

CHILDKIND<sup>TM</sup>

BEST PRACTICE FRAMEWORK



OCTOBER 2024

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The information set out in this publication is current at the date of first publication and is intended for use as a guide of a general nature only and may or may not be relevant to particular clients or circumstances. Nor is this publication exhaustive of the subject matter. Persons implementing any recommendations contained in this publication must exercise their own independent skill or judgement or seek appropriate professional advice relevant to their own particular circumstances when so doing.

## ACKNOWLEDGEMENTS

The ChildKind Best Practice Framework has been informed, developed and co-designed by parents and carers of children with disability, developmental delay and neurodivergence, and the early childhood practitioners who support them, to better support and enable early childhood practitioners in their important and life-changing work. Reimagine Australia acknowledges the generous time, wisdom and insights provided by thousands of parents, carers and practitioners for almost a decade, who have enabled, informed and co-designed this framework.

## PROJECT TEAM

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## TERMINOLOGY NOTE

It is crucial that we move to a nationally consistent language for early childhood development that no longer provides a barrier for families. This language must be culturally sensitive, positive and easy for parents to understand and engage with. For many years families have told us that, for them, the word 'intervention' has negative connotations - particularly First Nations families, due to its historical use. In and of itself, the term 'intervention' can be a barrier for families in accessing vital early childhood developmental supports. Families have told us they are more comfortable with the term 'early childhood developmental supports' instead of 'early childhood intervention'. Reimagine Australia is deliberate in its decision to honour this significant insight from families and in starting the necessary first steps down the pathway to using a language that enables, not disables, families. This is why, wherever possible we use the term 'early childhood developmental supports' instead of 'early childhood intervention'. We hope, one day soon, to see the rest of sector, both in Australia and abroad, honour this insight and universally move away from using the word 'intervention'.



As CEO of Reimagine Australia, it is my great pleasure to introduce you to the ChildKind Best Practice Framework. This groundbreaking initiative has been developed with one clear vision: to ensure that every child, particularly those with disability, developmental delay, or neurodivergence, has the opportunity to thrive within a universally inclusive and supportive environment.

The framework you hold in your hands is the result of years of extensive collaboration with families, caregivers, practitioners, and sector leaders across Australia. It represents not just a set of competencies, but a commitment to best practice, equity, and inclusion. At the heart of this work is the belief that all children, regardless of their developmental journey, deserve access to high-quality care and the opportunity to reach their full potential.

The ChildKind Best Practice Framework - including 10 ways of working and 30 supporting competencies - has been developed to support the diverse practitioners who work across the service systems that young children and their families interact with every day. Whether you are a healthcare provider, early childhood educator, allied health professional, social worker, or community service leader, this framework is designed to guide you in delivering consistent, holistic, and evidence-based care that is grounded in the principles of family-centred support and inclusivity.

In a world where services can oftentimes feel fragmented or disjointed, this framework unifies best practices across sectors, ensuring that no matter where families turn for support, they will find a common commitment to excellence. It is designed to empower you as a practitioner, to offer clarity, direction, and confidence in your work with children and families, while fostering a collaborative and inclusive approach.

The ChildKind Best Practice Framework is more than a set of tools - it is a call to action. It acknowledges the complexity of supporting children with diverse needs, while equipping you with the knowledge and competencies to navigate that complexity with compassion and integrity. Together, we can ensure that every child receives the care and support they deserve.

Thank you for your dedication to this important work. Your role is pivotal in transforming the early childhood development landscape and creating a brighter future for all children.

Warm regards,

Yvonne Keane AM  
CEO - Reimagine Australia



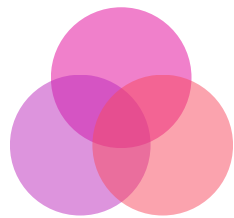








The ChildKind Best Practice Framework is an innovative tool developed to ensure that young children with disability, developmental delay, and neurodivergence, and their families, receive the best possible care and support. The framework ultimately aims to improve outcomes for children via a core focus on equipping the many practitioners working across diverse service systems with the practical knowledge and skills required to deliver consistent, holistic, and evidence-based support. This includes professionals in healthcare, early childhood education, disability, social services, and community organisations, all of whom contribute tangibly to a child's early development journey.



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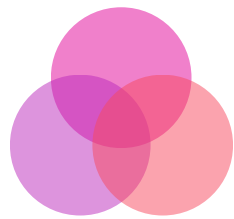
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# BACKGROUND: THE CHILDKIND PRACTICE BEST FRAMEWORK





# REIMAGINE AUSTRALIA

## ABOUT US

**Imagine a world of unlimited possibility. A world without barriers, where opportunity is infinite; a world where we can be as responsive as we desire; a world where the benefit of effortless access enables profound social and economic equity for children and their families, communities, and for business and government; a world where children have every opportunity to thrive. At Reimagine Australia this is the world we dream of.**

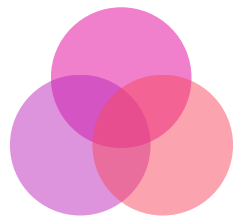
Reimagine Australia, formerly known as Early Childhood Intervention Australia (ECIA), has been the leading Australian body for best practice and early childhood outcomes for very young children with disability, developmental delay and neurodivergence, and their families, since 1986.

As the singular national organisation that works with families, the practitioners who support them, government, service providers, and community to enable the very best outcomes for young developing children and their families, we seek to be courageous advocates for systems redesign and reshaped policy approaches, to ensure that responsive and inclusive supports and services are embedded as a cornerstone of Australian society.

Reimagine Australia's purpose is to ensure that, through best-practice, all children, including those with disability, developmental delay, and neurodivergence, and their families, have every opportunity to realise their potential during their future-shaping early years.

For more than 38 years, Reimagine Australia has been leading the early childhood sector in embedding best practice and inclusive design at its core. We do this by working in continuous co-design with families and the practitioners who support them, to reimagine the future by enabling life-changing outcomes for their children.

Reimagine Australia dreams of a tomorrow where the eco-system supporting families of young children provides them every opportunity to thrive, and where inclusion is not a goal, it's our way of life. Together we can change the future. Are you ready to Reimagine?



# INTRODUCTION

## BEST PRACTICE GUIDANCE REVIEW

**Reimagine Australia's 2024 review of best practice guidance, including the National Guidelines for Early Childhood Intervention (1st Edition) is a crucial step in ensuring that we have best-practice guidance that continues to be relevant, inclusive, and effective in today's complex social landscape**

Reimagine is committed to developing resources that reflect and respond to the perspectives and needs of all Australian children. The updated best practice guidelines, and supporting tools, were developed over many years of continuous conversation, insight gathering, and co-design with a diverse families, and the array of practitioners who support them and their child during their early years.

The early childhood developmental supports sector has been asking Reimagine to update our best practice guidance, this includes a ways of working framework, with linked competencies that embeds intersectionality, disability justice, cultural safety, and trauma informed care at its core.

The ChildKind Best Practice Framework seeks to build out the 2024 revision of the best practice guidelines to embed the experiences and needs of all children and their families, within a clear, inclusive and actionable framework that is applicable across all service systems that interact with young developing children and their families, including disability, health, education, social services. This expansion beyond the disability system is critical to ensuring that every child, regardless of their circumstances, has access to high-quality, consistent, and connected support.

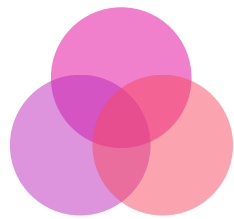


To enhance accessibility and practical application, the ChildKind Best Practice Framework has been written in clear, easy-to-understand language. It has been co-designed with families and the practitioners who support them, ensuring that it is grounded in real-world experiences and needs. There has been a deliberate focus on practical actions that can easily be implemented across various settings to support and enable the best outcomes for children and families,

ChildKind honours our commitment to creating tools that breathe-to-life best practice in a way that adapts to the unique and changing needs of children and their families, ensuring they receive the support they deserve in a universally streamlined way, no matter what service system their practitioner operates within.







# THE EARLY YEARS

## WHY THEY ARE IMPORTANT

**The early childhood years remain a critical period for all aspects of human development, laying the foundation for lifelong learning, behaviour, health and wellbeing.**

Contemporary research continues to affirm that early experiences significantly shape brain architecture and influence outcomes throughout an individual's life. Positive, enriching early experiences are essential for establishing a secure foundation that supports not only cognitive and social-emotional development but also physical and mental health well into adulthood.

For children with disability, developmental delay, and neurodivergence, the early years are particularly crucial. This period offers a unique window of opportunity to support the development of critical skills and to set in place the learning patterns that will underpin their future growth and independence. Early developmental supports tailored to a child's specific needs can significantly enhance their developmental trajectory, improving their quality of life and their ability to participate meaningfully in society.

In 2024, our understanding of the early years extends beyond individual child development to encompass the well-being of the entire family. Early childhood is a time when families begin to adapt to their child's needs, and when they are most receptive to learning how to provide the best possible support. Families of children with disabilities or developmental delays face unique challenges, and the early years are when they can build the knowledge, skills, and resilience necessary to navigate these challenges effectively. Providing families with the right support during this critical period not only benefits the child but also strengthens the entire family's capacity to thrive.

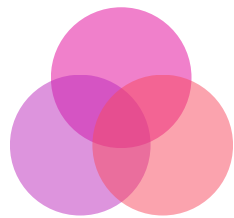


Moreover, the early identification of disability, developmental delay, and neurodivergence has never been more important. Advances in early screening, detection, and diagnostic tools have made it possible to identify needs earlier and with greater accuracy, allowing for more targeted, responsive, timely and effective interventions. The benefits of early developmental supports extend beyond the immediate family to the broader community, as early support reduces the need for more intensive services later in life, easing the transition to school and ultimately leading to better educational, social and life outcomes.

As we continue to deepen our understanding of the early years, it is clear that a holistic approach - one that considers the child, the family, and the broader systems and social context - is essential. By intentionally focusing on the early years, we can ensure that all children, including those with disability, developmental delay, and neurodivergence, have the opportunity to build a strong foundation for a fulfilling and inclusive future.







# UNIVERSALLY INCLUSIVE

## WHY THIS FRAMEWORK IS DIFFERENT

**The ChildKind Best Practice Framework is the first-of-its-kind, establishing a truly inclusive early childhood development framework that universally supports all developing children.**

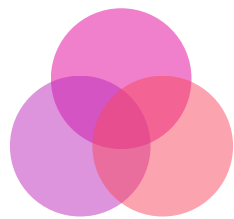
At the heart of this work is how best to support children with disability, developmental delay, and neurodivergence, and their families ensuring they are fully integrated rather than treated as though they are separate, or other, or as an afterthought.

Unlike traditional frameworks that create distinct pathways for neuro-typical and neurodivergent children, ChildKind embraces a unified approach, recognising that all children, regardless of their abilities or differences, deserve the same opportunities for growth, development, and inclusion.

Our groundbreaking new framework intentionally embodies the principle that every child should be valued and supported to realise their potential, within the same inclusive approach.







# COMPETENCY FRAMEWORK

## DEVELOPMENT APPROACH

### REIMAGINE EARLY CHILDHOOD NATIONAL ACTION PLAN

Review of the key recommendations and insights from the Reimagine Early Childhood National Action Plan to 2030 commissioned by DSS, and co-designed by families & practitioners.



### REIMAGINE CO-DESIGN INSIGHTS REPORT

Review of the key insights from Reimagine Australia co-design with parents, carers and the practitioners who support them sessions spanning 2020-2024.



### EARLY YEARS LEARNING FRAMEWORK REVIEW

Review of the structure and content of the EYLF, identifying key competencies relevant to early childhood developmental supports.



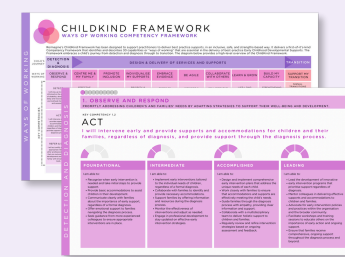
### CO-DESIGN PROCESS WITH PRACTITIONERS

Workshopped the competencies and framework structure considering the Kirkpatrick Model for learning evaluation and Miller's Prism of clinical competence.



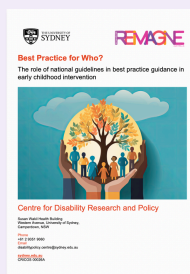
### COMPETENCY FRAMEWORK FINALISATION

Synthesised feedback from stakeholder and practitioner consultation sessions and updated the ChildKind Best Practice Framework and preface.



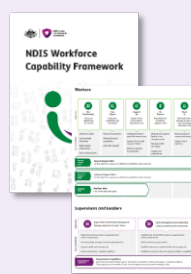
### BEST PRACTICE FOR WHO? WHITE PAPER

Review of the findings and key recommendations of the Best Practice for Who white paper authored by the University of Sydney in partnership with Reimagine Australia.



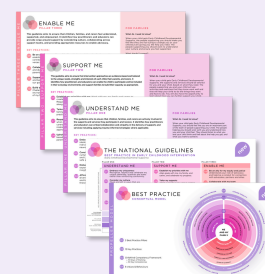
### NDIS WORKFORCE CAPABILITY FRAMEWORK REVIEW

Review of the structure, content and role descriptions within the framework, identifying key inputs for the ChildKind Best Practice Framework including competencies, skill levels and requirements.



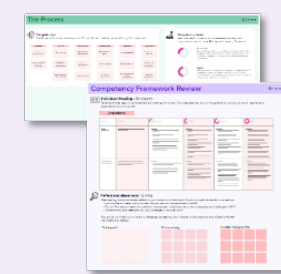
### BEST PRACTICE GUIDELINES ALIGNMENT

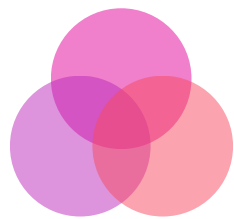
Aligned competencies from existing frameworks with the best practice guidelines, identifying gaps for which new competencies would need to be developed.



### TESTING SESSIONS WITH PRACTITIONERS

Conducted group consultation sessions with practitioners to review and provide feedback on the draft competency framework focused on completeness, applicability and usefulness.





# BACKGROUND

## WHY CHILDKIND WAS DEVELOPED

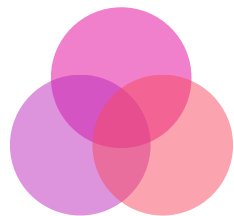
**The development of the ChildKind Best Practice Framework stems from the recognition that the current approach to supporting children with disability, developmental delay, and neurodivergence is often fragmented and inconsistent.**

ChildKind has been developed to provide a consistent, holistic, and evidence-based approach to supporting young children with disabilities, developmental delays, and neurodivergence across all service systems. Services across healthcare, education, allied health, early childhood intervention, social service, disability, and community service systems often operate in silos, with varying standards, practices, and levels of understanding about how best to support young children with disabilities and their families. This fragmentation can lead to unequal access to quality care, inconsistent experiences for families, and a lack of coordination across the child's developmental journey.

The ChildKind Best Practice Framework was developed to address this issue by establishing a universal, best-practice approach that is applicable across all service systems. It ensures that regardless of which professional a family encounters - whether in healthcare, early education, or community services - the level of support, values, and practices are consistent and based on a shared understanding of how best to support young children and their families. By creating a unified set of competencies, ChildKind aims to reduce the variability in service quality and provide a more reliable and supportive environment for families, no matter where they are in their journey.

