

**Edge Hill
University**

**Department of Early Years
Education**

**Visiting Tutor Handbook
FACULTY OF EDUCATION**



2019 - 2020

Welcome

Welcome to the Department of Early Years Education. It is important to us that our students/trainees have the most positive and rewarding experience whilst on our programmes. The role you play as Visiting Tutor has a huge impact on this, and we truly value your experience and commitment to the role.

This Handbook is intended to be a source of information, guidance and support relating to your time with us as a Visiting Tutor, and we hope that you will find it to be a valuable reference tool. It contains details of your responsibilities as a Visiting Tutor, and guidance on recording visits etc. We recommend that you use this handbook in conjunction with the relevant Early Years Education Professional Practice/Work Based Learning Handbooks.

**Please note that until ALL responsibilities have been completed, we will be unable to approve your claim for any Visiting Tutor work carried out.*

Purpose of role

- To support all student teachers and mentors across all early years programmes.
- To quality assure mentors and the student teacher experience.
- To keep up to date with training and university procedures.

Additional Information

The Visiting Tutor provides support and guidance to the student/trainee and the mentor throughout their Professional Practice/Work Based Learning placements. The Visiting Tutor also provides bespoke training for the mentor, as required to support the University based mentor training.

The first point of contact in between visits is the setting-based Mentor. Please ensure that both student/trainee and the school-based Mentor are aware of this.

A suggested outline of support is indicated; however, Visiting Tutors may use their discretion and judgement about the content and timing of each visit. Additional visits from the Visiting Tutor may be required and these can only be undertaken once confirmed by the relevant Programme Leader.

It is important that all students experience similar levels of support from their Visiting Tutor, therefore additional visits should only be made where the student/trainee is causing concern regarding their progress.

It is critical that the school alerts the Programme Lead (UG) or Pathway Lead (PG) if the Visiting Tutor visits have not taken place. This is an integral part of the programme and it is therefore essential each setting receives the correct number of visits.

During the Professional Practice you will undertake three visits, the timings of which are indicated below. **

Please note that if any of your responsibilities as Visiting Tutor cannot be fulfilled, you must contact the Programme Leader/Year Leader immediately.

** For PGCE trainees attending their PP1a placement, only one visit is required.

Responsibilities of role (Checklist)

√

Make initial contact with trainee within 48 hours of receiving notification of allocated trainee.	
Familiarise yourself with the current Professional Practice Documentation https://www.edgehill.ac.uk/educationpartnership/early-years-education/ and Edge Hill University website https://www.edgehill.ac.uk/	
Keep regular contact with each mentor during the Professional Practice placement, ensuring that their training is up to date.	
Inform the Programme Leader if there are initial concerns or problems with the trainee, <u>particularly if a trainee is at risk of failing</u> .	
Inform the Programme Leader and educationpartnership@edgehill.ac.uk as a matter of urgency if the trainee leaves/is withdrawn from placement.	
Ensure you make the required visits to each school for each trainee.	
To ensure the smooth running of the visit, contact both Mentor and trainee approx. one week before visit takes place to advise what they will need to have with them at the meeting.	
Check trainee's files and documentation and advise the mentor if these need attention.	
Record all visits on InPlace within 48 hours of each visit.	
If Mentor (Supervisor) name is not already entered onto InPlace, advise Education Partnership team at educationpartnership@edgehill.ac.uk	
Conduct a final triangulation meeting where the End of Practice form and Attendance Records are signed by trainee/VT/Mentor and given to trainee, <u>who should be reminded that it is their responsibility to submit this when attending University to complete their CEDP</u> . Please also advise trainee that a copy should be kept for their own files.	

Provide any new information about schools to the Placements Team, such as Ofsted grade, specialist curriculum areas, staff changes etc.

Liaise with the school for any further mentor training needs and possible hosting of future placements and inform the Placements Team.

