

National Best Practice Framework for Early Childhood Intervention

Ecologically-based

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.

Ecologically-based universal principle





Looks like

- Attending to and respecting the environments in which the child and family are living – their social, physical and socioeconomic circumstances
- Partnering with parents, carers, families and other services to contribute to and provide wrap around support within homes, Early Childhood Education and Care (ECEC) settings, schools and community whenever possible
- Understanding the multiple relationships around the child and parent, carer and family through utilising ecomaps and family resource checklists



Doesn't look like

- Paying no attention to the circumstances in which the family is living and focusing mainly on improving child and family functioning directly
- Working exclusively with the child, with little or not attention to the child and family's settings, contexts or circumstances
- Ignoring the broader context of the child's life, without considering the various relationships surrounding the child, parent, carer and family

	Looks like		Doesn't look like
	<ul style="list-style-type: none"> Facilitating children, parents, carers and families to access welcoming, culturally safe community spaces (such as local libraries, playgrounds) where they feel respected and included 		<ul style="list-style-type: none"> Neglecting or not supporting the importance of community participation for children, parents, carers and families
	<ul style="list-style-type: none"> Measuring child outcomes that show strong identity, cultural connections, and active participation in home, community, ECEC, and school settings 		<ul style="list-style-type: none"> Using child outcomes and checklists, that focus only on developmental milestones, with little attention to cultural identity, sense of belonging, or community participation
	<ul style="list-style-type: none"> Engaging and building relationships with Aboriginal and Torres Strait Islander organisations and leaders in culturally relevant settings to ensure referrals align with the family's cultural and social contexts 		<ul style="list-style-type: none"> Relying solely on standardised service systems, without considering community-preferred spaces or engaging with Aboriginal and Torres Strait Islander leaders to support culturally safe referrals
	<ul style="list-style-type: none"> Advocating for flexible service delivery models that can be tailored to meet the unique needs of children, parents, carers family and community 		<ul style="list-style-type: none"> Assuming that all families and children need to fit within a standardised service system without considering multiple individual social, cultural, family factor or relationships

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