

Australian Early Development Census (AEDC)

## **Linking the AEDC and *The Early Years Learning Framework***

Resources for Queensland  
early childhood education  
and care services



# Linking the Australian Early Development Census (AEDC) and *The Early Years Learning Framework* (EYLF)

This document has been designed to support early childhood educators in services to see meaningful and practical connections between the AEDC and the EYLF.

A key intent of the AEDC is to provide educators and teachers with information to add to their understanding of how children are developing in the community—this increased understanding can be used to inform and enhance programming and practice.

## Background on the AEDC

The AEDC provides important information about the development of Australian children as they start school. Data from the AEDC is reported at a community level, not for individual children.

The AEDC measures whether children in the community are developmentally 'on track', 'at risk' or 'vulnerable' with respect to each of the five AEDC domains.

These domains link with the EYLF Learning Outcomes.

## Linking the AEDC with the EYLF

The *Early Years Learning Framework* has a specific emphasis on play-based, holistic learning and recognises the importance of communication, language, and social and emotional development. Respectful relationships and partnerships underpin educators' practice. AEDC data can help educators think critically about how best to support children's development.

Understanding vulnerabilities and competencies within their local context enables educators to optimise responsive and intentional pedagogical strategies.

The EYLF describes five Learning Outcomes to ensure young children receive the best start to life-long learning. These outline that children should:

### Early Years Learning Framework - Learning Outcomes

1. Have a strong sense of identity
2. Be connected with, and contribute to, their world
3. Have a strong sense of wellbeing
4. Be confident and involved learners
5. Be effective communicators

These Learning Outcomes are also reflected in the five AEDC domains. In practical terms, when educators plan for the EYLF outcomes, they are also responding to the AEDC domains, as there is a strong crossover.

AEDC domains	EYLF outcome	You might also see children...	Planning to build skill development
<p><b>Physical health and wellbeing</b></p> <ul style="list-style-type: none"> <li>Physical readiness for school day</li> <li>Gross and fine motor skills</li> <li>Physical independence</li> </ul>	<p>Outcome 3: Wellbeing (p. 30)</p>	<p>Identity: explore, engage and join in play</p> <p>Connectedness: develop capacity to respond positively to others</p> <p>Confident engaged learners: are curious and explore their environment</p> <p>Communication: interact with others to explore ideas and concepts</p>	<ul style="list-style-type: none"> <li>Introduce simple physical games children can play with friends and family members, e.g. bat and ball games, chasing games</li> <li>Explicitly teach and reinforce routines and expectations for managing daily routines, e.g. using picture cues</li> </ul>
<p><b>Social competence</b></p> <ul style="list-style-type: none"> <li>Overall social competence</li> <li>Responsibility and respect</li> <li>Approaches to learning</li> <li>Readiness to explore new things</li> </ul>	<p>Outcome 1: Identity (p. 24)</p> <p>Outcome 2: Connectedness (p. 25)</p>	<p>Wellbeing: demonstrate increasing awareness of needs and rights of others</p> <p>Confident and engaged learners: co-construct learning</p> <p>Communication: exchange ideas, feelings and understandings</p>	<ul style="list-style-type: none"> <li>Provide opportunities for children to work cooperatively, including working in small groups where each child has a specific responsibility</li> <li>Organise and label materials and resources, and explain expectations clearly so that children can easily care for materials, spaces, tools and technologies used when playing</li> </ul>
<p><b>Emotional maturity</b></p> <ul style="list-style-type: none"> <li>Pro-social and helping behaviour</li> <li>Anxious and fearful behaviour</li> <li>Aggressive behaviour</li> <li>Hyperactivity and inattention</li> </ul>	<p>Outcome 1: Identity (p. 24)</p> <p>Outcome 2: Connectedness (p. 25)</p> <p>Outcome 3: Wellbeing (p. 30)</p> <p>Outcome 4: Confident, engaged learners (p. 33)</p>	<p>Communication: express ideas and feelings, and understand and respect the perspectives of others</p>	<ul style="list-style-type: none"> <li>Listen to the concerns of children, and help them to identify and manage their emotions</li> <li>Collaborate with families and children to develop farewell routines and set up activities that help children settle on arrival</li> </ul>



<p><b>Language and cognitive skills (school-based)</b></p> <ul style="list-style-type: none"> <li>• Basic literacy</li> <li>• Interest in literacy/numeracy and memory</li> <li>• Advanced literacy</li> <li>• Basic numeracy</li> </ul>	<p>Outcome 4: Confident, engaged learners (p. 33)</p> <p>Outcome 5: Communication (p. 38)</p>	<p>Identity: use their home language to construct meaning</p> <p>Connectedness: express an opinion in matters that affect them</p> <p>Wellbeing: initiate opportunities for new learning in their home languages or Standard Australian English</p>	<ul style="list-style-type: none"> <li>• Encourage children and families to use literacy skills in games such as making simple lists for treasure hunts (e.g. 2 thin sticks, 3 green, round leaves)</li> <li>• Provide children with access to a wide range of everyday materials that they can use to create patterns and to sort, categorise, order and compare</li> </ul>
<p><b>Communication skills and general knowledge</b></p> <ul style="list-style-type: none"> <li>• Communication skills and general knowledge</li> </ul>	<p>Outcome 4: Confident, engaged learners (p. 33)</p> <p>Outcome 5: Communication (p. 38)</p>	<p>Identity: communicate their needs for comfort and assistance</p> <p>Connectedness: contribute to fair decision-making about matters that affect them</p> <p>Wellbeing: recognise and communicate their bodily needs</p>	<ul style="list-style-type: none"> <li>• Scaffold children's thinking and exploration through the use of open-ended questions</li> <li>• Talk explicitly about concepts such as rhyme and letters and sounds when sharing texts with children</li> </ul>

## Reflection

- How do the principles and practices of the EYLF support children's learning and development across the AEDC domains?
- How could you use the AEDC domains and EYLF outcomes to help develop families' awareness of supporting their children's learning and development?
- Choose one AEDC domain (e.g. Social competence). How could you make links from the EYLF to this domain in your programming and practice?



To access further AEDC resources please visit [www.dete.qld.gov.au/earlychildhood](http://www.dete.qld.gov.au/earlychildhood).

To access the AEDC data please visit [www.aedc.gov.au](http://www.aedc.gov.au).