The framework is grounded in the principles of inclusivity, family-centred care, and developmental best practices. It is not just about improving the technical skills of practitioners but also about fostering a compassionate, culturally sensitive, and holistic approach that acknowledges the unique strengths and needs of each child and family. It is focused on early identification of developmental needs, providing inclusive environments, and delivering continuous support to ensure the best possible outcomes for the child.





# WHO CHILDKIND IS FOR

## WHICH PRACTITIONERS WILL BENEFIT?

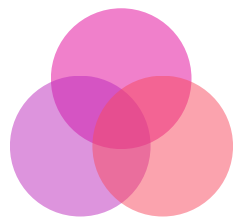
**The ChildKind Best Practice Framework has been developed for a wide range of practitioners across various service systems that play pivotal roles in the lives of young children with disabilities and developmental delays.**

Each of these professionals contributes to the child's developmental journey, and the framework provides them with a consistent approach grounded in best practice.

Key audiences for the framework include:

- Disability Practitioners
- Healthcare Practitioners
- Early Childhood Educators
- Primary Educators
- Allied Health Practitioners
- Early Childhood Intervention Practitioners
- Social Workers
- Community Service Providers
- Leaders & Policy Makers





# WHO CHILDKIND IS FOR

## A UNIVERSAL FRAMEWORK FOR EARLY CHILDHOOD PRACTITIONERS

### DISABILITY PRACTITIONERS

The ChildKind Best Practice Framework has been created to support disability practitioners, who often provide essential day-to-day practical assistance to young children with disability, developmental delay, and neurodivergence, as well as their families, and play a crucial role in ensuring children receive consistent, compassionate access and care in their daily lives.

From helping with routine activities to fostering independence and social inclusion, disability practitioners often directly interact with children and families in their home environments and communities.

The ChildKind Best Practice Framework offers these practitioners clear, actionable guidance rooted in best practice, ensuring that they can provide support that is both meaningful and aligned with the needs of each child and family.

### ALLIED HEALTH AND EARLY INTERVENTION PRACTITIONERS

Allied health professionals and early childhood intervention specialists are deeply involved in providing tailored support for children with disability, developmental delay or neurodivergence. These practitioners work closely with children and their families to develop and implement personalised programs that promote developmental progress.

The ChildKind Best Practice Framework offers these practitioners a set of competencies that ensure their approach is grounded in best practice, is family-centred, and are culturally responsive.

The framework emphasises collaboration across disciplines and encourages professionals to engage families as active participants in their child's care, whilst reinforcing the importance of continuous professional development.

### EDUCATORS

Educators, including primary teachers, early childcare educators, educational support staff, dance teachers, hobby instructors and sport teachers are central to a child's daily life, offering learning opportunities that foster development. Educators are often in the best position to notice early signs of developmental delays or disabilities.

The ChildKind Best Practice Framework equips educators with the knowledge and skills to create inclusive learning environments where every child, regardless of their abilities or challenges, can thrive. The framework emphasises the importance of inclusive teaching practices, collaboration with families and other professionals, and promoting positive outcomes for all children.

Educators will be better equipped to support all children equally within mainstream educational settings, enabling true inclusion.





## HEALTHCARE PRACTITIONERS

Healthcare practitioners, such as paediatricians, general practitioners, and mental health specialists, are often the first point of contact for families concerned about their child's development. These practitioners are responsible for diagnosing, treating, referring and monitoring children with disabilities or developmental delays.

The ChildKind framework ensures that healthcare professionals offer clinically sound treatments within a holistic, family-centred approach. This approach helps practitioners communicate more effectively with families, collaborate with professionals from other fields, and ensure that care is inclusive and developmentally appropriate. It equips them to understand and respond to the broader needs of children beyond their medical conditions, including their emotional, social, and developmental wellbeing.

## SOCIAL WORKERS AND COMMUNITY SERVICE PROVIDERS

Social workers, case managers, and community service providers often serve as vital supports for families navigating the challenges of caring for a child with a disability or developmental delay.

They help families access necessary services, provide emotional support, and assist in advocating for their child's needs within various systems.

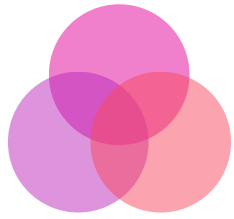
For these practitioners, the ChildKind framework offers guidance on delivering holistic, inclusive, and family-centred support. The framework helps them understand the developmental and emotional needs of children and families, equipping them to provide more effective advocacy, navigate system complexities, and build strong, trusting relationships with the families they serve.

## LEADERS AND POLICYMAKERS

Leaders, administrators, and policymakers are key to creating systems and environments that support the best outcomes for young children. They are responsible for setting standards, designing inclusive educational policies, and ensuring that services are delivered in a way that meets the needs of all children, particularly those with disability, developmental delay, and neurodivergence.

The ChildKind Best Practice Framework provides these leaders with the insights needed to establish pathways that prioritise inclusion, equity, and best practice. By using the framework to inform policy and system design, these decision-makers can create environments where practitioners across various sectors are working towards the same goal: ensuring that all children, regardless of their developmental needs, are supported to reach their full potential.





# WHY CHILDKIND MATTERS

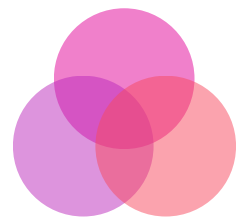
## AND, WHY IT IS NEEDED

**The ChildKind Best Practice Framework is a significant advancement in ensuring that all young children with disability, developmental delay, and neurodivergence receive the highest standard of support and care, regardless of the service system they engage with. The framework ensures that every practitioner is aligned with best practice principles and that there is a consistent, holistic approach to supporting young children and their families.**

At the heart of ChildKind is the recognition that all professionals, no matter their sector, need to work together to provide comprehensive, inclusive, and family-centred care. By standardising the competencies across various fields, ChildKind promotes a unified approach that fosters collaboration, enhances communication, and ensures that the focus remains on the child's developmental journey and the family's experience.

The framework has been designed to shift the focus from fragmented, inconsistent care to a model of practice that is universally inclusive. It acknowledges that the best outcomes for children are achieved when practitioners, families, and systems work in harmony, providing consistent and high-quality support throughout the child's early years.

Furthermore, the framework underscores the importance of diversity, equity, and inclusion in every aspect of practice. By equipping practitioners to respond sensitively to the unique cultural, socio-economic, and linguistic backgrounds of the families they serve, ChildKind seeks to ensure that no child or family is left behind. This focus on inclusivity means that children with disability, developmental delay, or neurodivergence are not viewed as separate or "other," but rather as part of the broader community of young children who all deserve the opportunity to thrive.



# UPDATED GUIDANCE

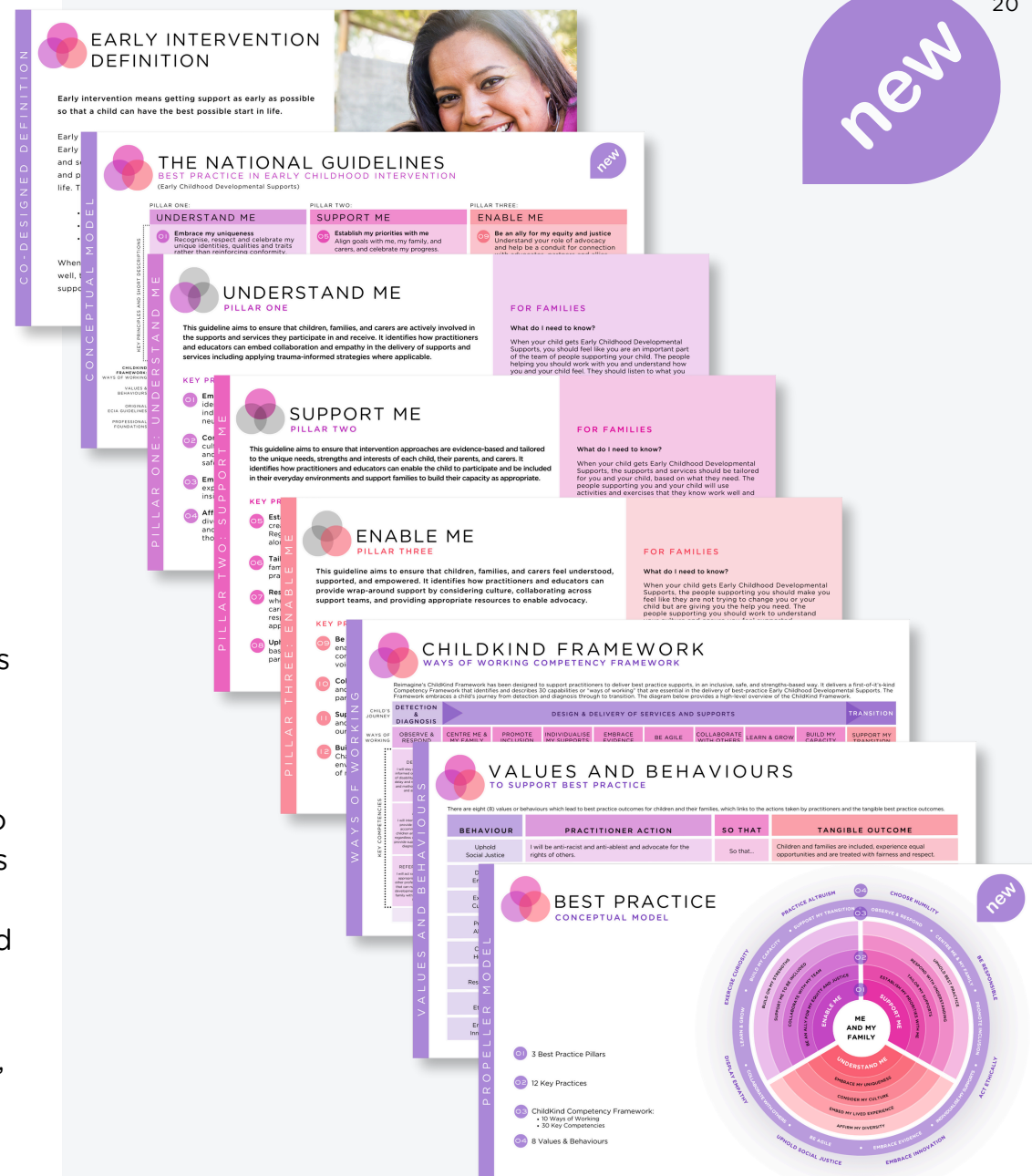
## BEST PRACTICE: THE HEART OF CHILDKIND

The ChildKind Best Practice Framework is built on the bedrock of the updated guidance on best practice, foundational to which is the 2024 National Guidelines for Best Practice in Early Childhood Intervention (2nd Edition).

The guidelines introduces three new pillars - Understand me, Support me, and Enable me. They are supported by 10 ways of working and 8 values and behaviours, and are the result of extensive co-design efforts spanning many years, involving families of young children with disability, developmental delay, and neurodivergence, as well as the practitioners who support them.

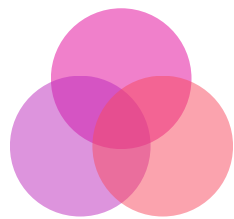
Each element of our updated best practice guidance is designed to ensure that all practitioners understand and meet the unique needs of each child and family via a consistent, actionable approach for practitioners across sectors, underpinned by respect, inclusion, and a commitment to supporting each child's full potential.

ChildKind integrates these principles, ensuring that the knowledge, skills, and behaviours outlined in the best practice guidance are at the core of every practitioner's approach.









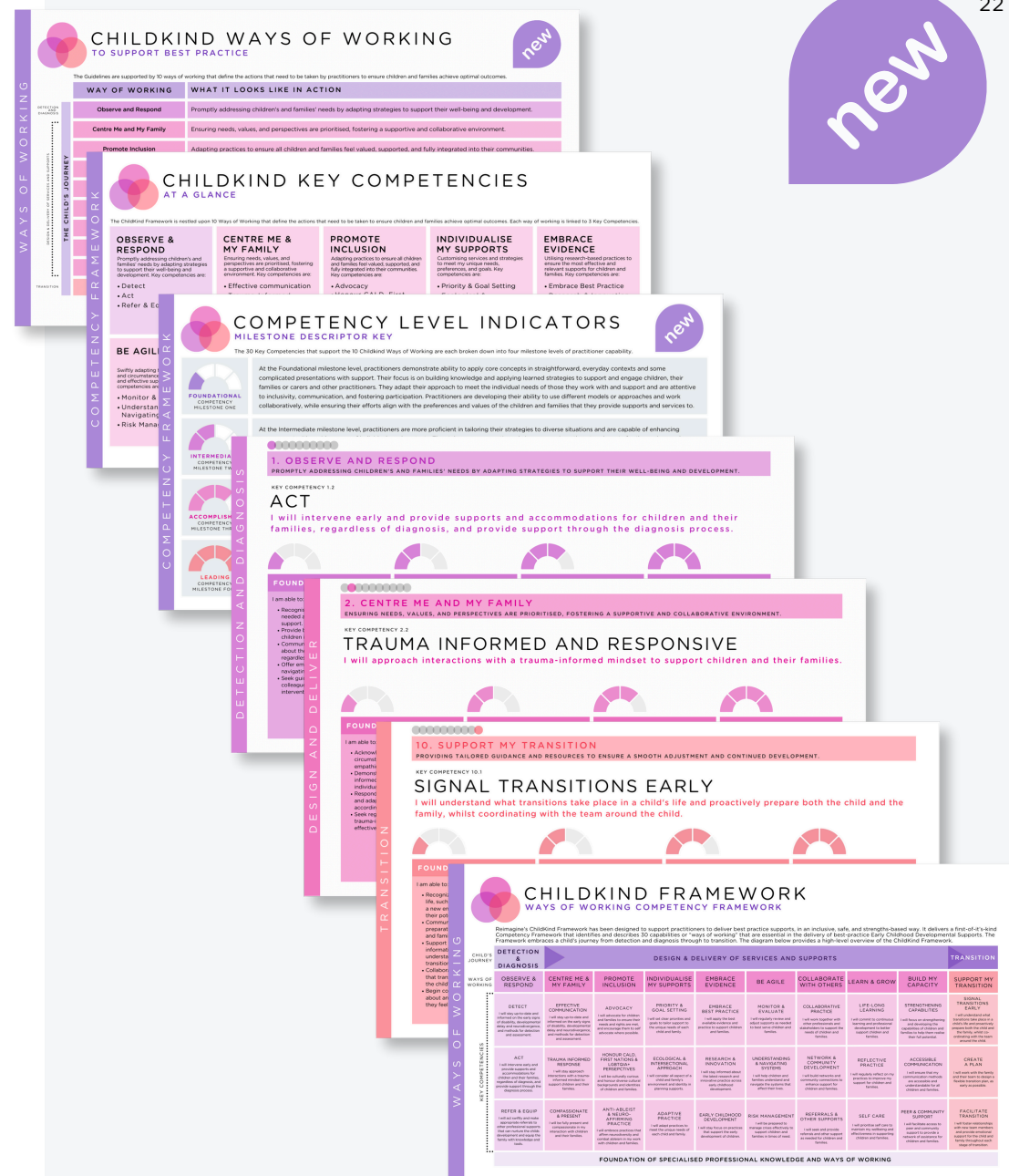
# CHILDKIND OVERVIEW

## WHAT'S IN THE FRAMEWORK?

The ChildKind Best Practice Framework articulates the capabilities and associated behaviours aligned with best practice delivery of Early Childhood Developmental Supports. It has been designed for all practitioners providing supports and services for all children, particularly those with with disability, developmental delay, and neurodivergence. It aims to embed best practices across the sector and set an understanding of industry standards for practitioners, educators, and families.

