



NDIS PRACTICE STANDARDS AND QUALITY INDICATORS

ALIGNMENT WITH THE

CHILDKIND

12 BEST PRACTICE PRINCIPLES



Alignment Between ChildKind 12 Best Practice Principles and the NDIS Practice Standards and Quality Indicators

This document outlines the alignment between the ChildKind Best Practice Framework and the NDIS Practice Standards and Quality Indicators. Each of the Best Practice Principles and Key Competencies is aligned with the relevant NDIS Standards, highlighting their role in ensuring high-quality, participant-centred services and supports, as well as compliance with regulatory requirements.

Alignment with the 12 Best Practices:

| Best Practice Pillar | Best Practice Principle | NDIS Practice Standards | Quality Indicators | Participant Outcomes | Key Regulatory Links |
|----------------------|---|--|-----------------------------------|---|---------------------------------|
| Understand Me | 1. Embrace my uniqueness | Individual Values and Beliefs | Respect for diversity | Participants feel valued | NDIS Code of Conduct |
| Understand Me | 2. Consider my culture | Culturally Responsive Supports | Recognizing cultural needs | Culturally appropriate care | NDIS Code of Conduct |
| Understand Me | 3. Embed my lived experiences | Participant-Centered Supports | Participant involvement | Supports reflect lived experiences | Rights of Participants |
| Understand Me | 4. Affirm my diversity | Respect for Identity and Individuality | Inclusive practices | Participants feel understood | Inclusive Services |
| Support Me | 5. Establish my priorities with me | Goal-Based Support Planning | Collaborative goal-setting | Participants achieve personal goals | Goal Setting Policies |
| Support Me | 6. Tailor my supports | Responsive Support Provision | Tailored services | Supports meet unique needs | Participant-Centered Approaches |
| Support Me | 7 Respond with understanding | Trauma-Informed Care | Trauma-sensitive practices | Participants feel safe | Trauma-Informed Policies |
| Support Me | 8. Uphold best practice | Evidence-Based Practice | Best practice approaches | Participants receive high-quality care | Continuous Improvement |
| Enable Me | 9. Be an ally for my equity and justice | Advocacy for Participant Rights | Advocacy in practice | Equitable access to services | Advocacy Standards |
| Enable Me | 10. Collaborate with my team | Collaborative Practice | Teamwork in support delivery | Participants benefit from a team approach | Multi-disciplinary Teams |
| Enable Me | 11. Support me to be included | Community Inclusion | Enabling participation | Participants are included in community life | Inclusion and Access |
| Enable Me | 12. Build on my strengths | Strength-Based Approaches | Recognizing participant strengths | Supports build on participant capabilities | Strengths-Based Policies |

Alignment Between ChildKind 12 Best Practice Principles and the NDIS Practice Standards and Quality Indicators

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Alignment with the 30 Key Competencies:

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Alignment with the 30 Key Competencies:

| Key Competency | NDIS Practice Standards | Quality Indicators | Participant Outcomes | Key Regulatory Links |
|---|-----------------------------------|---------------------------------|---|-------------------------------------|
| 1.1 Detect | Assessment of Developmental Needs | Early identification | Early supports provided | Developmental Assessments |
| 1.2 Act | Responsive Support Provision | Timely intervention | Participants access needed supports | NDIS Service Delivery |
| 1.3 Refer and Equip | Referral Practices | Appropriate referrals | Participants access specialist supports | Referrals and Collaboration |
| 2.1 Effective Communication | Communication with Participants | Clear, accessible communication | Participants understand supports | Communication Policies |
| 2.2 Trauma-Informed and Responsive | Trauma-Informed Care | Trauma-sensitive practices | Participants feel emotionally safe | Trauma-Informed Standards |
| 2.3 Compassionate and Present | Person-Centered Supports | Compassionate care | Participants feel supported | Person-Centered Practices |
| 3.1 Advocacy | Advocacy for Participant Rights | Supporting advocacy | Participants' rights are upheld | Advocacy Practices |
| 3.2 Honour CALD, First Nations & LGBTQIA+ | Culturally Responsive Supports | Culturally appropriate care | Supports reflect cultural needs | Cultural Competence Standards |
| 3.3 Anti-Ableist and Neuro-Affirming | Inclusive Practices | Neurodiversity inclusion | Participants feel included | Inclusive Practice Policies |
| 4.1 Priority and Goal Setting | Goal-Based Support Planning | Collaborative goal setting | Participants achieve personal goals | Goal Setting Policies |
| 4.2 Ecological and Intersectional | Individual Values and Beliefs | Intersectional approaches | Supports reflect participants' contexts | Intersectional Support Standards |
| 4.3 Adaptive Practice | Responsive Support Provision | Adapting services | Supports are continuously improved | Continuous Improvement |
| 5.1 Embrace Best Practice | Evidence-Based Practice | Research-based approaches | Participants receive high-quality care | Continuous Professional Development |
| 5.2 Research and Innovation | Innovative Practice | Innovative service delivery | Participants benefit from innovative supports | Innovation Standards |
| 5.3 Early Childhood Development | Child Development Standards | Focus on early development | Children achieve developmental milestones | Developmental Outcomes |

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|--|-------------------------------|-----------------------------------|---|-------------------------------|
| 6.1 Monitor and Evaluate | Ongoing Monitoring | Service evaluation | Services are regularly reviewed | Continuous Improvement |
| 6.2 Understanding and Navigating Systems | System Navigation | Assistance in navigating systems | Participants understand available supports | Systems Navigation |
| 6.3 Risk Management | Risk Management | Effective risk planning | Participants are safeguarded | Risk Management Standards |
| 7.1 Collaborative Practice | Collaborative Practice | Team-based approaches | Participants benefit from team supports | Collaborative Teamwork |
| 7.2 Network and Community Development | Community Inclusion | Building community connections | Participants engage with their community | Community Building Standards |
| 7.3 Referrals and Other Support (7.3) | Referral Practices | Appropriate referrals | Participants access additional supports | Referrals and Collaboration |
| 8.1 Lifelong Learning | Ongoing Professional Learning | Commitment to learning | Participants benefit from skilled professionals | Professional Development |
| 8.2 Reflective Practice | Reflective Practice | Continuous improvement | Participants receive high-quality care | Reflective Learning |
| 8.3 Self Care | Workforce Wellbeing | Self-care practices | Staff well-being is maintained | Well-being Policies |
| 9.1 Strengthening Capabilities | Strength-Based Approaches | Recognising participant strengths | Participants feel empowered | Strengths-Based Standards |
| 9.2 Accessible Communication | Communication Standards | Clear, accessible communication | Participants understand supports | Accessible Communication |
| 9.3 Peer and Community Support | Community Engagement | Building peer networks | Participants engage with peer supports | Community and Peer Networks |
| 10.1 Signal Transitions Early | Transition Planning | Proactive transition support | Participants experience smooth transitions | Transition Policies |
| 10.2 Create a Plan | Collaborative Planning | Transition plans in place | Participants are prepared for transitions | Transition Planning Standards |
| 10.3 Facilitate the Transition | Transition Support | Supporting transitions | Participants feel supported during transitions | Transition Support Standards |