Australian **Early Development** Census
An Australian Government Initiative

GOVERNMENT OF WESTERN AUSTRALIA

Our **Children**
Our **Communities**
Our **Future**

Communication skills and general knowledge domain

Key concepts

- Demonstrates excellent communication skills
- Communicates easily and effectively
- Participates in story-telling/imaginative play
- Able to demonstrate general knowledge

Connections to key documents

Early Years Learning Framework (EYLF)	**Outcome 1: Children have a strong sense of identity** - Children learn to interact in relation to others with care, empathy and respect **Outcome 2: Children are connected with and contribute to their world** - Children respond to diversity with respect **Outcome 4: Children are confident and involved learners** - Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating - Children transfer and adapt what they have learned from one context to another **Outcome 5: Children are effective communicators** - Children interact verbally and non-verbally with others for a range of purposes - Children express ideas and make meaning using a range of media
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 **1.2.3:** Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world **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 **Quality area 6: Collaborative partnership 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	**English**
	Strand: Language
	• Sub-strand: Language for interaction
	Strand: Literacy
	• Sub-strand: Interacting with others
	Science
	Strand: Science understanding
	• Sub-strand: Biological sciences
	• Sub-strand: Physical sciences
	• Sub-strand: Chemical sciences
	Strand: Science inquiry skills
	• Sub-strand: Questioning and predicting
	• Sub-strand: Processing and analysing data and information
	Humanities and Social Skills (HASS)
	Strand: Humanities and social sciences skills
	• Sub-strand: Questioning and researching
	• Sub-strand: Analysing
	• Sub-strand: Communicating
	The Arts
	Drama
	Strand: Making - Ideas, Skills, Performance
	Strand: Responding
	Technologies
	Design and Technologies
	Strand: Knowledge and understanding
	• Sub-strand: Designing and making

Connections to key documents

WA Curriculum	**General Capabilities**
	## Literacy **Element: Word knowledge** • Sub-element: Understand learning area vocabulary ## Creative and Critical Thinking **Element: Inquiring - identifying, exploring and organising information and ideas** • Sub-element: Pose questions • Sub-element: Identify and clarify information and ideas **Element: Generating ideas, possibilities and actions** • Sub-element: Imagine possibilities and connect ideas • Sub-element: Consider alternatives • Sub-element: Seek solutions and put ideas into action ## Personal and Social Capability **Element: Social management** • Sub-element: Communicate effectively
Aboriginal Cultural Standards Framework	**Relationships** **Leadership** **Teaching** **Learning Environment** **Resources**
Australian Professional Standards for Teachers (AITSL)	**Standard 1: Know students and how they learn** **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 **Standard 2: Know the content and how to teach it** **2.1:** Content and teaching strategies of the teaching area **2.3:** Curriculum, assessment and reporting **2.5:** Literacy and numeracy strategies **Standard 3: Plan for and implement effective teaching and learning** **3.6:** Evaluate and improve teaching programs **3.7:** Engage parents/carers in the educative process

Connections to key documents

Australian Professional Standards for Teachers (AITSL)	**Standard 4: Create and maintain supportive and safe learning environments**
	    4.1: Support student participation
	Standard 5: Assess, provide feedback and report on student learning
	    5.1: Assess student learning
	    5.3: Make consistent and comparable judgements
	    5.4: Interpret student data
	Standard 6: Engage in professional learning
	    6.2: Engage in professional learning and improve practice
	    6.3: Engage with colleagues and improve practice
	    6.4: Apply professional learning and improve student learning
	Standard 7: Engage professionally with colleagues, parents/carers and the community
	    7.3: Engage with the parents/carers
	    7.4: Engage with professional teaching networks and broader communities

Australian Professional Standard for Principals (AITSL)	**Leading teaching and learning** **Developing self and others** **Leading improvement, innovation and change** **Leading the management of the school** **Engaging and working with the community**

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**