The Framework identifies and describes 30 competencies, across the child's journey from detection and diagnosis through to transition. Each of these competencies has four milestone indicators of expertise which practitioners can assess themselves against and/or aim for in regards to their professional progression. These milestone levels are:

- Foundational
- Intermediate
- Accomplished
- Leading



The capabilities identified within the model capture the associated knowledge, skills and abilities required from practitioners:

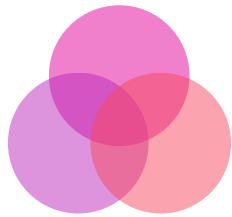
- Knowledge: refers to awareness and understanding of information, facts, and concepts,
- Skills: refers to abilities developed through practice and experience, and
- Abilities: refers to inherent or acquired capacity to perform tasks or actions

Acknowledging that practitioners bring a wealth of specialised knowledge to the early childhood development supports space from their academic study backgrounds, the competency framework has been designed to build upon not replace their specialised core knowledge and skills.

The framework also respects and integrates the professional practice foundations of medical, nursing, allied health, and education professionals, acknowledging their unique scopes, ethical, and legal requirements.

Given the range of academic backgrounds of practitioners within the early childhood development supports space, the framework acknowledges that each practitioner's scope of practice will set the upper limit for their level of expertise across the competencies. The primary aim of the competency framework is to provide clarity as to what good looks like no matter the level of competency reached.

Insights, alongside an understanding of the Kirkpatrick Model and Millers Prism of Clinical Competence informed the design and finalisation of the ChildKind Best Practice Framework.



# CHILDKIND<sup>TM</sup> WAYS OF WORKING

TO SUPPORT BEST PRACTICE

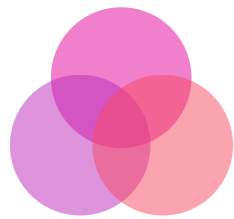


The Framework is supported by 10 best practice ‘ways of working’ that define the actions that need to be taken by practitioners to ensure children and families achieve optimal outcomes.

WAYS OF WORKING		WHAT IT LOOKS LIKE IN ACTION
DETECTION AND DIAGNOSIS  .....  DESIGN & DELIVERY OF SERVICES AND SUPPORTS  .....  TRANSITION	Observe and Respond	Promptly addressing children’s and families’ needs by adapting strategies to support their well-being and development.
	Centre Me and My Family	Ensuring needs, values, and perspectives are prioritised, fostering a supportive and collaborative environment.
	Promote Inclusion	Adapting practices to ensure all children and families feel valued, supported, and fully integrated into their communities.
	Individualise My Supports	Customising services and strategies to meet my unique needs, preferences, and goals.
	Embrace Evidence	Utilising research-based practices to ensure the most effective and relevant supports for children and families.
	Be Agile	Swiftly adapting to changing needs and circumstances to provide timely and effective support.
	Collaborate with Others	Working together with families, professionals, and communities to create cohesive and comprehensive support for children’s development and well-being.
	Learn and Grow	Continuously enhancing knowledge and skills to provide the best support for children and families.
	Build My Capacity	Developing skills, knowledge, and resources to enhance effectiveness and support for children and families.
	Support My Transition	Providing tailored guidance and resources to ensure a smooth adjustment and continued development.







# CHILDKIND<sup>TM</sup> KEY COMPETENCIES

## AT A GLANCE

The ChildKind Framework builds out the 10 best practice “ways of working” that define the actions that need to be taken to ensure children and families achieve optimal outcomes. Each way of working is linked to 3 Key Competencies.

### OBSERVE & RESPOND

Promptly addressing children’s and families’ needs by adapting strategies to support their well-being and development. Key competencies are:

- Detect
- Act
- Refer & Equip

### CENTRE ME & MY FAMILY

Ensuring needs, values, and perspectives are prioritised, fostering a supportive and collaborative environment. Key competencies are:

- Effective communication
- Trauma-Informed and Responsive
- Compassionate & Present

### PROMOTE INCLUSION

Adapting practices to ensure all children and families feel valued, supported, and fully integrated into their communities. Key competencies are:

- Advocacy
- Honour CALD, First Nations & LGBTQIA+ Perspectives
- Anti-ableist & neuro-affirming practice

### INDIVIDUALISE MY SUPPORTS

Customising services and strategies to meet my unique needs, preferences, and goals. Key competencies are:

- Priority & Goal Setting
- Ecological & Intersectional Approach
- Adaptive Practice

### EMBRACE EVIDENCE

Utilising research-based practices to ensure the most effective and relevant supports for children and families. Key competencies are:

- Embrace Best Practice
- Research & Innovation
- Early Childhood Development

### BE AGILE

Swiftly adapting to changing needs and circumstances to provide timely and effective support. Key competencies are:

- Monitor & Evaluate
- Understanding & Navigating Systems
- Risk Management

### COLLABORATE WITH OTHERS

Working together with families, professionals, and communities to create cohesive and comprehensive support for children’s development and well-being. Key competencies are:

- Collaborative Practice
- Network & Community Development
- Referrals & Other Supports

### LEARN & GROW

Continuously enhancing knowledge and skills to provide the best support for children and families. Key competencies are:

- Lifelong Learning
- Reflective Practice
- Self Care

### BUILD MY CAPACITY

Developing skills, knowledge, and resources to enhance effectiveness and support for children and families. Key competencies are:

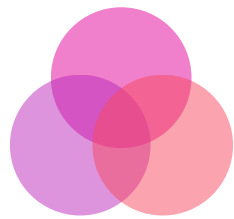
- Strengthening Capabilities
- Accessible Communication
- Peer & Community Support

### SUPPORT MY TRANSITION

Providing tailored guidance and resources to ensure a smooth adjustment and continued development. Key competencies are:

- Signal Transitions Early
- Create a Plan
- Facilitate Transition



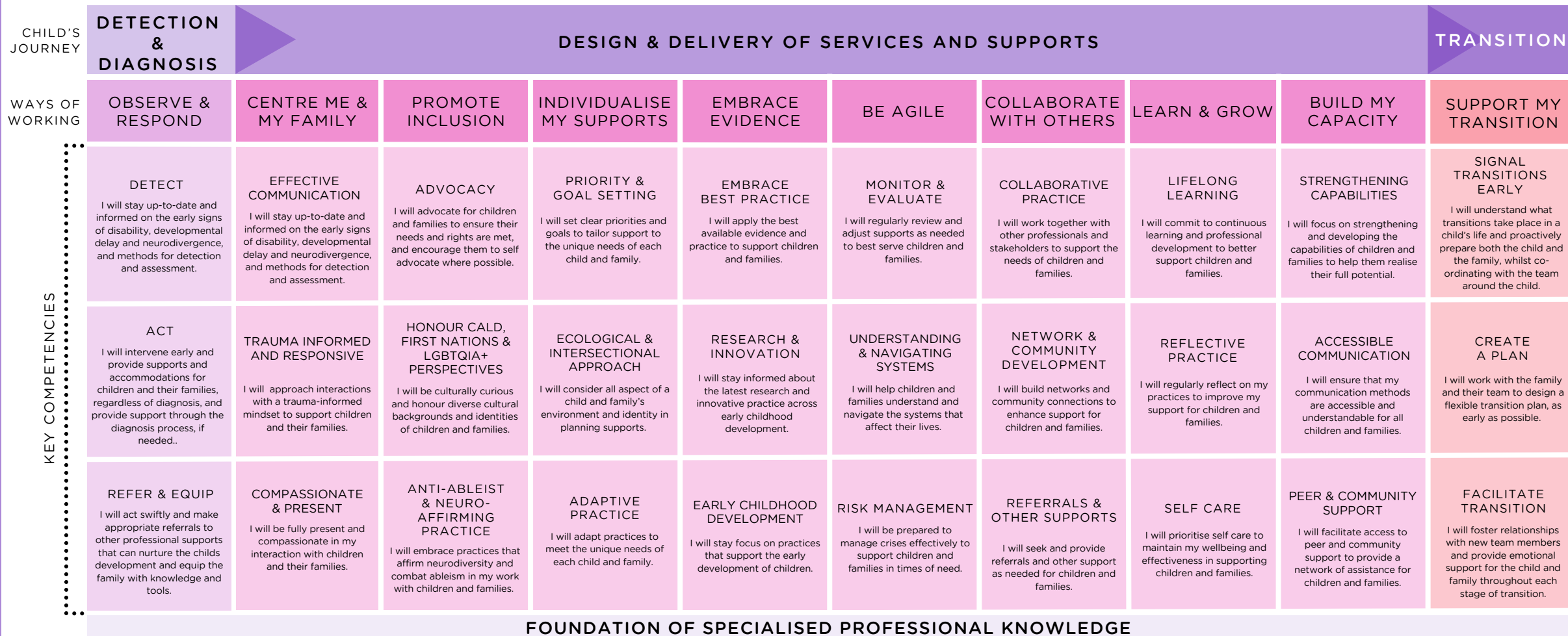


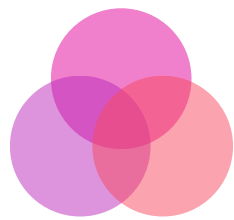
# CHILDKIND<sup>TM</sup> BEST PRACTICE FRAMEWORK

## WAYS OF WORKING AND KEY COMPETENCIES



Reimagine's ChildKind Best Practice Framework has been designed to support practitioners to deliver best practice, in an inclusive, safe, and strengths-based way. It delivers a first-of-it's-kind competency framework that identifies and describes 30 capabilities, based on 10 "ways of working" that are essential in the delivery of best-practice Early Childhood Developmental Supports. The Framework embraces a child's journey from detection and diagnosis through to transition. The diagram below provides a high-level overview of the ChildKind Framework.



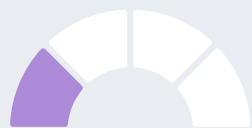


# COMPETENCY LEVEL INDICATORS

## STONE DESCRIPTOR KEY

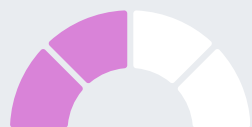


The 30 Key Competencies that support the 10 Childkind Ways of Working are each broken down into four milestone levels of practitioner capability.



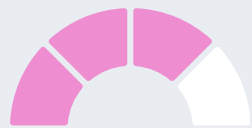
**FOUNDATIONAL**  
COMPETENCY  
STONE ONE

At the Foundational milestone level, practitioners demonstrate ability to apply core concepts in straightforward, everyday contexts and some complicated presentations with support. Their focus is on building knowledge and applying learned strategies to support and engage children, their families or carers and other practitioners. They adapt their approach to meet the individual needs of those they work with and support and are attentive to inclusivity, communication, and fostering participation. Practitioners are developing their ability to use different models or approaches and work collaboratively, while ensuring their efforts align with the preferences and values of the children and families that they provide supports and services to.



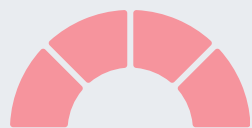
**INTERMEDIATE**  
COMPETENCY  
STONE TWO

At the Intermediate milestone level, practitioners are more proficient in tailoring their strategies to diverse situations and are capable of enhancing engagement with a wider range of individuals and contexts. They take on a more active role in empowering others to advocate for themselves and collaborate effectively with peers, families, and external partners. Flexibility in applying different techniques and approaches is emphasised, and practitioners are focused on ensuring that participants are involved in decision-making processes. At this level, there is a stronger emphasis on using knowledge and experience to create positive, inclusive outcomes.



**ACCOMPLISHED**  
COMPETENCY  
STONE THREE

Practitioners at the Accomplished milestone level show leadership in designing and implementing strategies that promote participation, advocacy, and inclusion. They are proficient in managing complex scenarios, ensuring that diverse voices are heard and respected, and encouraging others to take an active role in discussions and decision-making. Their ability to adapt multiple models or approaches is highly developed, and they apply these approaches in a way that is tailored to the unique needs of individuals and groups. This level emphasises the practitioner's role in leading efforts to create a culture of empowerment and inclusion.

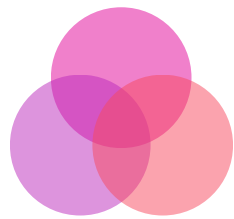


**LEADING**  
COMPETENCY  
STONE FOUR

At the Leading milestone level, practitioners are strategic leaders and innovators in their field. They seek to influence practices and policies within and beyond their organisation to improve participation, inclusion, and advocacy outcomes on a broad scale. Collaboration is deepened, as they work alongside children and their families and carers, and stakeholders to co-create solutions and develop comprehensive, flexible strategies. Practitioners at this level combine deep knowledge of various models and approaches with an ability to mentor and guide others, ensuring that advocacy and engagement efforts are maximised and tailored to diverse, often challenging, contexts.







# THE CHILDKIND<sup>TM</sup> COMPETENCIES

## BREAKING DOWN THE DOCUMENTATION

### THE CAPABILITY

#### Key Competency

Here you will find the name of the capability and an explanation of what it covers

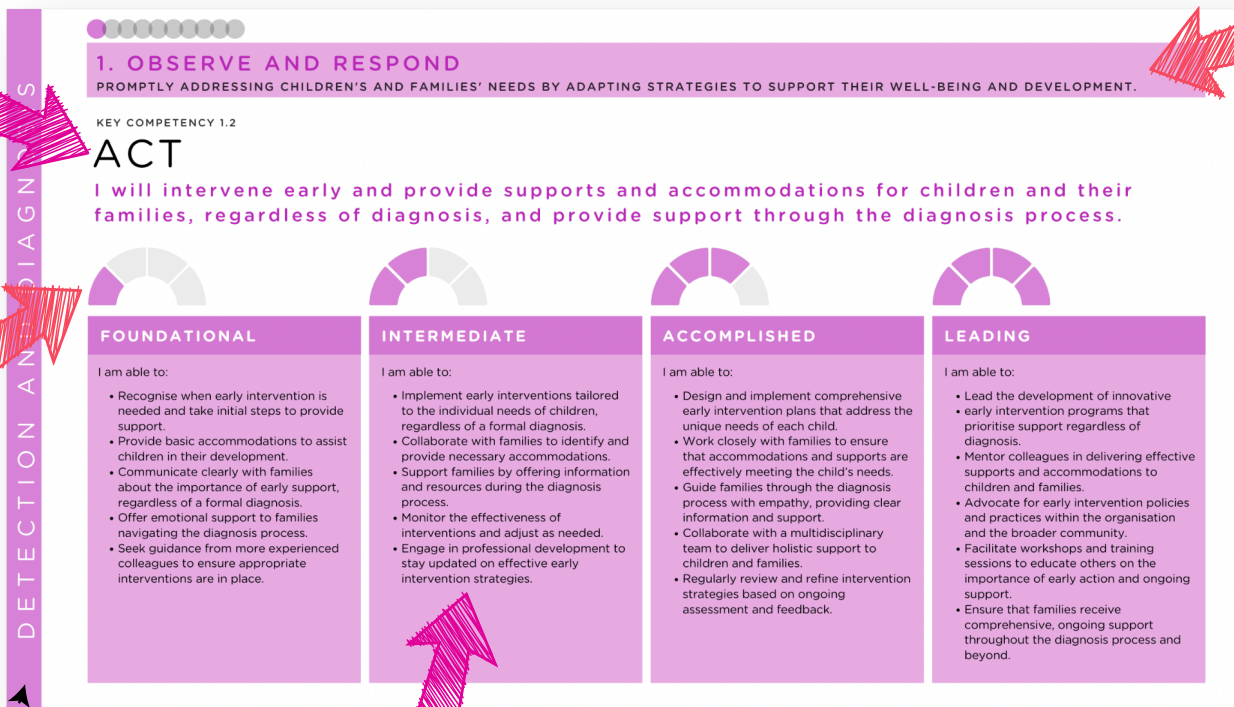
### COMPETENCY INDICATORS

#### Milestone Levels of Capability

The Competencies are broken down into four levels of practitioner capability.

