Value of completing the AEDC with input from an Aboriginal and Torres Strait Islander Cultural Consultant

**The value of completing the AEDC with input from an Aboriginal and Torres Strait Islander Cultural Consultant**

The AEDC is a holistic measure of child development. Teachers are well placed to complete the AEDC for children they have come to know in their classrooms. Aboriginal and Torres Strait Islander cultural consultants contribute additional knowledge of children’s cultural context to support teachers in completing the census.

*Dr Mary Lincoln, Director, Early Learning Pathways Early Childhood and Community Engagement. Department of Education and training*

*Cultural consultants can support teachers to undertake the AEDC as they bring rich understanding of Aboriginal, Torres Strait Islanders children's ways of learning and being.*

*Cultural consultants who are Indigenous staff from the school bring a rich cultural knowledge and understanding that will provide a richer picture of the child's development and learning.*

*Their knowledge of Indigenous children's ways of being and learning is important information.*

*Nicole Arvidson, Prep year level coordinator at Victoria Park State School*

*Teachers know their children well and have a good understanding of the community.*

*Our cultural consultant adds a cultural lens and knowledge that comes from a shared experience of the child's culture.*

*She provides us with a deeper understanding of the indigenous children in our class, and their family backgrounds.*

**What does completing the AEDC with an Aboriginal and Torres Strait Islander Cultural Consultant ICC look like?**

*Nicole Arvidson, Prep year level coordinator at Victoria Park State School*

*Our prep teachers attended a regional information session presented by the AEDC representatives, and then participated in the AEDC online training. We watched the training videos together, and then discussed and moderated for consistency.*

*When completing the AEDC with Cindy, it involved the teachers sitting beside Cindy, side by side, and going through the questionnaire together. This collaboration enabled our teachers to have a better understanding of our students' background, and any cultural considerations.*

*Cindy Willett, Indigenous Community Education Counsellor at Victoria Park State School*

*'Cause I know the community, I know the families, so if any questions need to be asked by the teachers, I'm there to be able to fill them in with any information, and just letting them know about the protocols with things that are happening in the community as well.*

**How working in partnership with an Aboriginal and Torres Strait Islander Cultural Consultant helps school’s consider culture in the classroom**

*Nicole Arvidson, Prep year level coordinator at Victoria Park State School*

*Having more information about children in the class, help us support us in considering how culture is included in delivery of our curriculum.*

*Cindy Willett, Indigenous Community Education Counsellor at Victoria Park State School*

*Bringing the indigenous perspectives into the classroom, it enriches the students' learning.*

*Working in partnership with the teachers with the AEDC enabled us to be able to work together, develop strategies for what was the best development learning for the students. I felt having that inclusion with the teachers was a really good partnership.*

To find out more about how you can connect with an ICC Aboriginal and Torres Strait Islander Cultural Consultant and how an ICC can support you to and be supported to complete the census for Aboriginal and Torres Strait Islander children, visit the [Queensland Government Department of Education and Training website](http://education.qld.gov.au/schools/aedcqueensland/).

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