



The Brain Builders Initiative Implementation Workshop

Brought to you by The University of Queensland's Queensland Brain Institute and ARACY's Thriving Queensland Kids Partnership





Thriving Queensland Kids Partnership (TQKP)

TQKP is a Queensland-based intermediary and relationships broker focused on systems change for the benefit of children, young people and families.

Instigated and hosted by ARACY - Australian Research Alliance for Children and Youth, TQKP brings together a cross-sectoral coalition of Queensland leaders, organisations, practitioners, and collaborators working together with the shared purpose of catalysing systems to change the odds for Queensland children and young people to thrive.

To achieve this, TQKP is:

- bringing people, organisations and sectors together
- using what we know and learn
- supporting leaders and catalysts, and
- facilitating collaborative action, innovation and development.

In this way, we can build better connections, capabilities and capacities in the key areas of:

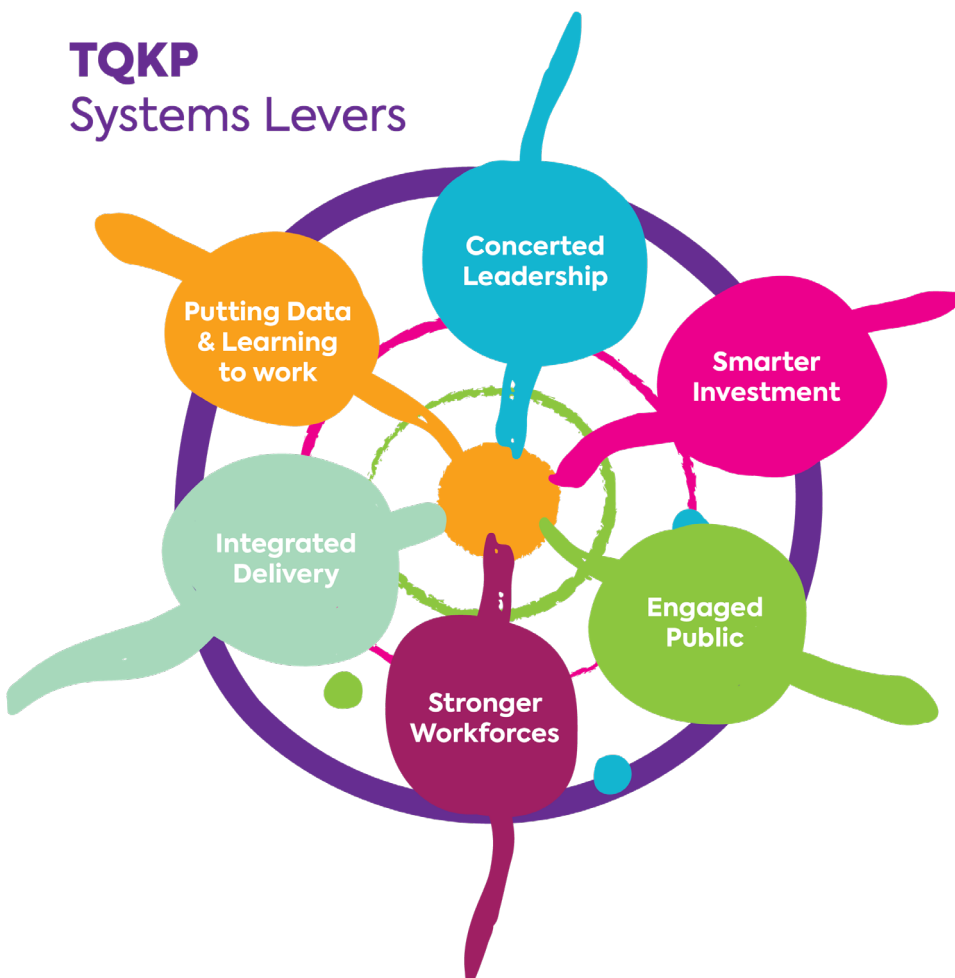
- concerted leadership
- smarter investment
- enabled caregivers and communities
- integrated delivery
- stronger workforces, and
- putting data, evidence and experience to work.

