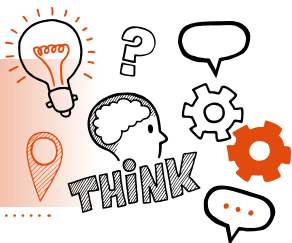


Think about
Professional discussion
Level 3 ST0135 Early Years
Educator V1.2



On the day of assessment, you will carry out:



A 90-minute professional discussion



Remote or face-to-face



In a suitable, controlled environment free from distraction



A 1:1 conversation with an end-point assessor



Key point

You will have already submitted your portfolio. Your portfolio is not directly assessed, however, the end-point assessor will review it prior to your professional discussion.



Do

- ☐ Review the criteria associated with the professional discussion - this can be found in the EPA Kit and in the table at the end of this document
- ☐ Review relevant legislations, regulations and your organisation's policies and procedures
- ☐ Ensure a quiet room is available and that there are no interruptions
- ☐ Be prepared to answer questions and any follow-up questions that your assessor may ask



Don't

- ☐ Forget to bring your ID
- ☐ Forget to plan
- ☐ Forget to bring your portfolio to refer to during the professional discussion



Next steps

- Results can take up to 7 working days to be confirmed
- Your manager/training provider will inform you of the results



Resits

- If you do not achieve a pass result on the professional discussion, you can resit the assessment



Use the table below to plan and prepare for the professional discussion.

(P) indicates pass criteria

(D) indicates distinction criteria

Assessment criteria	Key points to remember
(P) Provide evidence of how you have modelled and promoted positive behaviours (for example, turn-taking) in your day-to-day practice and show evidence of the positive effect on children's behaviour as a result. (S10, S11)	

(P) Communicate with, and provide information to parents and/or carers to understand how their child is doing; work in partnership with parents and carers to identify where they can help the child's progress, and encourage them in the valuable contribution they make to the child's health, well-being, learning and development. Plan the next stages of development with the key person. (K2, K4, K8, S16, S26, S27, B1, B2, B3, B4)

(P) Explain how the planning and leading of activities and purposeful play opportunities have been approached to reflect the learning and development areas of the current early education curriculum requirements, in order to move the children's learning to the next stage of development. (S3, B4)

(P) Explain the child's stage and how you use this knowledge to approach planning of activities in order to support children's wellbeing and independence, in line with their individual needs and circumstances, providing consistent care and responding to the needs of the child in order to prepare them for the next stage of their learning. (K2, K4, K8, S4, S14, B1, B4)

(P) Evidence using age-related expectations, knowledge of stage of development and the individual needs of the child to provide a range of appropriate learning experiences, environments and opportunities. (K4, S5, S14, B1, B4)

(P) Encourage children's participation through a balance of adult led and child-initiated activities. Plan the type of activity children will engage in, providing opportunities for child participation through a range of experiences. (S6, B1, B4)

(P) Use your knowledge of the children in your care to plan and support group learning, being sensitive to the needs of each child in order to support socialisation, improving the child's confidence in social situations. (K2, S9, B1, B4, B6)

(P) Use effective strategies that deepen a child's understanding. Explain the benefit of sustained shared thinking and evidence the planning of activities that demonstrate how the strategies are implemented. (S7, B1, B4)

(P) Complete formative and summative assessments in the required format. Use assessment data to inform next steps and planning. (K10, S13, S15, S23, B4)

(P) Use strategies to support children in relation to individual circumstances such as the needs of children with English as an additional language, family breakdown, birth of a sibling. (K4, K8, K10, S1, B1, B3, B4, B5, B6)

(P) Maintain accurate and coherent records and reports. (S23)

(P) Carry out and record appropriate observational assessment accurately across a range of contexts. (S13)

(P) Comply with appropriate safeguarding and data protection policies. Provide an example of when it would be appropriate to share information. (K15, S23, B3)

(P) Work and contribute effectively within the immediate and wider team to ensure the needs of both babies and children are met over time, evidencing the ability to professionally challenge poor practice. (S25, B1, B2)

(P) Support children that have additional needs and provide activities that will improve the outcomes for children, work well together with parents/carers and professionals. (K8, K10, S12, B5)

