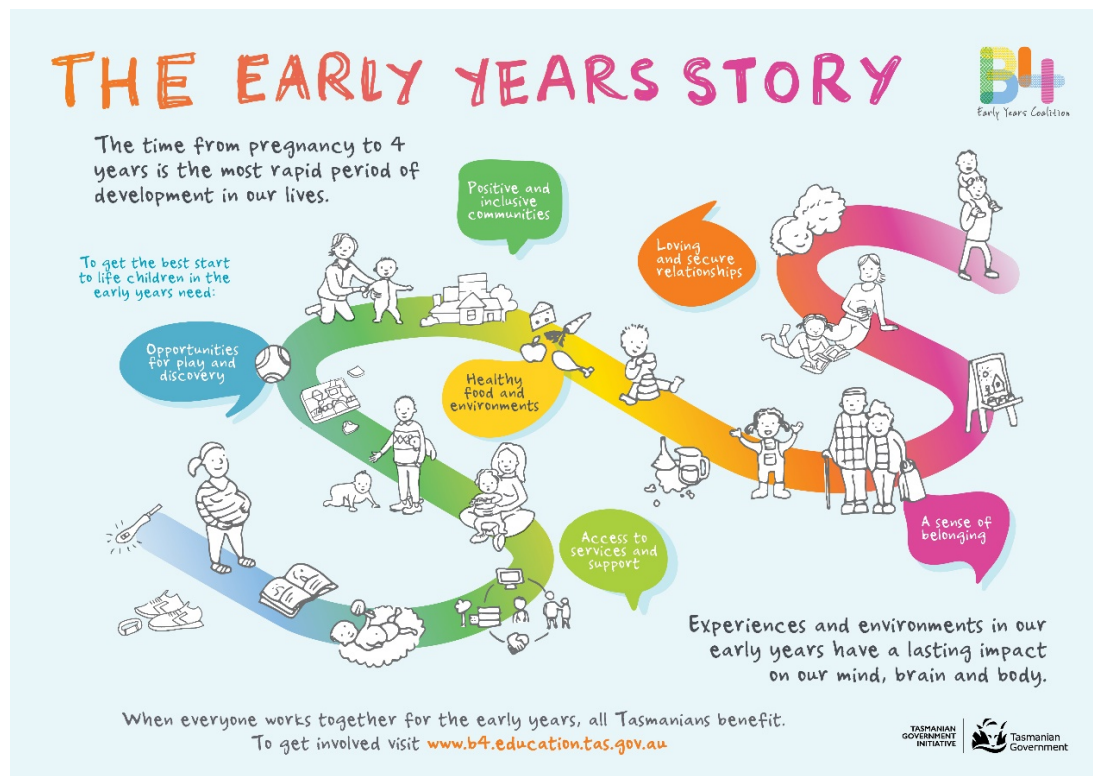




### DID YOU KNOW?

Research shows that relationships and experiences during a child's formative years, from preconception to four years, can strongly influence their future learning and wellbeing<sup>3,5,8</sup>.



### FIVE DEVELOPMENTAL DOMAINS

The Australian Early Development Census (AEDC)<sup>1</sup> is a nationwide data collection aimed at gaining an understanding of how Australian children are developing prior to reaching school. Information is collected on children who are in their first year of full-time school (Prep year in Tasmania) by teachers of the children in government and non-government schools. Five developmental domains underpin children's functioning and school readiness.<sup>2</sup>

#### Physical Health & Wellbeing



Physical health includes fine and gross motor coordination, and the ability to manage own health and hygiene. Children require good nourishment, enough rest and physical comfort to engage in learning.

#### Social Competence



Social competence includes sense of self, and the ability to interact with others, form friendships and understand the needs of others. Children require good social skills to navigate and explore unfamiliar social environments.

#### Communication Skills & General Knowledge



This domain measures the ability to communicate needs, use language and tell stories using general knowledge about life and the world.

#### Emotional Maturity



Emotional maturity refers to the ability to understand and manage one's own emotional responses. This translates into the ability to demonstrate prosocial behaviour and **low** aggressive, hyperactive, inattentive, anxious and fearful behaviour.