These indicators icons represent each capability milestone, which progressively increase in complexity and skills from Foundational to Leading.

This bar indicates where this competency sits within the child's overarching support journey.



### THE WAY OF WORKING

#### From the Best Practice Guidelines

The Best Practice Guidelines are supported by 10 Ways of Working that define the actions that need to be taken by practitioners to ensure children and families achieve optimal outcomes.

The ChildKind Best Practice Framework builds out each of these ways of working, with 3 key competencies.

Here you will find which way of working this competency supports and what that way of working looks like in action

### BEHAVIOURAL INDICATORS

#### I am able to...

Each of the competencies are broken down into four levels of practitioner capability. Here you will find high-level descriptions of the types of behaviours expected at each capability level.

These behavioural indicators can be used to better understand a practitioners level of skill for further professional development, or to create a picture of the capability required for a position description in an early childhood developmental role.





# DETECTION & DIAGNOSIS

## 1. OBSERVE AND RESPOND

PROMPTLY ADDRESSING CHILDREN'S AND FAMILIES' NEEDS BY ADAPTING STRATEGIES TO SUPPORT THEIR WELL-BEING AND DEVELOPMENT

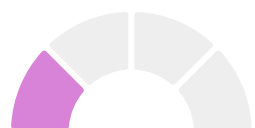
# 1. OBSERVE AND RESPOND

PROMPTLY ADDRESSING CHILDREN'S AND FAMILIES' NEEDS BY ADAPTING STRATEGIES TO SUPPORT THEIR WELL-BEING AND DEVELOPMENT.

KEY COMPETENCY 1.1

## DETECT

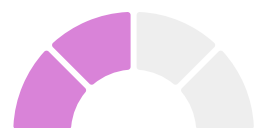
I will stay up-to-date and informed on the early signs of disability, developmental delay and neurodivergence, and methods for detection and assessment.



### FOUNDATIONAL

I am able to:

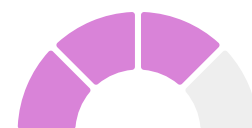
- Recognise basic early signs of disability, developmental delay, and neurodivergence in children.
- Seek guidance and supervision when detecting potential issues.
- Document observations clearly and accurately.
- Use standard screening tools to identify concerns.
- Refer children to appropriate specialists for further assessment when necessary.



### INTERMEDIATE

I am able to:

- Identify early signs of disability, developmental delay, and neurodivergence with growing confidence.
- Collaborate with colleagues to ensure accurate detection and assessment.
- Apply standardised screening methods effectively.
- Discuss initial concerns with parents/carers in a supportive manner.
- Keep informed about updates in detection and assessment methods through ongoing professional development.



### ACCOMPLISHED

I am able to:

- Detect early signs of disability, developmental delay, and neurodivergence with confidence and accuracy.
- Employ a range of assessment tools to support the detection process.
- Engage parents/carers in conversations about the detection process, providing clear and supportive explanations.
- Stay updated on the latest research and developments in early detection and assessment.
- Work collaboratively with other professionals to ensure a comprehensive understanding of the child's needs.



### LEADING

I am able to:

- Lead efforts in early detection of disability, developmental delay, and neurodivergence, ensuring best practices are followed.
- Mentor colleagues in recognising and assessing early signs effectively.
- Engage in advanced assessment techniques, incorporating the latest research and tools and contributing to best practice.
- Facilitate training sessions for parents/carers and professionals on the importance of early detection and best practice.
- Advocate for early intervention and appropriate resource allocation based on accurate detection and assessment.

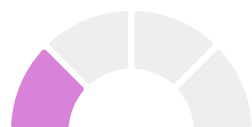
# 1. OBSERVE AND RESPOND

PROMPTLY ADDRESSING CHILDREN'S AND FAMILIES' NEEDS BY ADAPTING STRATEGIES TO SUPPORT THEIR WELL-BEING AND DEVELOPMENT.

KEY COMPETENCY 1.2

## ACT

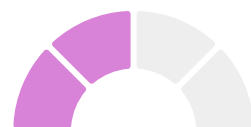
I will intervene early and provide supports and accommodations for children and their families, regardless of diagnosis, and provide support through the diagnosis process.



### FOUNDATIONAL

I am able to:

- Recognise when early intervention is needed and take initial steps to provide support.
- Provide basic accommodations to assist children in their development.
- Communicate clearly with families about the importance of early support, regardless of a formal diagnosis.
- Offer emotional support to families navigating the diagnosis process.
- Seek guidance from more experienced colleagues to ensure appropriate interventions are in place.



### INTERMEDIATE

I am able to:

- Implement early interventions tailored to the individual needs of children, regardless of a formal diagnosis.
- Collaborate with families to identify and provide necessary accommodations.
- Support families by offering information and resources during the diagnosis process.
- Monitor the effectiveness of interventions and adjust as needed.
- Engage in professional development to stay updated on effective early intervention strategies.



### ACCOMPLISHED

I am able to:

- Design and implement comprehensive early intervention plans that address the unique needs of each child.
- Work closely with families to ensure that accommodations and supports are effectively meeting the child's needs.
- Guide families through the diagnosis process with empathy, providing clear information and support.
- Collaborate with a multidisciplinary team to deliver holistic support to children and families.
- Regularly review and refine intervention strategies based on ongoing assessment and feedback.



### LEADING

I am able to:

- Lead the development of innovative early intervention programs that prioritise support regardless of diagnosis.
- Mentor colleagues in delivering effective supports and accommodations to children and families.
- Advocate for early intervention policies and practices within the organisation and the broader community.
- Facilitate workshops and training sessions to educate others on the importance of early action and ongoing support.
- Ensure that families receive comprehensive, ongoing support throughout the diagnosis process and beyond.



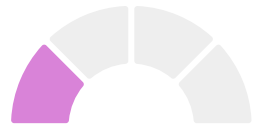
# 1. OBSERVE AND RESPOND

PROMPTLY ADDRESSING CHILDREN'S AND FAMILIES' NEEDS BY ADAPTING STRATEGIES TO SUPPORT THEIR WELL-BEING AND DEVELOPMENT.

KEY COMPETENCY 1.3

## REFER AND EQUIP

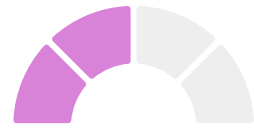
I will act swiftly and make appropriate referrals to other professional supports that can nurture the child's development and equip the family with knowledge and tools.



### FOUNDATIONAL

I am able to:

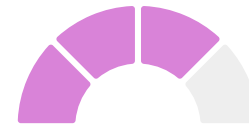
- Recognise when a child or family may benefit from additional professional support and promptly refer them to the appropriate services.
- Provide families with basic information and resources to help them understand the referral process.
- Communicate clearly with families about the importance of seeking specialised support.
- Collaborate with colleagues to identify the best referral options for each child's unique needs.
- Follow up with families to ensure they are comfortable with the referral and understand the next steps.



### INTERMEDIATE

I am able to:

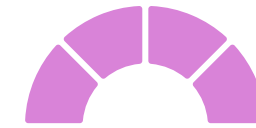
- Identify and connect families with relevant professional supports tailored to their child's specific developmental needs.
- Equip families with practical tools and knowledge to manage their child's development during the referral process.
- Establish strong communication channels with referred professionals to ensure seamless support for the child and family.
- Provide ongoing support to families, helping them navigate the referral process and access the services they need.
- Regularly update my knowledge of available resources and referral options to ensure families receive the most appropriate support.



### ACCOMPLISHED

I am able to:

- Coordinate complex referral processes, ensuring that all professional supports are aligned with the child's developmental goals.
- Empower families by equipping them with in-depth knowledge and tools to advocate for their child's needs within the referral network.
- Maintain strong, collaborative relationships with a broad network of professionals to facilitate timely and effective referrals.
- Provide families with tailored resources and training to help them support their child's development during and after the referral process.
- Continuously evaluate the effectiveness of referrals and make adjustments as necessary to optimise outcomes for the child and family.



### LEADING

I am able to:

- Lead initiatives to enhance referral processes within the organisation, ensuring swift access to professional supports for all families.
- Mentor colleagues in making appropriate and effective referrals that are responsive to the diverse needs of children and families.
- Advocate for the development and expansion of referral networks to better serve the needs of children and their families.
- Design and deliver educational programs that equip families with advanced tools and knowledge to support their child's development across various settings.
- Drive improvements in how referrals and family support tools are integrated, ensuring that families receive comprehensive and coordinated care throughout the referral process.



## DESIGN AND DELIVER

# 2. CENTRE ME AND MY FAMILY

ENSURING NEEDS, VALUES, AND PERSPECTIVES ARE PRIORITISED,  
FOSTERING A SUPPORTIVE AND COLLABORATIVE ENVIRONMENT



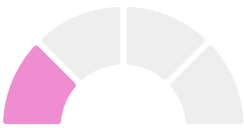
## 2. CENTRE ME AND MY FAMILY

ENSURING NEEDS, VALUES, AND PERSPECTIVES ARE PRIORITISED, FOSTERING A SUPPORTIVE AND COLLABORATIVE ENVIRONMENT.

KEY COMPETENCY 2.1

# EFFECTIVE COMMUNICATION

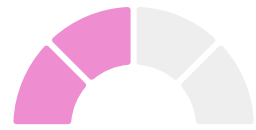
I will ensure clear and open communication to address the needs of the children and families I support, utilising relational skills to build trust, empathise, and collaborate effectively.



FOUNDATIONAL

I am able to:

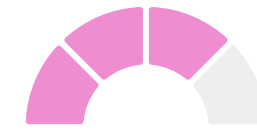
- Speak clearly and adjust pace and volume for diverse audiences.
- Listen actively and ask questions to ensure understanding.
- Use inclusive language and explain concepts clearly.
- Demonstrate awareness of body language and facial expressions.
- Write logically and coherently in various formats.
- Use multiple communication channels effectively to obtain and share information.
- Share information across teams to facilitate informed decision-making.



INTERMEDIATE

I am able to:

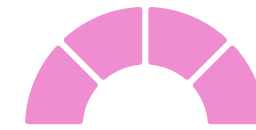
- Tailor communication to meet the needs of diverse audiences effectively.
- Present ideas and discussions clearly and convincingly.
- Listen attentively to gain insights and ask relevant questions.
- Promote inclusive language and assists others in adjusting as needed.
- Monitor non-verbal cues and adjust communication accordingly.
- Prepare well-structured written materials that are easy to follow.
- Communicate technical information clearly and effectively.
- Empower parents, carers, and child representatives by involving them in decision-making and ensuring they understand the information shared.



ACCOMPLISHED

I am able to:

- Demonstrate proficiency with various means of communication to enhance understanding and engagement.
- Clearly explain complex concepts and arguments to individuals and groups.
- Encourage others to contribute to discussions and actively listen.
- Write fluently in plain language and adapt style for different formats.
- Use contemporary communication channels to engage and interact with diverse audiences effectively.
- Actively involve parents, carers, and child representatives in discussions and providing them with the resources to advocate for their needs.



LEADING

I am able to:

- Present with credibility, engaging diverse audiences and ensuring comprehension.
- Translate technical and complex information clearly and concisely for diverse audiences.
- Facilitate discussions and debates, encouraging diverse perspectives.
- Promote information sharing across the organisation and beyond.
- Manage complex communications involving multiple viewpoints effectively.
- Explore innovative ways to engage diverse audiences and communicate information.
- Adjust communication style and approach to optimise outcomes in challenging situations.
- Lead efforts to empower parents, carers, and child representatives by mentoring them in advocacy skills to ensure their voices are central in decision-making processes.



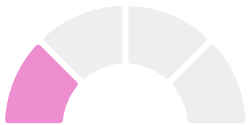
## 2. CENTRE ME AND MY FAMILY

ENSURING NEEDS, VALUES, AND PERSPECTIVES ARE PRIORITISED, FOSTERING A SUPPORTIVE AND COLLABORATIVE ENVIRONMENT.

KEY COMPETENCY 2.2

# TRAUMA INFORMED AND RESPONSIVE

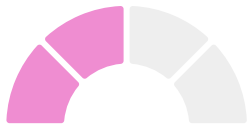
I will approach interactions with a trauma-informed mindset to support children and their families.



**FOUNDATIONAL**

I am able to:

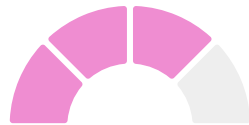
- Acknowledge and recognise traumatic circumstances and environments using empathic approaches.
- Demonstrate understanding of trauma-informed principles in interactions with individuals and families.
- Respond sensitively to signs of distress and adapt support strategies accordingly.
- Seek regular supervision to discuss trauma-informed practices and ensure effective application in interactions.



**INTERMEDIATE**

I am able to:

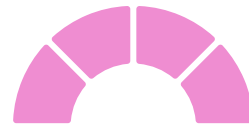
- Apply some trauma-informed principles in daily interactions and service delivery. Integrate knowledge of adversity and trauma to inform intervention strategies and support plans with support.
- Recognise and respond to potential triggers to minimise re- traumatisation.
- Engage empathetically with individuals affected by trauma, validating their experiences.
- Seek supervision to reflect on the application of trauma-informed practices and address challenges or uncertainties.



**ACCOMPLISHED**

I am able to:

- Apply a wide range of trauma-informed practices to create safe and supportive environments for individuals and families.
- Integrate knowledge of adversity and trauma to inform intervention strategies and support plans.
- Train and mentor colleagues on trauma sensitivity and adversity awareness.
- Collaborate with multidisciplinary teams to coordinate holistic responses to trauma and adversity.
- Advocate for policy changes to integrate trauma-informed approaches systemically.
- Supervise and review complex cases, refine trauma-informed approaches, and enhance practice based on feedback and reflection.



**LEADING**

I am able to:

- Seek out emerging trauma-informed frameworks and models, implement relevant changes to own practice and support others to advance in their trauma sensitivity.
- Influence systemic changes and policies to embed trauma-informed principles across services.
- Collaborate with children, carers, practitioners, policy makers etc., to enhance trauma responsiveness and resilience-building initiatives.
- Oversee supervision processes, providing guidance on trauma-informed care and supporting team members in addressing trauma- related challenges effectively.





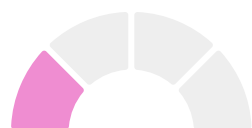
## 2. CENTRE ME AND MY FAMILY

ENSURING NEEDS, VALUES, AND PERSPECTIVES ARE PRIORITISED, FOSTERING A SUPPORTIVE AND COLLABORATIVE ENVIRONMENT.

