2021 AEDC Victoria Forum – Statements of alignment with professional standards: APST and NQS

Statement of APST alignment for VIT-registered teachers and early childhood teachers

Attending the Victorian AEDC Launch will contribute **2.5 hours** of professional development addressing the standards as listed from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher registration in Victoria.

A certificate of participation will be provided to all attendees.

Teachers who complete the professional development will understand that this learning will assist in addressing the following Australian Professional Standards for Teachers:

Domain / Standard	Relevant section	Relevance of the Victorian AEDC Launch
Domain: Professional Knowledge.	Teachers understand what constitutes effective, developmentally appropriate strategies in their learning and teaching programs and use this knowledge to make the content meaningful to students.	*Community leaders and academics will discuss effective family and community level interventions to support students emotional and social development, and the connection to learning at different developmental stages.*
Domain: Professional Engagement.	Teachers value opportunities to engage with their school communities within and beyond the classroom to enrich the educational context for students. They understand the links between school, home and community in the social and intellectual development of their students.	*The Victorian AEDC Launch is an opportunity to explore the link between school, home and community through the lens of social-emotional development using examples from local Victorian case studies.*
Standard: 1.1	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.	*A better understanding of the AEDC data will improve utilisation of AEDC results to inform understanding of students' physical, social and intellectual development.*
Standard: 2.5	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.	*Teachers will have the opportunity to hear about the kinds of local community interventions that have successfully supported improvement in students' literacy and numeracy achievement.*
Standard: 3.6	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.	*Teachers will hear how findings from the AEDC have informed interventions that are now incorporated in the evidence base for community, school, and classroom planning.*
Standard: 6.2	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	*The Victorian AEDC Launch will provide insights into how data translates to practice, including*

		through longitudinal epidemiological studies.
Standard: 7.4	Participate in professional and community networks and forums to broaden knowledge and improve practice.	*The Victorian AEDC Launch is an opportunity to join a broader professional community dedicated to raising awareness, understanding and knowledge of what matters and what works in early lifecourse learning and development.*

Statement of National Quality Standards alignment for early childhood educators

The Victorian AEDC Launch will cover content aligning with the National Quality Standards as follows:

A certificate of participation will be provided to all attendees.

Concept	Descriptor	Relevance of the Victorian AEDC Launch
1.1.1: Approved learning framework	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.	*Attendees will hear about how the data collected through the AEDC can be used as part of the evidence for community, EC service, school and classroom planning.*
1.1.2: Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	*As above*
1.2.1: Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	*As above*
2.2.3: Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.	*Community leaders will discuss effective community-wide (including EC services) interventions that support children at risk to come to school ready to learn.*
4.2.1: Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	*The Victorian AEDC Launch is an opportunity to share and learn from other professionals in the field.*
5.1.1:Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	*Exploring the meaning and uses of the AEDC data will provide one example of why it is essential for EC services to provide responsive and meaningful interactions with children and how that relates to long term social and emotional development.*

6.2: Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing (three areas: transitions, access and participation, and community engagement).	*The Victorian AEDC Launch will provide case studies showcasing the importance of collaborative partnerships, and enable provide staff to hear from other community members and forge connections and relationships.*
7.2.3: Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	*The Launch is an opportunity to support staff members' professional learning and development.*