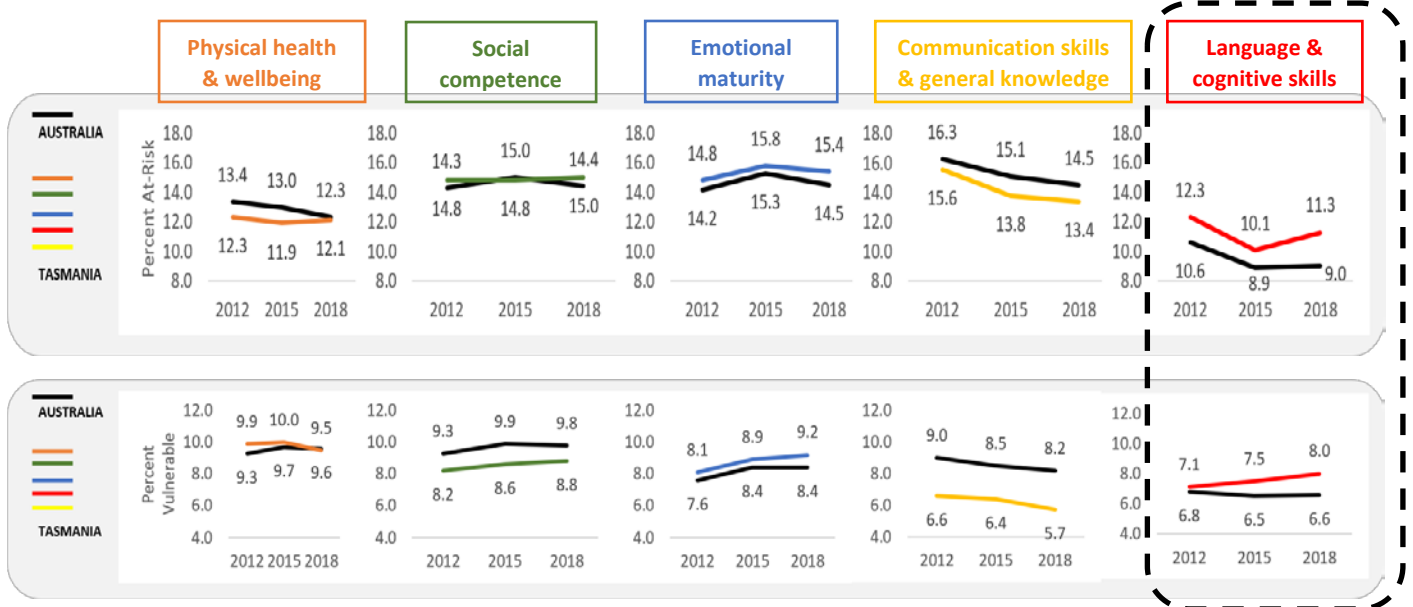
#### Language & Cognitive Skills



This domain is a school-based assessment of literacy and numeracy skills, as well as children's interests in activities involving literacy and numeracy. The literacy and numeracy skills children develop before beginning school create a foundation for more complex and formal learning.

## TASMANIAN CHILDREN

AEDC categorises children into three brackets: developmentally on track (scoring between the 26<sup>th</sup> and 100<sup>th</sup> percentile), at risk (between the 10<sup>th</sup> and 25<sup>th</sup> percentile), and vulnerable (below the 10<sup>th</sup> percentile). Since 2012, the number of Tasmanian children who are developmentally at-risk and vulnerable across the five developmental domains is relatively stable<sup>1</sup>. A reduction in the percentage of vulnerable children on the Communication Skills and General Knowledge domain can be noted. However, the gap between Tasmania and Australia in terms of the percentage of at-risk and vulnerable children on the Language and cognitive skills domain is widening:



About 1 in 10 Tasmanian children are developmentally at risk of developing poor language and cognitive skills.

## LANGUAGE & COGNITIVE SKILLS

What do they include?<sup>2</sup>

**Communication:**

- They can tell a story.
- They can communicate their needs.
- They can listen to and understand others.

**Reading:**

- They can identify letters.
- They can attach sounds to letters.
- They are showing awareness of rhyming words.
- They can articulate clearly without sound substitutions.
- They can read simple words and sentences.

**Writing:**

- They can write their own name.
- They can write simple words and sentences.
- They can write in the right direction (left to right, top to bottom).
- They can hold a writing tool appropriately.

**Numeracy:**

- They can recognise and sort shapes.
- They can use 1-1 correspondence.
- They can count to 20.
- They can recognise 1 to 10.
- They can point to which number is bigger of the two.
- They understand simple time concepts.

**Interest & Participation:**

- They are taking part in imaginative play.
- They are participating in group reading?
- They are interested in reading and writing?
- They are interested in games involving numbers.

## WHAT CAN YOU DO? <sup>3,4,6,10,11,12</sup>



### DISCOVER THROUGH PLAY:

- Encourage curiosity; babies learn when they play.
- Respond with smiles, words and touch; you will help them develop a sense of security and self-control.
- Babies and toddlers thrive when their world feels loving, safe and predictable.
- Follow their interests; talk about the things your baby or toddler looks at or reaches for.



### COUNT, COMPARE, AND GROUP:

- Talk with your baby about numbers (e.g. count their toes).
- Let your baby touch and compare objects by colour or shape, compare items and sort by type (e.g. look, one banana).
- Move to the beat, clap, rock or kiss your baby in a steady rhythm.
- Introduce activity-time association (e.g. Nanny's birthday is two sleeps away).



### COMMUNICATE BY TALKING, SINGING, AND POINTING:

- Make books a regular and fun part of your relationship with your baby from birth.
- Enjoy the pictures, don't be too serious, make it fun. If they can't sit still until the end, that's OK.
- Be responsive to your baby's sounds, chatting in a serve and return conversation.
- Connect with eye contact and help by pointing to let them know what you are talking about.
- Seek your toddler's views, help them name their feelings and express their thoughts.
- Sing songs to your baby; this is a fun way for them to learn language.



### CONNECT WITH YOUR EARLY-CHILDHOOD EDUCATOR AND OTHER SERVICES:

- Share your child's interests and relevant recent events with their early-childhood educator and other people involved in their care.
- Visit the library; enjoy a Rock and Rhyme with your baby or toddler.
- Encourage movement and exploration in parks, playgrounds and nature.

## WHAT CAN WE AS A COMMUNITY DO TO SUPPORT FAMILIES? <sup>3,4,7,9,12</sup>



- Offer families high quality early learning environments and programs (e.g. preschool, playgroups).
- Help families provide for their children's physical health and emotional wellbeing because these factors may strongly influence children's readiness to learn.
- Create a positive, inclusive and supportive community. Children and families thrive when they have a supportive network that includes other family members, friends and services.

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