KEY COMPETENCY 2.3

# COMPASSIONATE AND PRESENT

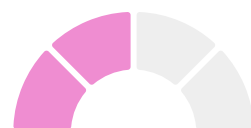
I will be fully present and compassionate in my interactions with children and families.



### FOUNDATIONAL

I am able to:

- Demonstrate my ability to be fully present and compassionate in interactions.
- Understand the importance of active listening and empathy.
- Apply these skills consistently in practice by acknowledging emotions and showing genuine interest.



### INTERMEDIATE

I am able to:

- Consistently engage with children and families in a compassionate and present manner.
- Actively listen, show empathy, and respond appropriately to needs and emotions.
- Maintain presence and compassion even in challenging situations, ensuring families feel heard and valued.



### ACCOMPLISHED

I am able to:

- Provide strong, empathetic support to children and families, fostering trust and open communication.
- Demonstrate deep understanding and application of compassion and presence, adapting approach based on individual family dynamics.
- Act as a role model, encouraging and guiding colleagues in developing skills through training and feedback.



### LEADING

I am able to:

- Exhibit high-level proficiency in being present and compassionate, influencing a culture of empathy within the organisation.
- Shape organisational practices to prioritise empathy and presence, implementing policies and procedures that support compassionate interactions.
- Lead initiatives to foster a culture of compassion and presence, mentoring others to develop these critical skills and ensuring sustained organisational commitment to these values.



## DESIGN AND DELIVER

### 3. PROMOTE INCLUSION

ADAPTING PRACTICES TO ENSURE ALL CHILDREN AND FAMILIES FEEL VALUED, SUPPORTED, AND FULLY INTEGRATED INTO THEIR COMMUNITIES

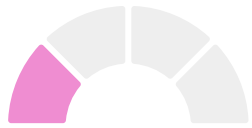
### 3. PROMOTE INCLUSION

ADAPTING PRACTICES TO ENSURE ALL CHILDREN AND FAMILIES FEEL VALUED, SUPPORTED, AND FULLY INTEGRATED INTO THEIR COMMUNITIES.

KEY COMPETENCY 3.1

## ADVOCACY

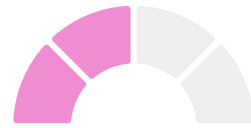
I will advocate for children and families to ensure their needs and rights are met, empowering them to self-advocate where possible, while considering, balancing, and respecting the autonomy of the child and family.



#### FOUNDATIONAL

I am able to:

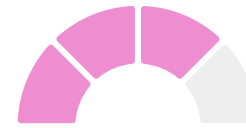
- Demonstrate my ability to be fully present and compassionate in interactions.
- Understand the importance of active listening and empathy.
- Apply these skills consistently in practice by acknowledging emotions and showing genuine interest.



#### INTERMEDIATE

I am able to:

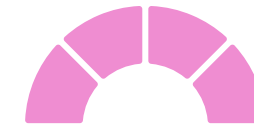
- Develop strategies to enhance engagement and participation of diverse stakeholders in decision-making processes.
- Empower individuals and families to advocate for their needs and access community resources.
- Collaborate with community partners to create opportunities for social inclusion and engagement.
- Implement practical approaches to encourage children and families to advocate for their needs in various situations while balancing their autonomy.
- Utilise various therapy models and resources flexibly to support children and families based on their specific needs and contexts.



#### ACCOMPLISHED

I am able to:

- Lead engagement strategies, fostering a culture of participation and empowerment within the organisation.
- Design and implement initiatives that promote self-advocacy and leadership among children with developmental delays, difference or disability, with their families and carers.
- Advocate for inclusive practices and policies that enhance engagement and empowerment outcomes.
- Support individuals in using advanced self-advocacy techniques, ensuring their rights and needs are effectively communicated while respecting their autonomy.
- Integrate multiple therapy models and resources into practice, tailoring approaches to fit the unique needs of each child and family.



#### LEADING

I am able to:

- Seek to improve engagement frameworks and practices, enhancing participation and social connection outcomes.
- Influence sector-wide policies and practices to promote meaningful engagement and empowerment.
- Collaborate with children, families and carers to co-create solutions and initiatives that enable children to engage meaningful ways more often.
- Develop and implement comprehensive advocacy strategies that balance the needs of children and families with respect for their autonomy, ensuring that decisions are made in collaboration with them.
- Combine various therapy models and resources to develop comprehensive, flexible strategies that empower children and families in diverse situations.

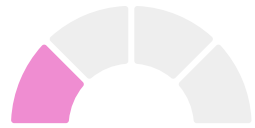
### 3. PROMOTE INCLUSION

ADAPTING PRACTICES TO ENSURE ALL CHILDREN AND FAMILIES FEEL VALUED, SUPPORTED, AND FULLY INTEGRATED INTO THEIR COMMUNITIES.

KEY COMPETENCY 3.2

## HONOUR CALD, FIRST NATIONS & LGBTQIA+ PERSPECTIVES

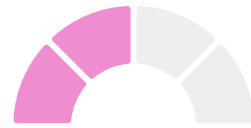
I will honour diverse cultural backgrounds, religions and identities of children and families ensuring to use my skills and abilities to understand and support them in a culturally sensitive manner.



#### FOUNDATIONAL

I am able to:

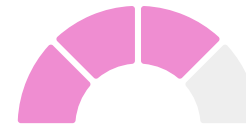
- Acknowledge diverse cultural experiences, histories, and traumas within CALD and First Nations communities.
- Incorporate cultural perspectives into support practices to enhance engagement and outcomes for individuals and families.
- Demonstrate awareness of cultural sensitivities and adapt communication and interventions accordingly.
- Acknowledge the existence of intergenerational trauma and its impacts on families, showing sensitivity and awareness in interactions and support.



#### INTERMEDIATE

I am able to:

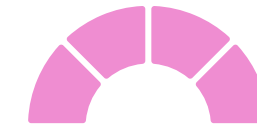
- Develop culturally responsive strategies to engage CALD and First Nations communities in support services.
- Collaborate with cultural advisors and community leaders to ensure culturally safe and respectful practices.
- Integrate cultural understanding into service delivery to meet the diverse needs of individuals and families.
- Address the effects of intergenerational trauma in support strategies, acknowledging its ongoing impact and incorporating trauma-informed approaches to care.



#### ACCOMPLISHED

I am able to:

- Lead initiatives to embed cultural understanding and responsiveness across organisational practices.
- Advocate for policies and practices that promote cultural safety and equity within the organisation.
- Facilitate cross-cultural dialogues and partnerships to enhance service accessibility and effectiveness.
- Address intergenerational trauma in a systematic way, ensuring that its impacts are understood and considered in all aspects of support and intervention.



#### LEADING

I am able to:

- Seek to improve culturally inclusive frameworks and practices, advancing equity and social justice outcomes.
- Influence systemic changes and policies to address cultural barriers and promote cultural humility.
- Collaborate with children, families and carers to co-design and implement initiatives that promote cultural respect and empowerment.
- Mentor and guide others in understanding and addressing the impacts of intergenerational trauma, ensuring that best practices are shared and implemented across teams.
- Lead and influence broader industry practices, mentoring others in the importance of neuro-affirming approaches and effective co-design with neurodiverse communities.



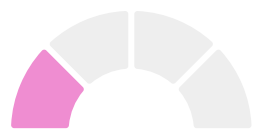
### 3. PROMOTE INCLUSION

ADAPTING PRACTICES TO ENSURE ALL CHILDREN AND FAMILIES FEEL VALUED, SUPPORTED, AND FULLY INTEGRATED INTO THEIR COMMUNITIES.

KEY COMPETENCY 3.3

## ANTI-ABLEIST AND NEURO-AFFIRMING PRACTICE (NAP)

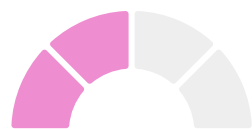
**I will embrace practices that affirm neurodiversity, neurodivergence, and lived experiences, while actively combating ableism in my work with children and families.**



#### FOUNDATIONAL

I am able to:

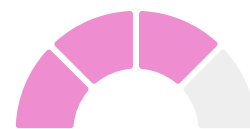
- Recognise and respect neurodiversity, neurodivergence, and lived experiences in all interactions with children and families, ensuring these aspects are valued and acknowledged.
- Apply inclusive practices to support neurodivergent individuals by adapting approaches to accommodate diverse needs and perspectives.
- Address ableism by actively challenging and addressing biased attitudes and behaviours, promoting a culture of respect and understanding.
- Educate parents and carers that differences in neurodiversity and lived experiences are valuable assets and do not need to be changed.



#### INTERMEDIATE

I am able to:

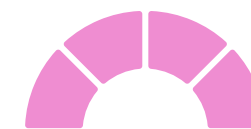
- Implement strategies and interventions that affirm neurodiversity and neurodivergence, ensuring that practices are inclusive and responsive to the needs of all individuals.
- Use inclusive language and actively combat ableism in communication and practice, fostering an environment where everyone feels valued and respected.
- Reflect on and seek feedback on neuro-affirming practices, continuously improving and adapting methods to better support neurodiverse individuals and combat ableism effectively.
- Support parents and carers in understanding and embracing their child's differences, reinforcing that these differences are strengths rather than deficits.



#### ACCOMPLISHED

I am able to:

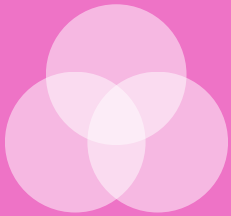
- Consistently integrate neuro-affirming practices into all aspects of work, tailoring support to meet the diverse needs of children and families and promoting an inclusive environment.
- Advocate for and drive systemic changes within the organisation and community that promote inclusion and challenge ableism, creating a broader impact on practices and policies.
- Mentor and support colleagues in adopting neurodiversity and anti-ableism practices, sharing expertise and fostering a culture of inclusion within the team.
- Educate and empower parents and carers to utilise their child's neurodiversity and differences as strengths, reinforcing positive perspectives and inclusive practices.



#### LEADING

I am able to:

- Develop and implement comprehensive organisation-wide policies and practices that support neurodiversity, neurodivergence, and anti-ableism, leading efforts to create an inclusive and respectful environment.
- Influence and lead community and organisational initiatives aimed at advancing inclusion and combating ableism, contributing to broader systemic change.
- Lead efforts to advance knowledge and best practices in neurodiversity and inclusion, positioning oneself as a leader and advocate in the field.
- Lead educational initiatives for parents and carers, ensuring that understanding and embracing differences as strengths is central to support strategies and organisational practices.



## DESIGN AND DELIVER

# 4. INDIVIDUALISE MY SUPPORTS

CUSTOMISING SERVICES AND STRATEGIES TO MEET  
MY UNIQUE NEEDS, PREFERENCES, AND GOALS



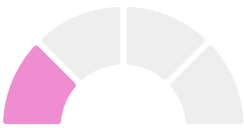
# 4. INDIVIDUALISE MY SUPPORTS

CUSTOMISING SERVICES AND STRATEGIES TO MEET MY UNIQUE NEEDS, PREFERENCES, AND GOALS.

KEY COMPETENCY 4.1

## PRIORITY AND GOAL SETTING

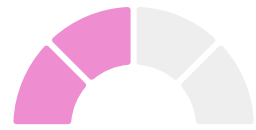
I will set clear SMART priorities and goals to tailor support to the unique needs of each child and family, implementing functional and participation-based goal setting.



FOUNDATIONAL

I am able to:

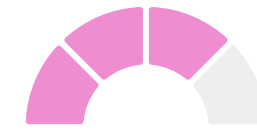
- Understand and respect the family's values, preferences, and needs when setting priorities and goals.
- Participate in goal-setting discussions, ensuring all voices are heard.
- Utilise SMART criteria to develop clear, achievable goals and regularly monitor progress.
- Maintain thorough documentation, revisit goals regularly and support the child, families and carers to stay engaged in the goal-setting process.



INTERMEDIATE

I am able to:

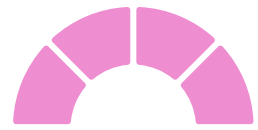
- Collaboratively set and adjust priorities and goals with families, ensuring alignment with their values, needs, and preferences.
- Apply SMART criteria to develop clear, realistic goals, systematically tracking progress to ensure these goals are achievable and relevant.
- Ensure consistent, high-level documentation and implement various strategies to encourage continuous progress and engagement.



ACCOMPLISHED

I am able to:

- Lead the goal-setting cycle, facilitating comprehensive discussions to align priorities with family values, needs, and preferences.
- Coach and mentor colleagues on effective priority setting and SMART goal management.
- Maintain high-level documentation and regularly review and update goals, engaging the child, family, and carers in the goal-setting process to ensure alignment with evolving needs and circumstances.



LEADING

I am able to:

- Champion a family-centered approach to priority setting across the organisation.
- Develop and implement advanced strategies for aligning goals with family values, needs, and preferences.
- Evaluate and enhance the effectiveness of goal-setting cycles and documentation practices, driving systemic improvements and fostering a culture of motivation and progress.



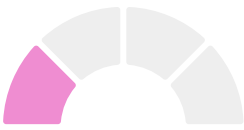
# 4. INDIVIDUALISE MY SUPPORTS

CUSTOMISING SERVICES AND STRATEGIES TO MEET MY UNIQUE NEEDS, PREFERENCES, AND GOALS.

KEY COMPETENCY 4.2

## ECOLOGICAL AND INTERSECTIONAL APPROACH

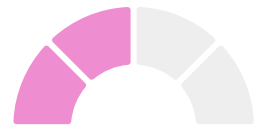
I will consider all aspects of a child’s and family’s environment and identity in planning supports.



FOUNDATIONAL

I am able to:

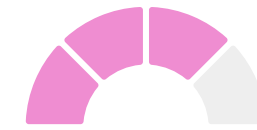
- Recognise the importance of considering a child’s and family’s environment and identity in planning supports.
- Gather and incorporate information about the child’s immediate environment and family context.
- Show awareness of the diverse backgrounds and identities of children and families.



INTERMEDIATE

I am able to:

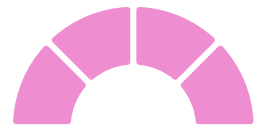
- Consistently consider a wide range of environmental and identity factors in planning supports for children and families.
- Actively seek out and incorporate detailed information about the child’s broader environment, including cultural, social, and economic contexts.
- Apply intersectional principles to understand how various aspects of identity (e.g., race, gender, disability) interact and impact the child’s and family’s experiences.



ACCOMPLISHED

I am able to:

- Demonstrate deep understanding and application of ecological and intersectional principles in all planning and support activities.
- Integrate comprehensive information about the child’s and family’s environment and identity into tailored support plans.
- Provide guidance and mentorship to colleagues on incorporating ecological and intersectional approaches in their practice.



LEADING

I am able to:

- Lead the development and implementation of organisational strategies that prioritise ecological and intersectional approaches in service delivery.
- Advocate for policies and practices that address the diverse needs and identities of children and families.
- Mentor and train staff to ensure a high level of competency in applying ecological and intersectional approaches, fostering a culture of inclusivity and holistic support.



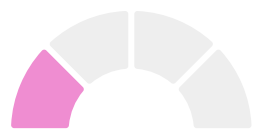
## 4. INDIVIDUALISE MY SUPPORTS

CUSTOMISING SERVICES AND STRATEGIES TO MEET MY UNIQUE NEEDS, PREFERENCES, AND GOALS.