This means a better equipped and stewarded ecosystem, working well together to:

- reduce the experience and consequences of inequity and adversity, and
- improve opportunities, capabilities and outcomes

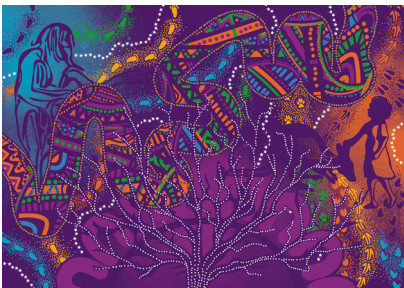
... so that all Queensland kids can have a great start and journey in life.

TQKP Systems Levers



Agenda

- 10.30am** **Welcome morning tea**
(Outside veranda)
- 11am** **Queensland Brain Institute - Director's welcome**
Professor Pankaj Sah
(Auditorium)
- 11.05am** **Thriving Queensland Kids Partnership update**
Michael Hogan
- 11.15am** **Thriving Kids Brain Builders Initiative overview and background**
Dr Sally Staton
- 11.30am** **Understanding Brain Development modules overview and launch**
Systems and Implementation: barriers and opportunities
Helen Francis
- 12.15pm** **Lunch** (Outside veranda)
- 12.45pm** **Opportunities for implementation**
Helen Francis
(Breakout rooms)
- 1.30pm** **Sharing and discussion of implementation opportunities**
Helen Francis
(Auditorium)
- 1.55pm** **Closing remarks**
Michael Hogan and Dr Sally Staton
- 2pm** **Conclusion**



Acknowledgement of Country

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which we meet. We pay respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country. We recognise their valuable contributions to Australian and global society.

Artwork: *A Guidance Through Time* by Quandamooka artists, Casey Coolwell and Kyra Mancktelow

Presenters



Helen Francis – Emerging Minds, Manager, partnerships and implementation

Helen leads the National Workforce Centre for Child Mental Health Partnership and Implementation strategy at Emerging Minds. She has vast knowledge of Human and Community Services with over 30 years executive management experience, identifying service gaps,

developing community partnerships, and advocating for quality training and systems support to improve knowledge, skills and practice across service sectors. She has led action research, community consultation, community development, co-design and workforce development capacity building initiatives. Helen's recent roles have involved developing

evidence-informed training products and delivery of these to national audiences, along with supported systems and implementation strategies to inform practice change to key audiences such as the ACT government and QLD and NSW Health. Before joining Emerging Minds, Helen was the Project Manager of national workforce development initiative Protecting and Nurturing Children: Building Capacity Building Bridges (BCBB) at the Australian Centre for Child Protection, UniSA. This initiative was responsible for supporting organisations across Australia in adult-focused, and child and family focused services to enhance their knowledge, skills and collaborative relationships to support parents to meet the developmental and social and emotional needs of children in their care.



Dr Sally Staton – Queensland Brain Institute, UQ. Senior Research Fellow and lead of BBI

Dr Sally Staton is an Senior Research Fellow and program lead for the TQKP Brain Builders Initiative at UQ's Queensland Brain Institute. As a developmental scientist, Sally has a strong commitment to research that can inform and ensure

positive early life experience for all children. Her research focuses on the role of early education and care settings in supporting young children's immediate and ongoing development. Sally has published over 170 research outputs and her research spans a range of study designs and methodologies, including evaluation studies in educational and community settings, longitudinal studies tracking large child cohorts,

standard observation techniques, survey, individualised standard child assessment, physiological and qualitative designs. She has a strong track record in research translation and community engagement; delivering 25 reports for government and non-government organisations and producing professional development resources, presentations, workshops, videos, and articles for early childhood professionals, ECEC regulatory officers, parents, and communities. Sally has a strong commitment to research translation aimed at achieving positive impact across government and non-government organisations. Her contribution has been recognised by several prestigious awards, including a Queensland Young Tall Poppy Scientist and Research Partnerships Excellence Award.



Michael Hogan – Thriving Queensland Kids Partnership, Convenor

In addition to his role as Convenor of the Thriving Queensland Kids Partnership, Michael Hogan is an Industry Fellow with the Queensland Brain Institute at UQ, and an Adjunct Professor at QUT. He is also an Executive Fellow of the Australian and New Zealand School of

Government Michael Hogan has over 37 years' experience in public purpose work in the government and non-government sectors, in citizen advocacy and community engagement, and in a wide range of areas in public policy and human services. Michael has been the Director-General of the Queensland Department of Child Safety, Youth and Women, and of the Department of Communities, Child Safety and Disability

Services. He has also been Deputy Director-General in the Queensland Department of the Premier and Cabinet and the Queensland Department of Communities. He was formerly CEO of the Public Interest Advocacy Centre. Michael has served on numerous boards and governance committees, including the Queensland Disaster Management Committee, and he was co-chair of the United Nations/Queensland Government 2005 International Conference on Engaging Communities. He is currently a Director of the Torres Health Corporation, a member of the Centre for Policy Development's Early Childhood Development Council, on the Advisory Group for the Qld Family and Child Commission, involved with the Australian Early Years Catalyst Group, and on the Yourtown Services Impact Committee.

