### Outcomes Framework for Early Childhood Intervention Service

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<tr>
<th>VISION</th>
<th>In partnership for early life learning</th>
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| **MISSION**
| **CHILDREN**
To promote the active learning and participation of all children with a disability or significant developmental concern in the Early Years.
| **FAMILIES**
To promote and strengthen family enjoyment and engagement in positive interactions with their child while increasing their capacity to feel confident in supporting their child’s specific needs.
| **COMMUNITIES**
To promote understanding and inclusiveness of all children with additional needs within school and community settings.

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<th>OUTCOMES</th>
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| **For young children 0-4**
Children gain functional, developmental and coping skills that are appropriate to their ability and circumstances.
| Children participate in home and local community activities to the extent of their ability.
| Children enjoy optimal health, wellbeing and quality of life.

| **Families and Carers**
Families are able to identify and address the needs of their children and family and nurture and support their children according to their values and preferences.
| Families feel supported to participate in social and community activities to the degree they choose.
| Families are able to advocate for their children and themselves.

| **Communities School/DoE**
Communities are inclusive, providing for diversity, access and quality services for all families.
| Communities know how to, and are able to respond to the needs of all individuals and families.
| Inclusive Communities value the contribution made by children with a disability or developmental delay.

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<th>GUIDING PRINCIPLES</th>
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| **Family Centred Practice**
The family takes an active role in the decision-making about planning, implementation and evaluation of the service they receive.
| **Natural Environments**
The child and family’s everyday routines, activities and places of daily life are settings that provide the best opportunity to promote early childhood learning and development as well as strengthening the family’s capacity to support their child’s growth.
| **Trans-disciplinary Approach**
In the trans-disciplinary model, all team members (including the family) teach, learn and work together to accomplish a mutually agreed upon set of intervention outcomes.
| **Partnership with Families**
Working in partnership with families acknowledges their unique contribution and ensures parents feel respected and involved.