

Emotional maturity domain



Key concepts

- Develop a sense of care, empathy, respect and resiliency
- Become socially orientated
- Build positive relationships
- Understand emotions
- Respond to the needs of others
- Feel safe and secure
- Develop coping strategies
- Use problem solving to manage conflict



Connections to key documents

Early Years Learning Framework (EYLF)

Outcome 1: Strong sense of identity

- Children develop their emerging autonomy, inter-dependence, resilience and agency

Outcome 2: Children are connected with and contribute to their world

- Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- Children respond to diversity with respect
- Children become aware of fairness

Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social, emotional and mental wellbeing

National Quality Standard (NQS)

Quality area 1: Educational program and practice

- 1.1.1: Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators

Quality area 5: Relationships with children

- 5.1.1: Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
- 5.2.1: Children are supported to collaborate, learn from and help each other
- 5.2.2: Each child is supported to regulate their own behavior, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts

Quality area 6: Collaborative partnerships with families and communities

- 6.1.2: The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing
- 6.1.3: Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing
- 6.2.3: The service builds relationships and engages with its community

Connections to key documents

WA Curriculum	Health and Physical Education Strand: Personal, social and community health <ul style="list-style-type: none"> • Sub-strand: Being healthy, safe and active • Sub-strand: Communicating and interacting for health and wellbeing
WA Curriculum	General Capabilities Personal and Social Capability Element: Self-awareness <ul style="list-style-type: none"> • Sub-element: Recognise emotions • Sub-element: Develop reflective practice Element: Self-management <ul style="list-style-type: none"> • Sub-element: Express emotions appropriately • Sub-element: Develop self-discipline and set goals • Sub-element: Work independently and show initiative • Sub-element: Become confident, resilient and adaptable Ethical Understanding Element: Understanding ethical concepts and issues <ul style="list-style-type: none"> • Sub-element: Recognise ethical concepts Element: Reasoning in decision making and actions <ul style="list-style-type: none"> • Sub-element: Consider consequences Element: Exploring values, rights and responsibilities <ul style="list-style-type: none"> • Sub-element: Consider points of view Intercultural Understanding Element: Interacting and empathising with others <ul style="list-style-type: none"> • Sub-element: Consider and develop multiple perspectives • Sub-element: Empathise with others
Aboriginal Cultural Standards Framework	Relationships Leadership Teaching Learning Environment Resources

Connections to key documents

<p>Australian Professional Standards for Teachers (AITSL)</p>	<p>Standard 1: Know students and how they learn</p> <ul style="list-style-type: none"> 1.1: Physical, social and intellectual development and characteristics of students 1.2: Understand how students learn 1.3: Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4: Strategies for teaching Aboriginal and Torres Strait Islander students 1.5: Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6: Strategies to support full participation of students with disability <p>Standard 2: Know the content and how to teach it</p> <ul style="list-style-type: none"> 2.3: Curriculum, assessment and reporting <p>Standard 3: Plan for and implement effective teaching and learning</p> <ul style="list-style-type: none"> 3.6: Evaluate and improve teaching programs 3.7: Engage parents/carers in the educative process <p>Standard 4: Create and maintain supportive and safe learning environments</p> <ul style="list-style-type: none"> 4.1: Support student participation 4.2: Manage classroom activities 4.3: Manage challenging behaviour 4.4: Maintain student safety <p>Standard 5: Assess, provide feedback and report on student learning</p> <ul style="list-style-type: none"> 5.1: Assess student learning 5.3: Make consistent and comparable judgements 5.4: Interpret student data <p>Standard 6: Engage in professional learning</p> <ul style="list-style-type: none"> 6.2: Engage in professional learning and improve practice 6.3: Engage with colleagues and improve outcomes 6.4: Apply professional learning and improve student learning <p>Standard 7: Engage professionally with colleagues, parents/carers and the community</p> <ul style="list-style-type: none"> 7.3: Engage with the parents/carers 7.4: Engage with professional teaching networks and broader communities
<p>Australian Professional Standard for Principals (AITSL)</p>	<p>Leading teaching and learning</p> <p>Developing self and others</p> <p>Leading improvement, innovation and change</p> <p>Leading the management of the school</p> <p>Engaging and working with the community</p>

The links between the AEDC domains and key documents are a guide only. Additional links can be explored and applied.

Find out more at www.aedc.gov.au and www.education.wa.edu.au/aedc-resources-for-educators

Since 2002, the Australian Government has worked in partnership with eminent child health research institutes, the Centre for Community Child Health at The Royal Children's Hospital and the Murdoch Children's Research Institute, and The Kids Research Institute Australia to deliver the Australian Early Development Census program to communities nationwide. The Australian Government continues to work with its partners and with state and territory governments to implement the AEDC.

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