Thriving Kids Brain Builders Initiative

Thriving Kids Brain Builders Initiative (TKBBI) is an initiative led by TQKP and ARACY, in conjunction with The University of Queensland's Queensland Brain Institute and other research, government, NGO and social enterprise partners across Queensland.

TKBBI is designed to generate, translate, and apply knowledge from neurosciences and related child and adolescent sciences for the benefit of Queensland children, young people and their families and communities.

As the Thriving Kids Brain Builders Initiative's key knowledge and implementation collaborator, QBI is supporting TQKP and ARACY to:

- 1 Build workforce, organisational, caregiver and public understanding on neuroscience for children and young people;
- 2 Build practice, community, and systems capabilities and collaboratives to embed neuroscience across places, spaces, and workforces;
- 3 Leverage the expertise and efforts of academics, leaders, practitioners, and organisations across Queensland to enable large scale and sustainable practice and systems change.



Figure: Key TKBBI Elements

UQ's Queensland Brain Institute is a leading Australian centre for brain research, devoted to a fundamental understanding of how the brain works from its smallest components through to the integrated networks that underpin human thought and behaviour. QBI's vision is to improve lives through a deeper understanding of the brain in health and disease. Our investment in discovery and

translation, and in nurturing tomorrow's research leaders, is directed at making these possibilities a reality. QBI recognises the early years of life as critical in brain development, and positive early experiences across childhood as setting the foundation for lifelong health, learning and wellbeing.

QBI is supporting TQKP to deliver six research, development, and translation activities (elements):



Brain Builder Modules

Lead Dr Sally Staton

In collaboration with Emerging Minds and other partners, we are delivering foundational eLearning modules and resources aimed at increasing the awareness, knowledge, and understanding of foundational concepts of neuroscience and child development. We are working with organisations across systems, programs, and communities to support children and families to thrive.



Deadly Brains

Lead Dr Azhar Potia

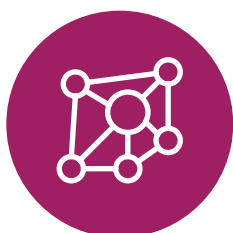
In collaboration with Yiliyapinya Indigenous Corporation, we are supporting the research and development of place-based neuroscience initiatives for Aboriginal and Torres Strait Islander communities. Working with Yiliyapinya, we are collecting and building knowledge about the evidence base, approach, value, and impact of the program's work.



Brain Healthy Places and Spaces

Lead Dr Sandy Houen

In collaboration with place-based initiatives in Queensland, we are investigating the driving forces, enablers, and barriers to implementing place-based, neuro-informed practices. We are developing resources, best practice frameworks, and examples to support set up and strengthening of practices in place.



Brain Builders Community of Practice

Lead Ms Bonnie Searle

In collaboration with Children's Health Queensland, and other partners, we are implementing Neuroscience Communities of Practice to establish shared knowledge, learning and supports. We are supporting and investigating the delivery of neuroscience focused communities of practice, across and within sectors in Queensland.



Brains Trust Collaborative

Lead Ms Lucy Bryce

In collaboration with diverse government, non-government, philanthropic and academic partners, we are convening events, establishing critical networks, and generating new collaborative opportunities. We are advancing the knowledge and implementation of neuroscience to support children and their families.



Brain Building Workforces

Lead Dr Laetitia Coles

In collaboration with government, non-government, and tertiary training organisations, we are supporting the development of neuroscience-informed training programs and implementation across sectors and workforces. We are sourcing, developing, and sharing key frameworks to guide curricular reviews and implementation into frontline practice.

Emerging Minds.

National Workforce Centre for Child Mental Health

Understanding brain development online course

Brains aren't just born; they're built over time. Nurturing and responsive relationships and safe environments are key to developing thriving brains.