Attend visiting tutor training events and briefings

School Visits

Visiting Tutor	
VISIT 1 – INITIAL VISIT	Review the mentor training with the Mentor (https://www.edgehill.ac.uk/educationpartnership/early-years-education/) and answer any queries. Ensure that they are aware of the Teaching and Learning Evaluation form, Assessment and Grading criteria and that they need to be completed/updated on a weekly basis from when the trainee begins to teach.
	Ensure that appropriate policies have been provided to the trainee, e.g. Safeguarding, Assessment, Behaviour.
	Ensure a timetable for the trainee’s teaching has been agreed and is appropriate for the Professional Practice in question. Ensure that appropriate amounts of time have been allocated to teaching, observation, completion of tasks and planning.
	Ensure that medium-term planning has been shared with the trainee.
	Ensure that expectations for lesson planning have been shared.
	Both Professional Practice files are organised according to the guidance on pxxx.
	Trainee has shared their targets with the mentor.
	Discuss the trainees’ experience in the setting so far.
	<i>Record on InPlace and complete checklist</i>

		Tick list
VISIT 2 – INTERIM ASSESSMENT	<p align="center">This visit must include a Joint Learning Evaluation.</p> <p align="center">This should be arranged at the convenience of all parties involved. It could be with the Visiting Tutor and the Class Teacher or the Visiting Tutor and the Mentor.</p>	
	<p>Prior to the Learning Evaluation ensure there are no new issues and that any concerns previously raised are being addressed.</p>	
	<p align="center">Complete a joint Learning Evaluation including a lesson observation.</p> <p>Discuss the trainee's progress to this point with the Mentor using the Assessment and Grading Criteria.</p>	
	<p align="center">Observe feedback to trainee regarding the joint Learning Evaluation. Observe the Mentor's review of Professional Practice targets with the trainee.</p>	
	<p>Through a triangulation meeting, discuss the trainee's progress to this point and the interim grading decisions. Complete the Interim Assessment Form together. Grading decisions MUST be completed using the Assessment and Grading Criteria Form.</p> <p>Ensure that the Interim Assessment Form is signed by the trainee, the Mentor and the Visiting Tutor.</p>	
	<p align="center">Share any concerns with the trainee's Personal Academic Tutor and year/placement leader</p>	
	<p align="center">Check that the attendance record is up to date with signatures.</p>	
	<p align="center">Take a signed copy of the Interim form and remind the trainee to upload their signed copy to InPlace.</p>	
	<p align="center">Record the interim visit and grade on InPlace.</p>	
VISIT 3 – FINAL ASSESSMENT	<p align="center">This visit must include a Joint Learning Evaluation.</p> <p align="center">This should be arranged at the convenience of all parties involved. It could be with the Visiting Tutor and the Class Teacher or the Visiting Tutor and the Mentor.</p>	
	<p>Prior to the Learning Evaluation ensure there are no new issues and that concerns previously raised are being addressed.</p>	
	<p align="center">Complete a joint Learning Evaluation including a lesson observation.</p> <p>Discuss the trainee's progress to this point with the Mentor using the Assessment and Grading Criteria.</p>	
	<p align="center">Observe feedback to trainee regarding the joint Learning Evaluation.</p>	
	<p>Through a triangulation meeting, discuss the decisions regarding the trainee's final grades. Complete the End of Professional Practice Report Form together. Grading decisions MUST be completed using the Assessment and Grading Criteria Form.</p>	
	<p align="center">Advise the Mentor how to access the online evaluation (they will receive an email with the link).</p>	
	<p align="center">Take a signed copy of the End of Professional Practice form and remind the trainee to take their signed copy to Early Years Partnership.</p>	
	<p align="center">Record the visit and the End of Professional Practice Grades on InPlace.</p>	

For information and training videos relating to recording visits on InPlace, please follow link below.

<https://go.edgehill.ac.uk/display/foe/InPlace+Training>

Link to InPlace: -

<https://placements.edgehill.ac.uk/>