(P) Comply with all requirements and expectations for confidentiality of information. Understand the importance of safeguarding the children and the systems in place to support children. Is able to work in partnership with parents/carers on an individual basis. (K15, S24, B1, B2, B3)

(P) Actively demonstrate the importance of Health and Safety systems in the workplace. (K12, S24, B4)

(P) Actively promote equality of opportunity and anti-discriminatory practice through meeting parents and children's individual needs and celebrating diversity. (K5, S2, B5, B6)

(P) Effectively support children to develop their communication and language skills. For example, support children to express vocabulary, and develop own narratives and explanations. (S8, B4)

(P) Plan and carry out physical care routines to meet a child's individual needs, including appropriate infection control measures. (K16, S19, B1)

(P) Promote healthy lifestyles through your activities – e.g., by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age, and/or by encouraging them to be physically active through planned and spontaneous activity through the day. (K16, S20)

(P) Complete personal protective equipment tasks to minimise the spread of infection. Understand the importance of following procedures and applying the appropriate measures, for example, handwashing, food hygiene practices and dealing with spillages safely. (K16, S21)

(P) Undertake ongoing continuous professional development and reflective practice. Actively seek new opportunities to develop that have a positive impact on the learning outcomes for the children. (S18)

(P) Communicate effectively through written and oral means throughout day-to-day practice. Demonstrate how the communication strategy is altered depending on the target audience, for example parents, carers, professionals, children and children with additional needs. (S17)

(P) Undertake risk assessments within the setting. (S22)

(D) Provide evidence of having used more than two behaviour management strategies to promote positive behaviours, detailing why different strategies were chosen and explaining how these were successful in supporting children to manage their own behaviour. (S10, S11)

(D) Establish and maintain effective partnership working which leads to improvements within the provision and the outcomes for children and their families. For example: improvement in a child's behaviour over time thanks to effective parental involvement that has improved and contributed to a child's health, wellbeing learning and development. (K2, K4, K8, S16, S26, S27, B1, B2, B3, B4)

(D) Evidence how curriculum based planning and leading of activities has led to accelerated progression in the child's learning, e.g. using observations, planning and documents. (S3, B4)

(D) Demonstrate which activities have accelerated children's learning and which types of activities are appropriate for individual children and is able to evidence where it has accelerated children's learning (e.g. using observations and planning documents). (K2, K4, K8, S4, S14, B1, B4)

(D) Demonstrate having provided varied learning experiences, incorporating new ways of learning and experiences, informed by your knowledge of areas of learning, and evidence how these have successfully engaged, enthused and motivated children to learn. (K4, S5, S14, B1, B4)

(D) Evidence more than two strategies used to promote sustained shared thinking for children with different needs/ backgrounds e.g. EAL, SEND, disadvantaged, or ethnic minority children. (S7, B1, B4)

(D) Evidence that children have made progress as a result of accurate assessments being completed. (K10, S13, S15, S23, B4)

(D) Demonstrate an awareness of the different types of observational assessment methods, choose the most relevant method dependant on the needs of the individual child and understand how it is underpinned by appropriate theory or strategy. (S13)

(D) Provide suggestions to improve record keeping in relation to confidentiality of information and/or safeguarding of children and the systems in place to support children and their parents/carers. (K15, S23, B3)

(D) Identify children with additional needs and implement strategies for early intervention that include working effectively with parents/carers and professionals. (K8, K10, S12, B5)

(D) Provide suggestions to improve practice in relation to confidentiality of information and/or safeguarding of children and the systems in place to support children and their parents/carers. (K15, S24, B1, B2, B3)

(D) Provide suggestions to improve practice in relation to Health and Safety. (K12, S24, B4)

(D) Show an excellent understanding of the menus in the setting, explain why children are offered different types of meals. Plan and carry out activities that promote Healthy Lifestyles and use strategies to support practitioners in terms of promoting a healthy lifestyle, including barriers to healthy eating. (K16, S20)

(D) Show evidence of providing recommendations of change to support effective infection preventative and hygiene-related activities. (K16, S21)