About this course

This course was developed by Emerging Minds in partnership with the **Australian Research Alliance for Children and Youth (ARACY)** and the **Thriving Queensland Kids Partnership (TQKP)**, and in collaboration with **The University of Queensland's Queensland Brain Institute (QBI)**.

The experiences we have and the environments we live in directly shape our brains. Understanding how brains are built can help you to make a positive difference in the lives of children and families.

Just as a house needs a sturdy foundation, a brain needs a good base to support all future development. This course will introduce you to the interactions, relationships and environments that lay the foundation for healthy brain development. It will provide you with an increased awareness, knowledge and understanding of foundational concepts of neuroscience, including how positive development in the early years sets us up for a lifetime of learning, health and wellbeing.

This course explores neuroplasticity, the impacts of stress and trauma on brain development, and the important role of 'serve and return' interactions and executive functioning in supporting a child's wellbeing. It also includes information on strategic framing, best practice and 'what works examples' to improve children's mental health, development and wellbeing in your work context.

Why was this course developed?

Children's brains are built through interactions with people, communities, systems and environments. And if thriving and healthy brains are built through relationships, then we all have a significant role to play in children's development.



Put simply, we are all brain builders, and we have a responsibility to ensure that children are provided with opportunities that allow their brains to develop and thrive.

No matter the kind of service you work in, the learnings in this course will help you to support infants, children, adolescents and families to build resources for lifelong wellbeing.

How was this course developed?

This course draws on the latest research, clinical insights from academics and health and social service professionals, and the lived experience of child and family partners (parents).

Who is this course for?

This course is for anyone who interacts with children and families during their day-to-day service delivery. It will benefit practitioners across multiple sectors and systems including health, social and community services, justice, housing, and education. It will also be useful for professionals involved in management and leadership, policy making, strategic planning, quality improvement, and systems change.

The course is suitable for people with no prior understanding of neuroscience, along with those looking to increase their knowledge of the research and best practice.

What is included in the course?

This course features reading materials, reflective activities, and video interviews with researchers, practitioners and parents.

This resource was co-produced with:

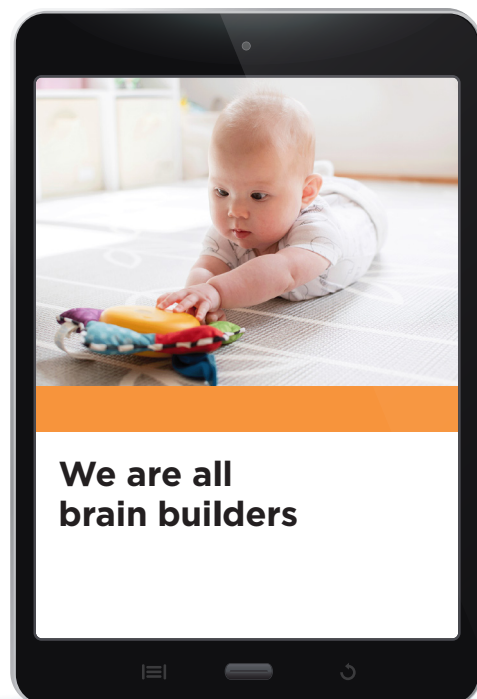
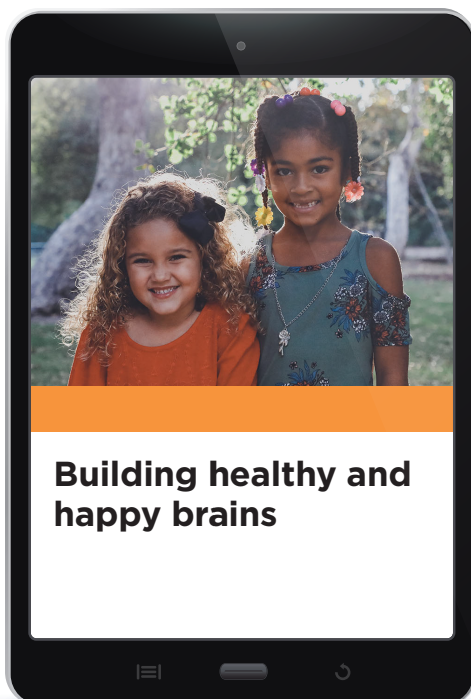
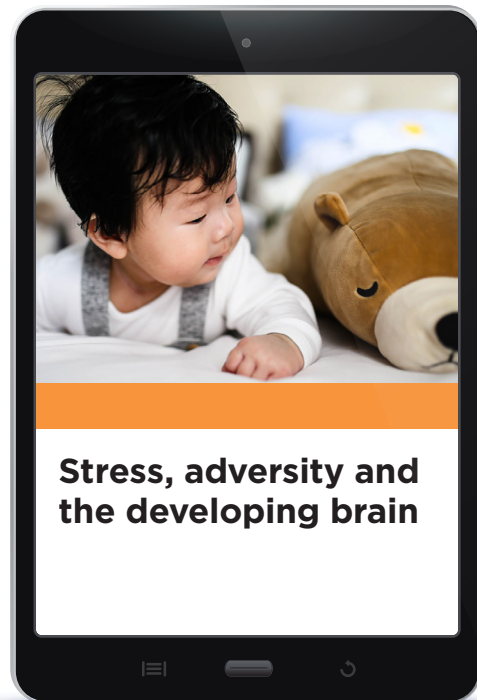


