

National Best Practice Framework for Early Childhood Intervention

Diversity affirming

Looks like, doesn't look like guide

This resource has been specifically developed for Early Childhood Intervention (ECI) practitioners. While each set of *Looks Like, Doesn't Look Like* examples align with a specific principle, they are grounded in all the universal principles of the Framework. Some of these *Looks Like, Doesn't Look Like* examples may overlap with other principles. It is essential to consider the Framework as a whole when using these resources.

The *Looks Like, Doesn't Look Like* examples below have been carefully curated based on feedback from consultations and contributions from consortium teams. However, this is not an exhaustive list. Please use these resources as a guide and incorporate other relevant factors as needed to best support your practice.

Diversity affirming



Looks like



- Identifying activities the child, parent, carer and family like to do together which builds on their individual strengths, interests, culture and identity
- Making decisions that uphold children's rights to have their individual circumstances, culture, background and abilities acknowledged and valued
- Recognising and valuing neurodiversity by understanding the unique ways children, parents, carers and families experience and interact with the world and adapting practices to support their individual needs and preferences



Doesn't look like

- Designing activities that focus on, either implicitly or explicitly, practitioners' interests, culture and identity
- Feeling uncomfortable or too afraid to ask for information, or training, or neglecting to understand the diversity of families and children
- Prioritising neuro-normativity by assuming all children, parents, carers and families will respond to interventions in the same way, without considering their unique perspectives and need

 Looks like	 Doesn't look like
<ul style="list-style-type: none"> Exploring and celebrating family's culture, including their language, customs, religion and practices, including child-raising practices 	<ul style="list-style-type: none"> Assuming that families from a specific culture will all share the same language, customs and parenting practices
<ul style="list-style-type: none"> Offering bilingual support, Auslan, interpreters, and communication tools for children, parents, carers and families where appropriate and needed 	<ul style="list-style-type: none"> Relying on the family's extended family members to interpret and translate information
<ul style="list-style-type: none"> Using plain language in all communications and providing readily accessible easy-to-read versions of all resources so that families with varying English literacy are not excluded 	<ul style="list-style-type: none"> Using jargon and medical language that is not easy to understand or too technical, leaving the parents, carers and families unclear about communications
<ul style="list-style-type: none"> Learning about each individual's language preferences such as person-first or identity-first, his/her/they and declaring own preferences if comfortable 	<ul style="list-style-type: none"> Using generic terms for everyone or making assumptions about language and terminology preferences. Failing to use person's name and calling people by role like mum, grandpa
<ul style="list-style-type: none"> Creating a welcoming space where everyone feels safe to express their various identities (e.g., gender, culture, neuro-divergence) or differences without fear of judgment or discrimination 	<ul style="list-style-type: none"> Making assumptions about gender, race, or culture, based on appearance or name and using language or behaviour that invalidates or disrespects their diversity
<ul style="list-style-type: none"> Listening and learning from the lived experience of neurodivergent people and participating in relevant professional development activities 	<ul style="list-style-type: none"> Assuming own experience with a few neurodivergent children and families can be generalised to all others
<ul style="list-style-type: none"> Learning about intersectionality - the overlapping systems of inequality and discrimination for individuals (e.g. a parent with a disability who identifies as LGBTIQ+) 	<ul style="list-style-type: none"> Not learning about intersectionality and potential impacts on children, parents, carers and families

	Looks like		Doesn't look like
	<ul style="list-style-type: none"> Recognising the impact of stressors caused by socio-economic status and providing referral to local resources and services where appropriate 		<ul style="list-style-type: none"> Making assumptions about family involvement or capabilities based on socio-economic status
	<ul style="list-style-type: none"> Ensuring that everyone welcomes LGBTIQ+ parents, carers, and children 		<ul style="list-style-type: none"> Using heteronormative language and making assumptions about gender identity
	<ul style="list-style-type: none"> Exploring, celebrating and learning about and respecting Deaf culture, including their language (such as Auslan), customs, and practices and incorporating them into interactions and activities 		<ul style="list-style-type: none"> Assuming that all Deaf individuals will share the same experiences, language preferences, or cultural practices with no understanding and respect for the diversity within the Deaf community

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