KEY COMPETENCY 4.3

# ADAPTIVE PRACTICE

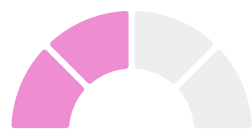
I will adapt practices to meet the unique needs of each child and family, regularly reviewing and adjusting supports as needed to ensure they effectively serve children and families.



### FOUNDATIONAL

I am able to:

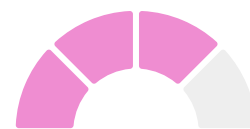
- Understand the importance of adapting strategies and supports based on ongoing assessment, feedback, and family/child perspectives to accommodate diverse abilities.
- Integrate knowledge of varying abilities into support plans, ensuring inclusivity and accessibility in service delivery.
- Create safe and supportive environments for children and families, promoting respect for diversity and individual needs.
- Demonstrate knowledge and skill to adjust strategies and interventions based on ongoing assessments and feedback.



### INTERMEDIATE

I am able to:

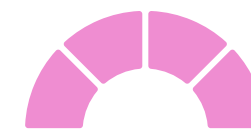
- Adjust interventions dynamically in response to changing needs and circumstances, using feedback and assessment data to refine approaches.
- Engage families and children in decision-making processes, tailoring supports and interventions to align with their preferences and goals.
- Advocate for inclusivity and accessibility, ensuring that services are accessible to all children and families.



### ACCOMPLISHED

I am able to:

- Lead initiatives to promote adaptive practices within teams and organisations, fostering a culture of flexibility and responsiveness.
- Seek out and have access to adaptive strategies to address complex needs and challenges, piloting new approaches and evaluating their impact on outcomes.
- Advocate for systemic changes to embed adaptive practices in organisational policies and practices.



### LEADING

I am able to:

- Understand and promote industry standards for adaptive practices and interventions, establishing benchmarks for flexibility and responsiveness in service delivery.
- Influence policy developments to support adaptive practices and create inclusive environments, collaborating with children, families and carers to drive legislative changes.
- Build strategic alliances with community organisations, government agencies, and advocacy groups to advance sector-wide improvements in service accessibility and quality.



## DESIGN AND DELIVER

# 5. EMBRACE EVIDENCE

UTILISING RESEARCH-BASED PRACTICES TO ENSURE THE MOST EFFECTIVE  
AND RELEVANT SUPPORTS FOR CHILDREN AND FAMILIES.

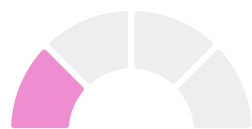
## 5. EMBRACE EVIDENCE

UTILISING RESEARCH-BASED PRACTICES TO ENSURE THE MOST EFFECTIVE AND RELEVANT SUPPORTS FOR CHILDREN AND FAMILIES.

KEY COMPETENCY 5.1

# EMBRACE BEST PRACTICE

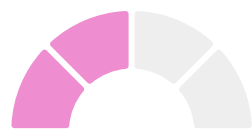
I will apply the best available evidence and practice to support the development of children and families, ensuring that the approach is family-centred and strengths-based.



### FOUNDATIONAL

I am able to:

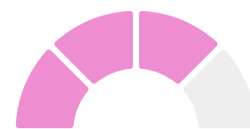
- Apply knowledge of ethical standards, legislation, and best practices to support service delivery.
- Demonstrate understanding of the Reimagine Code of Ethics and its application in daily practice.
- Uphold a zero-tolerance culture for discrimination, exploitation, neglect, and abuse.



### INTERMEDIATE

I am able to:

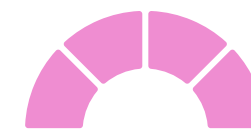
- Integrate ethical principles and legislative requirements into decision-making and service provision.
- Implement evidence-based practices to promote quality and safety in service delivery.
- Collaborate with stakeholders to uphold organisational standards and ethical guidelines.



### ACCOMPLISHED

I am able to:

- Lead the implementation of best practices, ensuring compliance with legal and ethical standards.
- Design and facilitate training programs on ethical conduct and best practice guidelines.
- Advocate for policies and initiatives that promote a culture of continuous improvement and accountability.



### LEADING

I am able to:

- Innovate ethical frameworks and practices, advancing standards of care and governance.
- Influence industry-wide policies and regulations to enhance ethical standards and practices.
- Collaborate with regulatory bodies and stakeholders to shape ethical guidelines and professional standards.



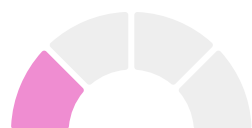
## 5. EMBRACE EVIDENCE

UTILISING RESEARCH-BASED PRACTICES TO ENSURE THE MOST EFFECTIVE AND RELEVANT SUPPORTS FOR CHILDREN AND FAMILIES.

KEY COMPETENCY 5.2

# RESEARCH AND INNOVATION

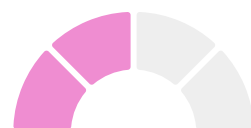
I will stay informed about the latest research and innovative practices across early childhood development.



### FOUNDATIONAL

I am able to:

- Stay informed about current research and innovative practices in early childhood development.
- Seek out and review relevant research articles, reports, and resources.
- Demonstrate openness to new ideas and approaches in practice.



### INTERMEDIATE

I am able to:

- Regularly review and integrate the latest research findings and innovative practices into daily work.
- Actively participate in professional development opportunities, such as workshops and seminars, to stay updated on new developments.
- Apply evidence-based practices to enhance the quality of support provided to children and families.



### ACCOMPLISHED

I am able to:

- Demonstrate advanced understanding and application of current research and innovative practices in early childhood development.
- Contribute to the development and dissemination of new knowledge by participating in research projects or publishing findings.
- Mentor and guide colleagues in incorporating research and innovation into their practice.



### LEADING

I am able to:

- Lead the strategic direction of research and innovation within the organisation, fostering a culture of continuous improvement.
- Establish partnerships with research institutions and contribute to shaping the research agenda in early childhood development.
- Advocate for and implement organisational changes based on cutting-edge research and innovative practices, ensuring the highest quality of support for children and families.



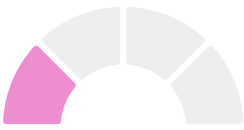
# 5. EMBRACE EVIDENCE

UTILISING RESEARCH-BASED PRACTICES TO ENSURE THE MOST EFFECTIVE AND RELEVANT SUPPORTS FOR CHILDREN AND FAMILIES.

KEY COMPETENCY 5.3

## EARLY CHILDHOOD DEVELOPMENT

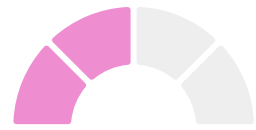
I will focus on practices that support the early development of children, with an understanding of developmental milestones and the child's zone of proximal development.



FOUNDATIONAL

I am able to:

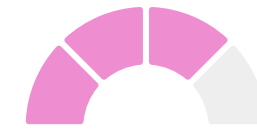
- Understand the core principles of childhood development and its different components.
- Assist in supporting children by applying foundational knowledge to enhance their wellbeing and progress.
- Document observations and developmental milestones clearly and accurately.
- Support children through an understanding of the child's zone of proximal development, identifying areas where they need guidance and support..



INTERMEDIATE

I am able to:

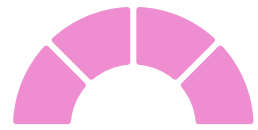
- Utilise comprehensive knowledge of childhood development to create and implement support plans.
- Monitor and assess children's progress across various developmental dimensions, adjusting strategies as needed.
- Collaborate with families and carers to ensure developmental support aligns with the child's needs and enhances wellbeing.
- Apply knowledge of the zone of proximal development to tailor interventions that effectively support children's progress and address their specific developmental needs.



ACCOMPLISHED

I am able to:

- Lead efforts in developing and implementing advanced support strategies for childhood development.
- Provide expert guidance on the interrelated dimensions of childhood development to colleagues, families, and carers.
- Continuously evaluate and refine support plans to ensure they effectively enhance children's wellbeing and progress.
- Design and implement strategies based on a thorough understanding of the zone of proximal development, ensuring that support is personalised to enhance each child's growth.



LEADING

I am able to:

- Champion innovative approaches to childhood development support across the organisation.
- Develop and implement policies and programs that reflect the latest research and best practices in childhood development.
- Lead evaluations and systemic improvements in developmental support practices, ensuring they consistently enhance children's wellbeing and progress.
- Lead practices using extensive knowledge of the zone of proximal development to drive effective, individualised approaches that significantly advance early childhood development outcomes.





# DESIGN AND DELIVER

## 6. BE AGILE

SWIFTLY ADAPTING TO CHANGING NEEDS AND CIRCUMSTANCES  
TO PROVIDE TIMELY AND EFFECTIVE SUPPORT



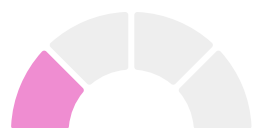
## 6. BE AGILE

SWIFTLY ADAPTING TO CHANGING NEEDS AND CIRCUMSTANCES TO PROVIDE TIMELY AND EFFECTIVE SUPPORT.

KEY COMPETENCY 6.1

# MONITOR AND EVALUATE

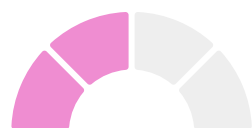
I will regularly review and adjust my process reflecting on the outcomes of my adaptive practice to best serve children and families.



### FOUNDATIONAL

I am able to:

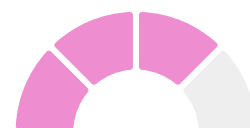
- Regularly check and record outcomes of adaptive practices to ensure alignment with goals.
- Follow established protocols for monitoring processes and gather feedback from children, families, and team members.
- Document observations and identify areas for potential improvement based on standard criteria.



### INTERMEDIATE

I am able to:

- Analyse feedback and outcomes to assess the effectiveness of adaptive practices.
- Make informed adjustments to processes based on systematic evaluation and feedback from various sources.
- Use monitoring tools and techniques to ensure that changes effectively address the needs of children and families.



### ACCOMPLISHED

I am able to:

- Conduct comprehensive reviews of adaptive practices, integrating feedback from multiple stakeholders.
- Implement strategic changes to improve processes and outcomes, based on thorough evaluation and analysis.
- Lead discussions on outcomes and adjustments with team members and families, ensuring transparency and collaboration.



### LEADING

I am able to:

- Develop and implement advanced monitoring and evaluation strategies that enhance adaptive practices.
- Drive continuous improvement by integrating innovative approaches and emerging best practices into the review process.
- Mentor others in effective monitoring and evaluation techniques, promoting a culture of reflective practice and ongoing enhancement.

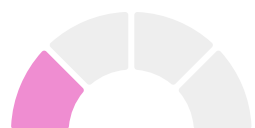
## 6. BE AGILE

SWIFTLY ADAPTING TO CHANGING NEEDS AND CIRCUMSTANCES TO PROVIDE TIMELY AND EFFECTIVE SUPPORT.

KEY COMPETENCY 6.2

# UNDERSTANDING AND NAVIGATING SYSTEMS

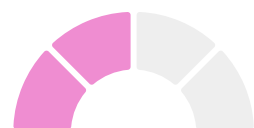
I will help children and families understand and navigate the systems that affect their lives, providing knowledge on which systems and supports can be accessed and how to utilise them effectively.



### FOUNDATIONAL

I am able to:

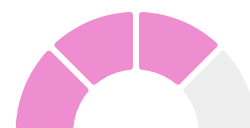
- Understand the foundational structure and functions of systems that impact children and families, such as education, healthcare, and social services.
- Provide clear and straightforward information to families about these systems.
- Recognise when to seek additional information or support to assist families in navigating these systems.



### INTERMEDIATE

I am able to:

- Regularly assist families in understanding and accessing the various systems that affect their lives.
- Build relationships with key contacts within these systems to facilitate smoother navigation for families.
- Utilise problem-solving skills to help families overcome barriers within these systems.



### ACCOMPLISHED

I am able to:

- Demonstrate in-depth knowledge of the complex systems impacting children and families and the ability to effectively navigate and advocate within them.
- Proactively identify and address systemic barriers that families may face.
- Provide training and support to colleagues on how to assist families in navigating these systems.



### LEADING

I am able to:

- Lead initiatives to improve system navigation for families within the organisation.
- Collaborate externally to streamline processes and reduce barriers within systems that affect children and families.
- Advocate for policy changes and systemic improvements to better support the needs of children and families.

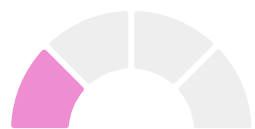
## 6. BE AGILE

SWIFTLY ADAPTING TO CHANGING NEEDS AND CIRCUMSTANCES TO PROVIDE TIMELY AND EFFECTIVE SUPPORT.

KEY COMPETENCY 6.3

# RISK MANAGEMENT

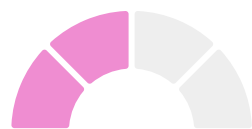
I will be prepared to manage risks effectively to support children and families in times of need.



### FOUNDATIONAL

I am able to:

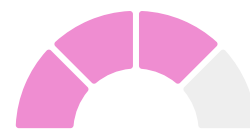
- Identify potential risks that threaten the safety or wellbeing of individuals early and prepare to respond with understanding and respect.
- Apply intervention strategies to address immediate risks and ensure safety, following established protocols and procedures with support.
- Respond promptly to potential risk, coordinating resources to support affected individuals and families.
- Seek supervision to discuss and address potential risks and escalate concerns as needed.



### INTERMEDIATE

I am able to:

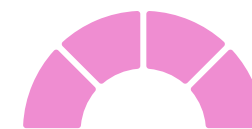
- Implement proactive risk prevention measures by addressing contributing factors and developing tailored prevention strategies.
- Intervene effectively in escalating situations, assessing risks and implementing interventions to mitigate harm and ensure safety.
- Take decisive action to support individuals experiencing difficult situations, providing immediate assistance and coordinating resources for recovery.
- Seek supervision to review and refine risk management strategies, ensuring timely escalation and support.



### ACCOMPLISHED

I am able to:

- Lead comprehensive risk prevention efforts, managing complex risks with strategic planning and multi-agency coordination.
- Develop and implement advanced risk management plans, evaluating and refining strategies to enhance risk response effectiveness.
- Advocate for systemic changes to improve risk management frameworks and address root causes.
- Lead regular supervision sessions to analyse complex risk situations and ensure effective escalation and resolution.



### LEADING

I am able to:

- Evaluate gaps in existing crisis management strategies, developing and implementing approaches to for better crisis prevention and intervention.
- Influence policy reforms at organisational and governmental levels, advocating for legislative changes to strengthen crisis response systems.
- Build collaborative partnerships with diverse support providers to drive sector-wide improvements in crisis management and support services.
- Oversee and optimise supervision processes to enhance risk management practices, ensuring robust mechanisms for escalation.



# DESIGN AND DELIVER

## 7. BE AGILE

WORKING TOGETHER WITH FAMILIES, PROFESSIONALS, & COMMUNITIES TO CREATE  
COHESIVE & COMPREHENSIVE SUPPORT FOR CHILDREN'S DEVELOPMENT & WELL-BEING





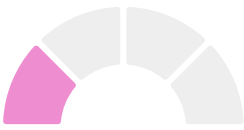
# 7. COLLABORATE WITH OTHERS

WORKING TOGETHER WITH FAMILIES, PROFESSIONALS, & COMMUNITIES TO CREATE COHESIVE & COMPREHENSIVE SUPPORT FOR CHILDREN'S DEVELOPMENT & WELL-BEING.

