



Reflection guide

This guide will help you to critically reflect on how you and your school use the Australian Early Development Census (AEDC) to support successful transitions following the DATA (describe, analyse, theorise and action) model for reflective practice, described below (Peters, 1991).

- **Describe** the developmental profile of children in your community by looking at the AEDC data for your school and community within context and with other school and community data. Identify which domain is vulnerable or at risk and what needs to be changed. Be as specific as possible to really zone-in on the issue.
- **Analyse** the situation by questioning how your values and assumptions have shaped how you view the situation. Invite a colleague to read your description and seek their interpretation. By bringing together multiple interpretations, a fuller understanding of the complexity of factors affecting children's development can be collated. Identify what assumptions inform your interpretations to recognise the beliefs, rules, and motives that guide your thinking and practice.

- **Theorise** by introducing a different way of thinking to the situation, now that you have exposed how your beliefs and assumptions shape your reading of the situation. Draw from the range of ideas provided throughout these AEDC resources to shift your understanding of the situation. How do the ideas or different ways of thinking enable you to read the situation now?
- **Actions** to support children's positive development when transitioning to school can now be proposed based on your new way of reading the situation.

The following questions can specifically guide your thinking while planning for successful school transitions, using the AEDC data. To support your reflection, the focus of each question has been aligned to thinking about People, Places and Practices, the Supporting Successful Transitions – action areas, and the Australian Professional Standards for Teachers that are being addressed.



Focus	Supporting successful transitions: Action areas	Reflective questions	Australian Professional Standards for Teachers
Thinking about People	<i>Respect for diversity</i>	<ul style="list-style-type: none"> • How well do I know the development of students in my class? • How well do I know the cultural values and practices of the students in my class to ensure that I respect these in my interactions? • Who do I need to speak with to find out missing information? • What do I need to know to welcome the diversity of students' identities and learning approaches? 	<p>1.1 Physical, social and intellectual development and characteristics of students</p> <p>1.2 Understand how students learn</p> <p>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</p> <p>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</p> <p>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</p> <p>1.6 Strategies to support full participation of students with disability</p>
	<i>Reciprocal relationships</i>	<ul style="list-style-type: none"> • What can I learn from parents/carers about their children's development and learning? • Who are the relevant community partners to collaborate with to plan to support children's development in transitioning to school? • How can I collaborate with colleagues, parents/carers and community partners to enhance development and learning outcomes for school starters? 	<p>3.7 Engage parents/carers in educative process</p> <p>6.3 Engage with colleagues and improve practice</p> <p>6.4 Apply professional learning and improve student learning</p> <p>7.3 Engage with the parents/carers</p> <p>7.4 Engage with professional teaching networks and broader communities</p>
Thinking about Places	<i>Responsive environments</i>	<ul style="list-style-type: none"> • What aspects of early childhood learning environments can continue in Prep classrooms to support belonging and active learning participation? • How can the school environment be adapted to meet the developmental needs of school starters? 	<p>4.1 Support student participation</p> <p>4.2 Manage classroom activities</p>
Thinking about Practices	<i>Effective use of data</i>	<ul style="list-style-type: none"> • What values and assumptions frame the way I interpret AEDC data and other school and community data? • What further knowledge do I require to produce a more inclusive culturally responsive interpretation of data? • How can I enhance students' development across the AEDC domains through delivery of all the learning areas of the Australian Curriculum? 	<p>5.4 Interpret student data</p> <p>3.6 Evaluate and improve teaching programs</p>
	<i>Effective pedagogy and practice</i>	<ul style="list-style-type: none"> • What targeted pedagogies and practices can I employ to support students' holistic developmental goals? • What resources are best suited to support students' development across the AEDC domains? 	<p>3.1 Establish challenging learning goals</p> <p>3.2 Plan structure and sequence learning programs</p> <p>3.3 Use teaching strategies</p> <p>3.4 Select and use resources</p>