Visit our web hub today!

**Emerging
minds.
com.au**

The National Workforce Centre for Child Mental Health (NWC) is funded by the Australian Government Department of Health under the National Support for Child and Youth Mental Health Program.

Thanks to our partners at Emerging minds, the modules are now live and free for anyone who is interested in understanding brain development



Log in now at:

emergingminds.com.au/online-course/understanding-brain-development

Evidence brief

The development and delivery of this online course was funded by the Thriving Queensland Kids Partnership (TQKP) as part of their 'Brain Builders Initiative'. TQKP received philanthropic funding from the Paul Ramsay Foundation, The John Villiers Trust, Hand Heart Pocket, the Bryan Foundation, and the Tim Fairfax Family Foundation.

TQKP partnered with the Queensland Brain Institute (QBI) at The University of Queensland to ensure an evidence-based, rigorous approach to support knowledge translation from science to practice. The QBI project team worked closely with TQKP and Emerging Minds on this project, to ensure that the evidence base underpinning these modules is current and rigorous.

Four key phases were undertaken in the identification, development, and translation of scientific knowledge for these modules:

- consultation and conceptualisation
- core message selection
- rapid evidence reviews; and
- expert panel reviews.

Consultation and conceptualisation

The conceptualisation and focus of these course modules, including the TQKP strategic plan and work program, were informed through consultation and co-design with a range of stakeholders. Engagements included a series of workshops with the TQKP Stronger Workforces working group. This group represents a range of stakeholders in various positions across the diverse sectors who interact with children and families.

The TQKP Stronger Workforces working group identified the priority need, gap, and opportunity that informed the development of these course modules. Broad stakeholder consultation was also undertaken via an online survey, to provide input on module development and potential practice examples. This survey was distributed to members of the 'Brains Trust' (a collaboration of key stakeholders across government, academia, industry, and philanthropy).

This survey also provided an opportunity for stakeholders to share research evidence and other resources with the project team for consideration.



Core message selection

In response to consultation, a broad scan of international resources focused on implementation of neuro-informed policy and practice was performed. Resources were identified, documented, and disseminated across key contributors.

Drawing from expertise across Emerging Minds, TQKP and the QBI, key core messages for inclusion in course modules were identified. Selection of these core messages was informed by the following principles: (1) reflects core intent of the program; (2) reflects broad neuroscience concepts; (3) focuses on relationships as central to early brain development; (4) is likely to resonate across broad sectors; and (5) builds core understanding of neuroscience that can be applied to practice.

Rapid evidence reviews

QBI undertook rapid reviews of each concept area to identify key content. Searchers applied the following inclusion criteria: (1) peer-reviewed systematic and narrative reviews only, published in Quartile 1 journals¹ within the last two years²; (2) defined and/or described the neurological process or concept of interest; and (3) focused primarily on those reviewing research with children and adolescents (although all age groups and clinical populations were considered). Papers were excluded if they: (1) reported on a single study (unless recent reviews have not been undertaken); (2) were published more than five years ago (unless seminal in field/more recent reviews have not been undertaken); (3) exclusively focused on specific clinical populations; or (4) relied solely on animal studies without application in human populations.

Research papers were identified through the following databases: PubMed, PsycINFO, EMBASE, and SCOPUS. Detailed search strategies for each key concept were translated into search terms for each database and filtered to include only peer-reviewed review articles published after 2021.