KEY COMPETENCY 7.1

## COLLABORATIVE PRACTICE

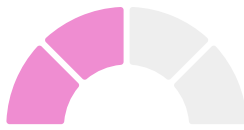
I will work together with other professionals and stakeholders to support the needs of children and families.



**FOUNDATIONAL**

I am able to:

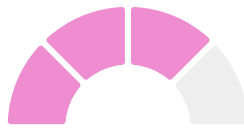
- Support decision-making through collaboration and consensus- building with the child, their family and carers.
- Build rapport and foster trust through effective communication and relationship management.
- Ensure lived experiences are central to decision-making processes.
- Engage with all supports around the child and family to work collaboratively towards family goals.



**INTERMEDIATE**

I am able to:

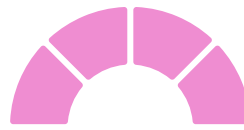
- Support decision-making through collaboration and consensus- building with the child, their family, carers and their multidisciplinary teams.
- Apply collaborative approaches to address complex challenges and improve service outcomes.
- Promote open communication and information sharing to enhance team cohesion and effectiveness.
- Integrate diverse perspectives and experiences to inform decision- making and service planning.
- Regularly engage with all supports around the child and family to ensure alignment and progress towards family goals.



**ACCOMPLISHED**

I am able to:

- Lead joint decision-making conversations, building consensus among the child, their family, carers and their multidisciplinary teams.
- Develop strategies for resolving conflicts and promoting constructive dialogue within teams, fostering a culture of shared responsibility and collective impact.
- Advocate for inclusive practices that value diverse contributions and perspectives.
- Proactively engage with all supports around the child and family to align strategies and interventions with family goals.



**LEADING**

I am able to:

- Lead joint decision-making conversations and build consensus among the child, their family, carers and their multidisciplinary teams.
- Introduce new collaborative models and frameworks, enhancing interdisciplinary collaboration and integration.
- Influence systemic changes to promote person-centred approaches and shared decision-making.
- Partner across the sector to co- design solutions and improve service delivery outcomes.
- Strategically engage with all supports around the child and family to drive innovative solutions and achieve family goals.



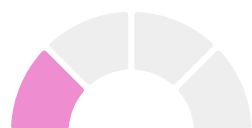
## 7. COLLABORATE WITH OTHERS

WORKING TOGETHER WITH FAMILIES, PROFESSIONALS, & COMMUNITIES TO CREATE COHESIVE & COMPREHENSIVE SUPPORT FOR CHILDREN'S DEVELOPMENT & WELL-BEING.

KEY COMPETENCY 7.2

# NETWORK AND COMMUNITY DEVELOPMENT

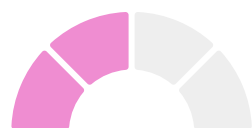
I will build networks and develop community connections to enhance support for children and families.



### FOUNDATIONAL

I am able to:

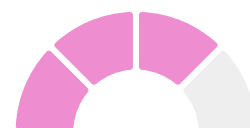
- Build and maintain collaborative relationships with support providers, advocates and community resources.
- Network effectively to connect diverse families with culturally responsive supports and services.
- Demonstrate cultural competence in engaging with diverse identities and communities.



### INTERMEDIATE

I am able to:

- Develop partnerships and networks to enhance support services and resources for families.
- Facilitate cross-sector collaboration to address community needs and promote access to resources.
- Utilise networking skills to advocate for equitable services and inclusive practices



### ACCOMPLISHED

I am able to:

- Lead network development efforts, expanding partnerships and enhancing community engagement.
- Act as a liaison between families and community resources, ensuring comprehensive support.
- Advocate for policies that promote equity and cultural responsiveness in service delivery.



### LEADING

I am able to:

- Seek out and share their collaborative networks and partnerships and leverage the network to drive collective impact.
- Design and implement initiatives to improve access to resources and reduce service disparities.
- Advocate for policy changes that enhance community support systems and address gaps in services.

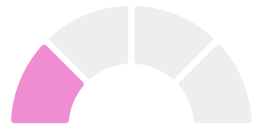
## 7. COLLABORATE WITH OTHERS

WORKING TOGETHER WITH FAMILIES, PROFESSIONALS, & COMMUNITIES TO CREATE COHESIVE & COMPREHENSIVE SUPPORT FOR CHILDREN'S DEVELOPMENT & WELL-BEING.

KEY COMPETENCY 7.3

# REFERRALS AND OTHER SUPPORT

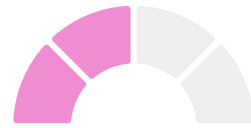
I will seek and provide referrals and other peer and community support as needed for children and families.



### FOUNDATIONAL

I am able to:

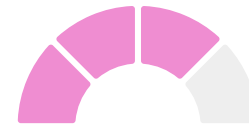
- Understand that children, families, and carers often have multiple peer and community support providers.
- Assist in helping families understand the range of services available and how they collaborate to achieve outcomes and goals for the child.
- Support the child, family, and carers in engaging with the child's multidisciplinary team.



### INTERMEDIATE

I am able to:

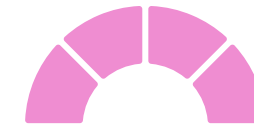
- Provide comprehensive support to children, families, and carers in navigating and coordinating multiple peer and community support providers.
- Ensure clear communication and collaboration between various services to deliver cohesive outcomes and goals for the child.
- Proactively facilitate engagement between the child, family, carers, and the multidisciplinary team, ensuring all parties are informed and involved.



### ACCOMPLISHED

I am able to:

- Lead efforts to streamline and integrate support services for children, families, and carers.
- Develop and implement strategies to enhance collaboration and coordination among peer and community support providers.
- Mentor colleagues in proactive engagement techniques, ensuring the child, family, and carers effectively interact with the multidisciplinary team.



### LEADING

I am able to:

- Champion a holistic approach to supports management across the organisation, promoting seamless integration of services.
- Develop and implement policies and programs to improve coordination and collaboration among peer and community support providers.
- Continuously evaluate and improve engagement practices, ensuring children, families, and carers receive optimal support from their multidisciplinary team.



# DESIGN AND DELIVER

## 8. LEARN AND GROW

CONTINUOUSLY ENHANCING KNOWLEDGE AND SKILLS  
TO PROVIDE THE BEST SUPPORT FOR CHILDREN AND FAMILIES



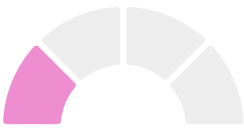
# 8. LEARN AND GROW

CONTINUOUSLY ENHANCING KNOWLEDGE AND SKILLS TO PROVIDE THE BEST SUPPORT FOR CHILDREN AND FAMILIES.

KEY COMPETENCY 8.1

## LIFELONG LEARNING

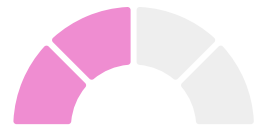
I will commit to continuous learning and professional development to better support children and families.



FOUNDATIONAL

I am able to:

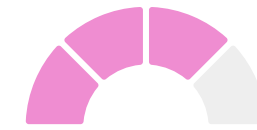
- Demonstrate awareness of the historical context and evolution of disability support systems and implicit biases.
- Engage in self-reflection and seek opportunities for personal growth and learning.
- Recognise the impact of personal biases on interactions with individuals and families in the support context.
- Demonstrate active participation in learning and development activities under supervision and seek guidance to build knowledge and skills.
- Collaborate with peers and mentors to explore and address personal biases and promote inclusive practice.



INTERMEDIATE

I am able to:

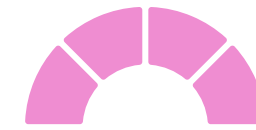
- Actively engage in ongoing learning and professional development to deepen understanding of disability support history and contemporary issues.
- Integrate self-reflection practices to enhance cultural competence and mitigate bias in support delivery.
- Engage in targeted professional development opportunities, apply new knowledge to practice, and reflect on learning experiences to improve performance.
- Actively work with peers and mentors to identify and address personal biases, implementing strategies to enhance inclusive practices within your work environment.



ACCOMPLISHED

I am able to:

- Lead personal development initiatives, driving continuous learning and reflection to refine support practices and cultural competence.
- Advocate for systemic changes and policies that promote diversity, equity, and inclusion within the disability support sector.
- Display professional ethics and values, promoting a culture of respect and understanding.
- Independently identify and pursue advanced learning opportunities, integrate new insights into practice, and contribute to the professional development of peers.



LEADING

I am able to:

- Innovate professional development frameworks and initiatives that foster a culture of lifelong learning and self-awareness.
- Influence sector-wide policies and practices to eliminate systemic biases and promote equitable support environments.
- Collaborate with stakeholders to advance inclusive practices and drive positive outcomes for individuals and families in the disability support sector.
- Lead and shape professional development initiatives, mentor others in their learning journeys, and drive innovation by staying at the forefront of research and best practices in early childhood intervention.



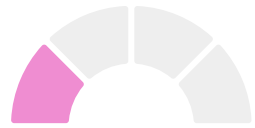
## 8. LEARN AND GROW

CONTINUOUSLY ENHANCING KNOWLEDGE AND SKILLS TO PROVIDE THE BEST SUPPORT FOR CHILDREN AND FAMILIES.

KEY COMPETENCY 8.2

# REFLECTIVE PRACTICE

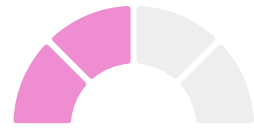
I will regularly reflect on my practices to improve my support for children and families.



### FOUNDATIONAL

I am able to:

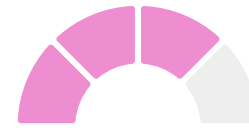
- Engage in reflective analysis with support as needed, evaluating interactions and decisions to gain awareness of personal biases and assumptions.
- Use feedback to assess practice effectiveness and identify areas for improvement, aligning actions with established best practices.
- Adhere to ethical guidelines and professional standards in supporting children and families, maintaining integrity and accountability in practice.
- Establish a relationship with a senior practitioner early on to guide and support reflective practice.



### INTERMEDIATE

I am able to:

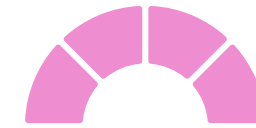
- Conduct independent reflective analysis to evaluate interactions and decisions, integrating feedback to enhance professional practice.
- Support colleagues in developing reflective skills, providing guidance and feedback to promote continuous learning and improvement.
- Enhance support effectiveness through ongoing reflection, making adjustments based on insights gained through reflective practices.
- Maintain ongoing collaboration with a senior practitioner to embed reflective practice into daily work.



### ACCOMPLISHED

I am able to:

- Conduct independent reflective analysis to evaluate interactions and decisions, integrating feedback to enhance professional practice.
- Lead reflective practice initiatives within teams and organisations, fostering a culture of continuous learning and improvement.
- Mentor peers and junior colleagues in reflective practice methodologies, promoting a supportive environment for professional development.
- Use insights from reflective practice to inform strategic decisions and enhance service delivery outcomes.



### LEADING

I am able to:

- Conduct independent reflective analysis to evaluate interactions and decisions, integrating feedback to enhance professional practice.
- Seek out emerging reflective practice frameworks and methodologies, introducing new approaches to enhance learning and development.
- Cultivate a culture of reflective inquiry at all organisational levels, fostering an environment where reflection is valued and encouraged.
- Deep knowledge and understanding of the current research to advance evidence-based practices and contribute to knowledge in the field of early childhood intervention.



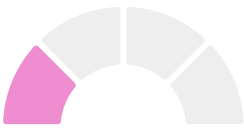
## 8. LEARN AND GROW

CONTINUOUSLY ENHANCING KNOWLEDGE AND SKILLS TO PROVIDE THE BEST SUPPORT FOR CHILDREN AND FAMILIES.

KEY COMPETENCY 8.3

# SELF CARE

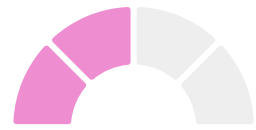
I will prioritise self care to maintain my wellbeing and effectiveness in supporting children and families.



FOUNDATIONAL

I am able to:

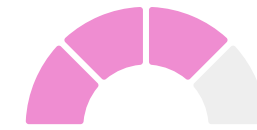
- Manage personal physical, mental, and emotional health to maintain optimal support capability, leveraging emotional intelligence.
- Implement basic self-care practices to sustain professional resilience and effectiveness in supporting children and families.
- Recognise the importance of self-care in maintaining professional boundaries and ethical practice standards.
- Seek out organisational support and resources early to address personal wellbeing needs.



INTERMEDIATE

I am able to:

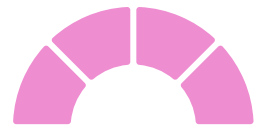
- Integrate advanced self-care strategies into daily routines, enhancing personal resilience and wellbeing to manage stress effectively.
- Advocate for organisational support and resources to promote a culture of self-care among colleagues and team members.
- Balance professional responsibilities with personal health needs, fostering a sustainable approach to caregiving and support.
- Proactively seek organisational support and resources to enhance personal and professional wellbeing.



ACCOMPLISHED

I am able to:

- Lead self-care initiatives within teams and organisations, developing comprehensive programs and resources to support staff wellbeing.
- Mentor others in self-care practices, providing guidance and support to promote healthy work-life balance and emotional wellbeing.
- Advocate for systemic changes to embed self-care principles in organisational policies and practices, ensuring sustainable support environments.
- Advocate for manageable workloads and boundaries to ensure well-being while maintaining balanced support for children and families.
- Recognise and address the support needs of others, including colleagues and families, while maintaining personal well-being.



LEADING

I am able to:

- Seek out emerging self-care frameworks and initiatives, pioneering new approaches to enhance wellbeing and resilience across the sector.
- Influence sector-wide policies and practices to prioritise staff wellbeing and self-care, driving cultural change and organisational support.
- Collaborate with industry leaders and stakeholders to advocate for national standards and guidelines on self-care in caregiving professions.
- Proactively identify and address self-care needs for colleagues and families, fostering a supportive environment and implementing strategies to promote well-being.



# DESIGN AND DELIVER

## 9. BUILD MY CAPACITY

DEVELOPING SKILLS, KNOWLEDGE, AND RESOURCES TO ENHANCE  
EFFECTIVENESS AND SUPPORT FOR CHILDREN AND FAMILIES

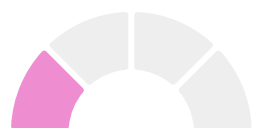
## 9. BUILD MY CAPACITY

DEVELOPING SKILLS, KNOWLEDGE, AND RESOURCES TO ENHANCE EFFECTIVENESS AND SUPPORT FOR CHILDREN AND FAMILIES.

KEY COMPETENCY 9.1

# STRENGTHENING CAPABILITIES

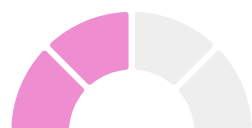
I will focus on developing and strengthening the capabilities of children and families to help them reach their full potential.



### FOUNDATIONAL

I am able to:

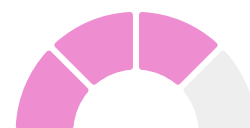
- Understand the foundational principles of capability development for children and families.
- Encourage children and families to build on their existing strengths and abilities.
- Provide basic guidance and resources to support the development of new skills and capabilities.



### INTERMEDIATE

I am able to:

- Actively work with children and families to identify and develop their strengths and capabilities.
- Utilise a range of tools and strategies to support skill development and capacity building.
- Regularly assess progress and provide tailored support to address specific needs and goals.



