AEDC: Supporting evidence-based collaboration

Early Childhood Australia National Conference 2016
5-8 October 2016
Acknowledgment of Country

Coral Beds Down Under by Josiah Omeenyo
A snapshot of early childhood development

In 2015, data was collected on more than 96% of children in their first year of full time schooling.
AEDC domains

- Physical health and wellbeing
  - Children do well when they are healthy and ready for each day

- Social competence
  - Children do well when they are confident, happy to try new things and playing with family

- Emotional maturity
  - Children learn best in life when they feel valued, supported and safe

- Language and cognitive skills (school based)
  - Children love to learn. Reading, counting and recognising numbers and shapes are all important for school and life

- Communication skills and general knowledge
  - Children love to talk about their world with other children and adults

Children learn best when they are healthy and ready for each day. Children do well when they are confident, happy to try new things and playing with family. Children learn best in life when they feel valued, supported and safe. Children love to learn. Reading, counting and recognising numbers and shapes are all important for school and life. Children love to talk about their world with other children and adults.
Domain outcomes

AEDC domains, Australia, 2015

- On track
- At risk
- Vulnerable

Physical health and wellbeing: 77.3%
Social competence: 75.2%
Emotional maturity: 76.4%
Language and cognitive skills: 84.6%
Communication skills and general knowledge: 76.3%
Early trends

Proportion developmentally vulnerable, Australia, 2009-2015

<table>
<thead>
<tr>
<th>Category</th>
<th>2009</th>
<th>2012</th>
<th>2015</th>
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</thead>
<tbody>
<tr>
<td>Physical health and wellbeing</td>
<td>9.2</td>
<td>9.2</td>
<td>9.4</td>
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<tr>
<td>Social competence</td>
<td>9.2</td>
<td>9.2</td>
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<td>Emotional maturity</td>
<td>7.9</td>
<td>8.0</td>
<td>8.5</td>
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<td>Language and cognitive skills</td>
<td>7.6</td>
<td>7.6</td>
<td>8.1</td>
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<tr>
<td>Communication skills and general knowledge</td>
<td>8.9</td>
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The AEDC can be used to:

- Support children's transition to school
- Raise awareness of the importance of children's early years
- Inform programming, planning and quality improvement at ECEC services
- Consider where community programs and services may be required
- Establish collaborative community partnerships
AEDC and ECEC Services
AEDC resources for ECEC services

Guide to using the AEDC

Links to the EYLF & NQF

Domain Guides

Case Studies
Springfield Child Care and Early Education Centre
AEDC and the NQS

NQS Quality Area 1
Educational program and practice

“We looked at the AEDC data together and brainstormed some ways that we could provide learning opportunities through our program.”
## AEDC and the EYLF

<table>
<thead>
<tr>
<th>AEDC domains</th>
<th>EYLF outcomes</th>
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<tbody>
<tr>
<td>Physical health and wellbeing</td>
<td>Outcome 3: Wellbeing</td>
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<tr>
<td>Social competence</td>
<td>Outcome 1: Identity</td>
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<td>Outcome 2: Connectedness</td>
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<td>Emotional maturity</td>
<td>Outcome 1: Identity</td>
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<td>Outcome 2: Connectedness</td>
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<td>Language and cognitive skills (school-based)</td>
<td>Outcome 4: Confident, engaged learners</td>
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<td>Outcome 5: Communication</td>
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<td>Outcome 5: Communication</td>
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AEDC and the NQS

NQS Quality Area 6
Collaborative partnerships with families and communities

“We’ve developed a parent resource library in our foyer where families can come and borrow resources… recipes or they might just be books explaining the importance of physical health and wellbeing.”
Examples of community collaboration

Book Boxes: Logan Child Friendly Community Consortium

Little Kids Day Out: Gympie Learners Action Group
AEDC and transition partnerships

“We are...collaborating and looking at ways that we can meet together with our early childhood teachers and share information, particularly with supporting a successful transition into prep for our children.”
Supporting successful transitions
Quality Improvement Plans

When our service looked at our Quality Improvement Plan, most of our information has been derived from all stakeholders, the parents’ wishes, the children … but having the AEDC has just added another dimension to how we can inform our Quality Improvement Plan.

Tracey Longley, Centre Director, Silky Oaks Child Care Centre
You can always find the Data Explorer here.
Reflection questions

- How can/do children demonstrate strengths in this domain?
- What experiences promote development and learning in this domain?
- What local networks, organisations or services could be utilised to support children’s development in this domain?
Thank you

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