A total of 726 articles were identified through initial scanning (see Figure 1). Selection of studies for inclusion was conducted using Covidence software and documented. A review author independently examined the title and abstract of all records identified via electronic searches. Full-text versions of relevant studies were obtained and examined in detail to determine if they met the predetermined criteria.

Information from all included papers was summarised and translated into evidence briefs using introductory scientific language. Content from these evidence briefs was used by Emerging Minds in the development of the course modules.

Expert panel reviews

An expert review panel, including researchers, practitioners, and parents with lived experience, was established to review content and provide feedback across concept mapping and storyboard stages of development. Review panels included those with expertise in:

- neuroscience
- developmental science
- neuropsychology
- sociology
- education
- molecular biology
- dietetics and nutrition sciences
- social work
- disability
- family court
- clinical psychology
- neurodiversity
- early childhood education
- applied behavioural economics
- developmental and educational psychology

Identification of studies via databases and registers

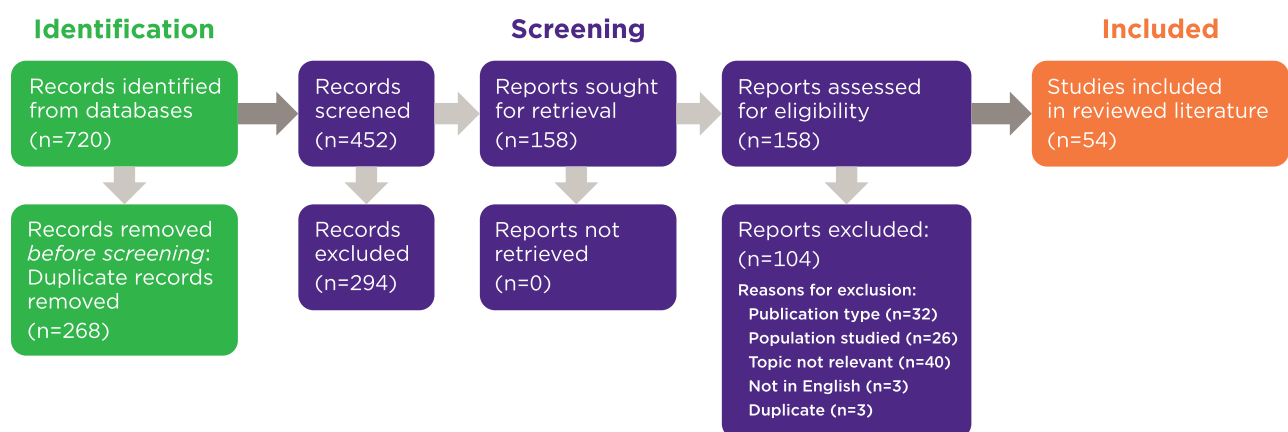


Figure 1: PRISMA diagram. Note: This represents the main literature search and only details the primary searches conducted. Additional searches abiding by inclusion and exclusion criteria were conducted in isolated databases for specific topics that required additional research support (e.g. sleep development and learning, social emotional and language development, play). These are not represented in this diagram.

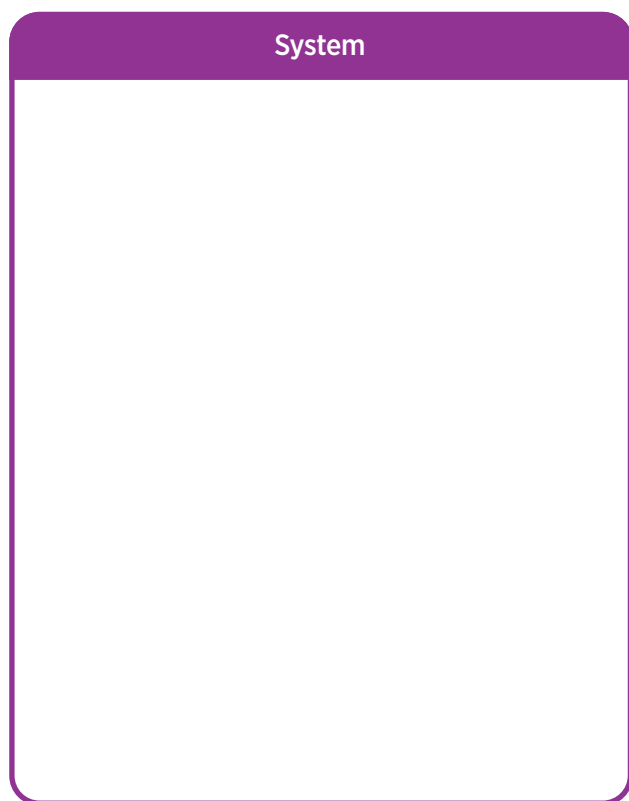
¹ Q2 articles were accepted if identified as seminal in field or if publications in Q1 could not be identified.

