

# National Best Practice Framework for Early Childhood Intervention



## Rights-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.

## Rights-based universal principle

 Looks like	 Doesn't look like
<ul style="list-style-type: none"><li>Learning about rights-based practices by reading, understanding, valuing and discussing the purpose and key principles of appropriate Conventions, Declaration and Standards</li></ul>	<ul style="list-style-type: none"><li>Lacking knowledge about rights-based practices, and assuming it is not part of their service with disregard or no knowledge of the Conventions and Declaration</li></ul>
<ul style="list-style-type: none"><li>Sharing accessible information about rights such as displaying easy-read rights information</li></ul>	<ul style="list-style-type: none"><li>Not offering information under the assumption that families will not understand it</li></ul>
<ul style="list-style-type: none"><li>Informing parents, carers and families of their right to privacy of information when asked to share information with new team members</li></ul>	<ul style="list-style-type: none"><li>Sharing information about a child or family with team members without consent</li></ul>
<ul style="list-style-type: none"><li>Providing accessible information including translated resources so families can make informed decisions</li></ul>	<ul style="list-style-type: none"><li>Providing complex or inaccessible communication that limits parent, carers and families' understanding of their rights</li></ul>

 <b>Looks like</b>	 <b>Doesn't look like</b>
<ul style="list-style-type: none"> <li>Adopting human rights principles (participation, accountability, non-discrimination, equality, empowerment, legality) to support children's right to education</li> </ul>	<ul style="list-style-type: none"> <li>Not discussing child rights or principles of inclusion and participation with parents, carers and families</li> </ul>
<ul style="list-style-type: none"> <li>Understanding individual and systemic racism, other forms of discrimination and inequity by taking active steps in their practice and organisations to challenge discrimination and reduce inequity</li> </ul>	<ul style="list-style-type: none"> <li>Assuming that it is not their responsibility to understand systemic racism and discrimination and passively accepting that 'the system' is to blame for discrimination, inequities and poor outcomes</li> </ul>
<ul style="list-style-type: none"> <li>Ensuring all children, including Aboriginal and Torres Strait Islander children have equitable access to services</li> </ul>	<ul style="list-style-type: none"> <li>Overlooking specific needs and barriers faced by all children from diverse cultures and backgrounds in accessing services</li> </ul>
<ul style="list-style-type: none"> <li>Prioritising training and development to learn about systemic racism</li> </ul>	<ul style="list-style-type: none"> <li>Failing to recognise the importance of training to learn about systemic racism, and its impact on service delivery</li> </ul>

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