### ACCOMPLISHED

I am able to:

- Demonstrate advanced skills in fostering the development and strengthening of capabilities in children and families.
- Develop and implement comprehensive plans to support long-term capability development.
- Provide mentorship and training to colleagues on effective strategies for capability building.



### LEADING

I am able to:

- Lead organisational initiatives to enhance capability development programs for children and families.
- Collaborate with external experts to incorporate best practices and innovative approaches to capability building.
- Advocate for policies and practices that prioritise the development and strengthening of capabilities in children and families..



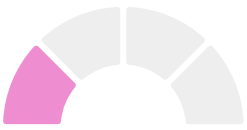
## 9. BUILD MY CAPACITY

DEVELOPING SKILLS, KNOWLEDGE, AND RESOURCES TO ENHANCE EFFECTIVENESS AND SUPPORT FOR CHILDREN AND FAMILIES.

KEY COMPETENCY 9.2

# ACCESSIBLE COMMUNICATION

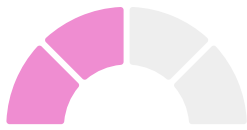
I will ensure that my communication methods are accessible and understandable for all children and families.



FOUNDATIONAL

I am able to:

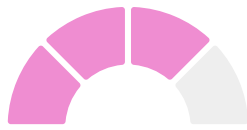
- Use clear and simple language for understanding with children and families.
- Adapt communication methods to meet the diverse needs of children and families, such as using visual aids or gestures.
- Demonstrate awareness of the importance of accessibility in communication.



INTERMEDIATE

I am able to:

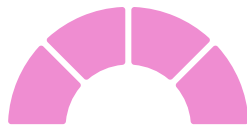
- Regularly employ a variety of communication tools and techniques to ensure information is accessible to all.
- Tailor communication strategies to the specific needs and preferences of each child and family.
- Provide training and resources to families to enhance their communication skills and understanding.



ACCOMPLISHED

I am able to:

- Demonstrate expertise in creating and delivering accessible communication materials and methods.
- Proactively seek feedback from children and families to continually improve communication accessibility.
- Support colleagues in developing and implementing accessible communication strategies.



LEADING

I am able to:

- Lead initiatives to promote accessible communication within the organisation.
- Advocate for the adoption of inclusive communication practices and policies at a systemic level.
- Collaborate with external organisations to develop and share best practices in accessible communication.



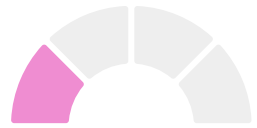
## 9. BUILD MY CAPACITY

DEVELOPING SKILLS, KNOWLEDGE, AND RESOURCES TO ENHANCE EFFECTIVENESS AND SUPPORT FOR CHILDREN AND FAMILIES.

KEY COMPETENCY 9.3

# PEER AND COMMUNITY SUPPORT

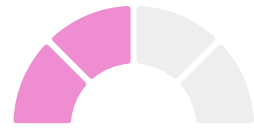
I will facilitate access to peer and community support to provide a network of assistance for children and families.



### FOUNDATIONAL

I am able to:

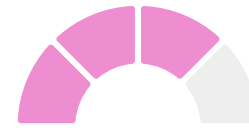
- Understand the value of peer and community support for children and families.
- Provide basic information about available peer and community support resources.
- Encourage families to connect with peers and community groups for additional support.



### INTERMEDIATE

I am able to:

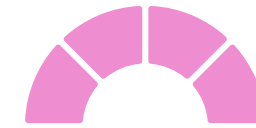
- Actively connect children and families with relevant peer and community support networks.
- Facilitate introductions and initial meetings with peer groups and community organisations.
- Monitor the effectiveness of these support networks and provides ongoing guidance to ensure families benefit from the connections.



### ACCOMPLISHED

I am able to:

- Develop and maintain strong relationships with a variety of peer and community support organisations.
- Create and coordinate support groups or community events to foster connections among families.
- Evaluate and refine strategies for facilitating peer and community support based on feedback and outcomes.



### LEADING

I am able to:

- Lead efforts to expand and enhance peer and community support networks within the organisation and the broader community.
- Advocate for policies and practices that promote the integration of peer and community support into service delivery.
- Collaborate with community leaders and organisations to develop comprehensive support systems for children and families.



TRANSITION

## 10. SUPPORT MY TRANSITION

PROVIDING TAILORED GUIDANCE AND RESOURCES TO ENSURE  
A SMOOTH ADJUSTMENT AND CONTINUED DEVELOPMENT



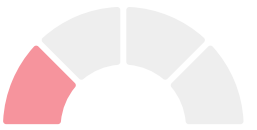
# 10. SUPPORT MY TRANSITION

PROVIDING TAILORED GUIDANCE AND RESOURCES TO ENSURE A SMOOTH ADJUSTMENT AND CONTINUED DEVELOPMENT.

KEY COMPETENCY 10.1

## SIGNAL TRANSITIONS EARLY

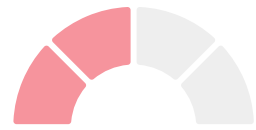
I will understand what transitions take place in a child's life and proactively prepare both the child and the family, whilst coordinating with the team around the child.



FOUNDATIONAL

I am able to:

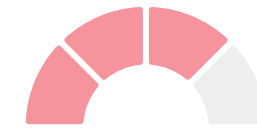
- Recognise key transitions in a child's life, such as starting school or moving to a new environment and acknowledge their potential impact.
- Communicate the importance of early preparation for transitions to the child and family.
- Support families by providing basic information and resources to help them understand and prepare for upcoming transitions.
- Collaborate with colleagues to ensure that transition planning is included in the child's overall support plan.
- Begin conversations early with families about anticipated transitions, ensuring they feel informed and supported.



INTERMEDIATE

I am able to:

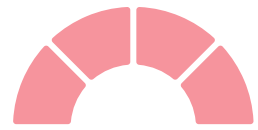
- Identify specific transition points in a child's life and actively engage in preparing the child and family well in advance.
- Provide families with practical tools and strategies to manage transitions smoothly, reducing stress and anxiety.
- Coordinate with the child's support team to ensure a cohesive approach to transition planning, addressing all aspects of the child's needs.
- Facilitate meetings or discussions between the family and relevant professionals to create a comprehensive transition plan.
- Monitor the child's and family's readiness for transitions, adjusting the support provided as necessary to ensure a smooth experience.



ACCOMPLISHED

I am able to:

- Lead the development of detailed transition plans that are tailored to the individual needs of the child and family.
- Equip families with in-depth knowledge and resources to navigate complex transitions, such as moving to a new educational setting or adjusting to significant life changes.
- Ensure that all members of the child's support team are aligned and actively contributing to a seamless transition process.
- Advocate for the child and family during transitions, ensuring their needs and preferences are prioritised and respected.
- Continuously evaluate and refine transition strategies to improve outcomes for the child and family.



LEADING

I am able to:

- Drive the creation of innovative transition programs within the organisation that proactively address common challenges faced by children and families.
- Mentor colleagues in effective transition planning, sharing best practices and fostering a culture of proactive support.
- Lead efforts to integrate transition planning into all aspects of service delivery, ensuring it is a central focus of child and family support.
- Design and implement educational workshops or resources that empower families to handle transitions confidently and independently.
- Advocate at an organisational or community level for policies and practices that enhance support for children and families during key life transitions.

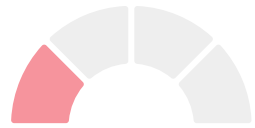
## 10. SUPPORT MY TRANSITION

PROVIDING TAILORED GUIDANCE AND RESOURCES TO ENSURE A SMOOTH ADJUSTMENT AND CONTINUED DEVELOPMENT.

KEY COMPETENCY 10.2

# CREATE A PLAN

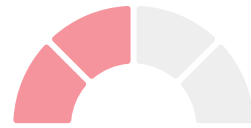
I will work with the family and their team to design a flexible transition plan, as early as possible.



### FOUNDATIONAL

I am able to:

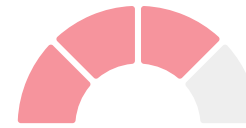
- Collaborate with the family to identify the key elements that should be included in a transition plan.
- Ensure that the transition plan is initiated early, allowing sufficient time for adjustments.
- Facilitate discussions with the child's support team to gather input and align on the transition objectives.
- Provide the family with basic templates or frameworks to guide the development of their transition plan.
- Support the family in understanding the importance of flexibility in the transition plan to accommodate changing circumstances.



### INTERMEDIATE

I am able to:

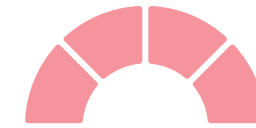
- Co-create a detailed transition plan with the family that addresses their unique needs and circumstances.
- Involve all relevant professionals in the planning process to ensure a holistic approach to the child's transition.
- Regularly review and update the transition plan with the family and support team to reflect any new developments or challenges.
- Equip the family with strategies and tools to adapt the transition plan as needed while maintaining focus on the child's well-being.
- Ensure the transition plan includes clear milestones and timelines, helping the family stay on track and feel supported throughout the process.



### ACCOMPLISHED

I am able to:

- Lead the development of a comprehensive and flexible transition plan that is tailored to the specific needs of the child and family.
- Work closely with the family and support team to anticipate potential challenges and incorporate solutions into the plan.
- Ensure that the transition plan is not only responsive to current needs but also adaptable to future changes in the child's circumstances.
- Empower the family to take an active role in managing the transition plan, providing guidance and support as they navigate the process.
- Coordinate regular check-ins with the family and support team to monitor progress and make necessary adjustments to the plan.



### LEADING

I am able to:

- Drive the creation of innovative and flexible transition planning processes that can be adapted to a wide range of scenarios.
- Mentor colleagues on best practices for collaborative and flexible transition planning, sharing expertise in working with families and support teams.
- Lead initiatives to embed flexible transition planning into organisational policies, ensuring that it is a standard practice across services.
- Advocate for the continuous improvement of transition planning processes, ensuring they remain responsive to the evolving needs of children and families.
- Design and deliver training programs for families and professionals that enhance their ability to create and manage effective transition plans.



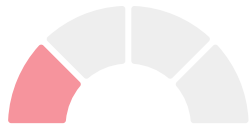
# 10. SUPPORT MY TRANSITION

PROVIDING TAILORED GUIDANCE AND RESOURCES TO ENSURE A SMOOTH ADJUSTMENT AND CONTINUED DEVELOPMENT.

KEY COMPETENCY 10.3

## FACILITATE THE TRANSITION

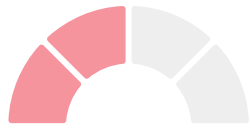
I will foster relationships with new team members and provide emotional support for the child and family throughout each stage of transition.



FOUNDATIONAL

I am able to:

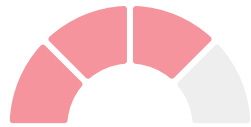
- Introduce the child and family to new team members, ensuring a warm and welcoming environment.
- Provide basic emotional support to the child and family as they navigate the initial stages of transition.
- Facilitate initial meetings between the child, family, and new team members to build rapport.
- Communicate the child's needs and preferences to new team members to ensure a smooth transition.
- Offer reassurance to the family, emphasising the continuity of care and support during the transition process.



INTERMEDIATE

I am able to:

- Actively support the child and family in building strong relationships with new team members, focusing on trust and communication.
- Provide consistent emotional support throughout the transition, helping the family to manage stress and uncertainty.
- Facilitate regular check-ins between the child, family, and new team members to ensure ongoing communication and alignment.
- Ensure that new team members are fully informed about the child's history, needs, and goals, promoting a seamless transition.
- Empower the family to express their concerns and needs during the transition, ensuring they feel heard and supported.



ACCOMPLISHED

I am able to:

- Lead efforts to integrate new team members into the child's support network, fostering strong and collaborative relationships.
- Provide tailored emotional support strategies for the child and family, addressing their specific needs and concerns during the transition.
- Facilitate ongoing collaboration between the existing and new team members to ensure a coordinated approach to the child's care.
- Advocate for the child and family within the new team, ensuring that their voices are central to the transition process.
- Develop and implement strategies to help the child and family adjust to the new environment and relationships, ensuring continuity of care.



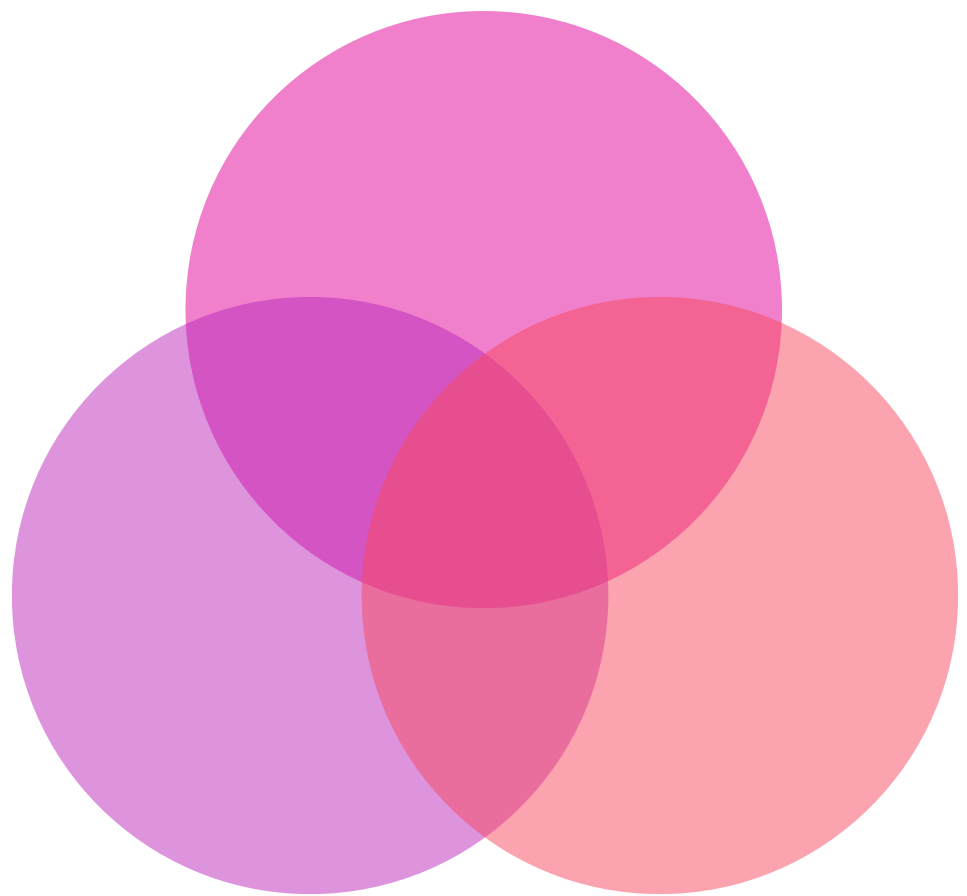
LEADING

I am able to:

- Mentor colleagues on best practices for facilitating smooth and supportive transitions for children and families.
- Design and lead initiatives to improve transition processes across the organisation, ensuring they are emotionally supportive and relationship-focused.
- Develop training programs that equip professionals with the skills to foster strong relationships and provide emotional support during transitions.
- Advocate for systemic changes that prioritise emotional support and relationship-building in transition processes at the organisational level.
- Continuously evaluate and refine transition practices to ensure they meet the highest standards of emotional support and relationship-building for children and families.







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