Refine

"Make each target achievable within a four-week placement. State the practice activity, support, evidence, review date and who will check progress."

Trainer move: agree the plan with the trainee. Test whether each target is genuinely specific and measurable, and whether the trainee recognises it as their own.

03 A four-week placement example

One focus carried through practice and review

Week 1: Baseline

Observation identifies that confident learners answer most checks while quieter learners remain uncertain.

Week 2: Practise

The trainee plans two all-learner checks and rehearses the questions with the mentor.

Week 3: Evidence

The mentor samples learner responses and the trainee records what changed after each check.

Week 4: Review

A focused observation tests progress. The trainee and mentor keep, adapt or replace the strategy.

The complete teacher-development loop

Before
Agree the focus and generate observation prompts.

During
Observe professionally and collect specific evidence.

After
Structure feedback, then verify every claim.

Dialogue
Select mentoring, coaching or a bespoke chat task.

Action
Agree a CPD plan with support and evidence.

Review
Reobserve the focus, evaluate progress and repeat.

Responsible use with trainees

SAFE

Safeguard privacy: anonymise people and settings. **Augment judgement:** use AI to prepare and structure, never to decide competence. **Fairness and inclusion:** check assumptions, bias and contextual fit. **Explain use:** tell the trainee where AI supported the process and keep professional accountability human.

At review, ask for evidence of change

Practice
What changed in the trainee's planning or teaching?

Learners
What changed in participation, understanding or independence?

Evidence
What is convincing, and what remains uncertain?

Next decision
What should be kept, adapted, replaced or explored?

Teacher training platform
teachermatic.com/teacher-training-ai-platform-for-itt-pgce-scitt-providers

Additional Information
shor.by/prompts

SAFE AI Framework
shor.by/safeframework

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