² with option to extend to three, then four, to five years (max) if required.

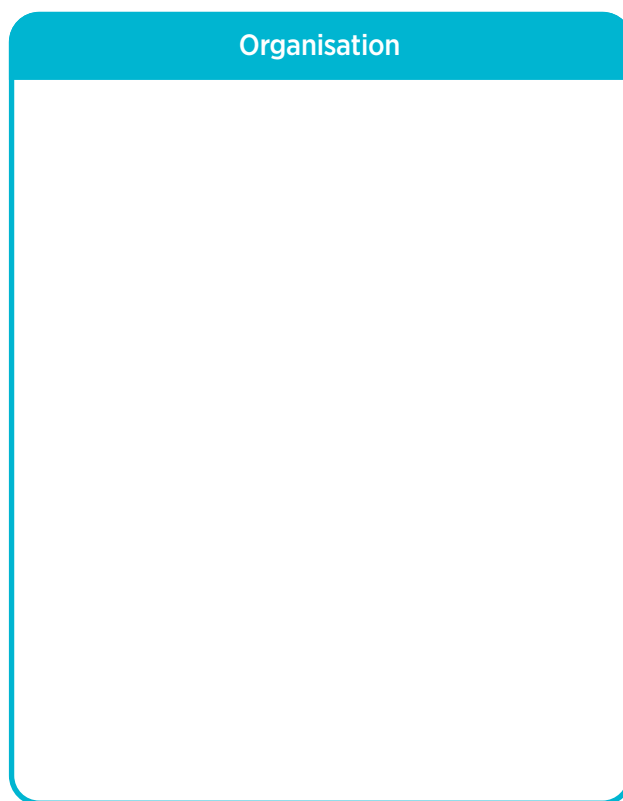
Brain Builders Implementation Strategy Workshop

Opportunities and actions:

System




Organisation



Supervisor



Practice



Next Steps

Where to from here...

We invite you and your organisation to engage in the Brain Builders Collaborative, be a Brain Builders Champion and/or share your Brain Building journey.

- Share the 'Understanding Brain Development' modules within your organisations and networks emergingminds.com.au/online-course/understanding-brain-development
- Join or set up a Community of Practice echo.qld.gov.au/what-is-echo
- Attend the QLD Brain Builders summit on 30 August
- Contact the Brain Builders initiative team to update us on what you are doing in this space

Contact us

Queensland Brain Institute

qbi.uq.edu.au/brain-builders

E: brainbuilders@uq.edu.au

Brain Builders Initiative Lead – Dr Sally Staton

Brain Building Workforces – Dr Laetitia Coles

Deadly Brains – Dr Azhar Potia

Brain Healthy Places and Spaces – Dr Sandy Houen

Brain Builders Community of Practice – Ms Bonnie Searle

Brains Trust Collaborative – Ms Lucy Bryce

Thriving Queensland Kids Partnership

aracy.org.au/the-nest-in-action/thriving-queensland-kids-partnership

E: TQKP@aracy.org.au

We thank our supporters





You are invited to the inaugural **Queensland Brain Builders Summit**

Hosted by **Dr Norman Swan** this summit will bring together leaders from across the Queensland children and youth system to connect, catalyse and learn.

The theme for this year's Summit is
We Are All Brain Builders.

The objective is to encourage rich dialogue about "what should we know?" and "what should we do?" to support children and young people in Queensland to Thrive.

Keynote Speakers

Professor Jeanine Young (AM), Professor of Nursing and Midwifery, University of Sunshine Coast

Professor Karen Thorpe, ARC Laureate Professor of Child Development, The University of Queensland

Professor Zoltan Sarnyai, Professor of Neuroscience, James Cook University

Expert Panel

Sheryl Batchelor, Director – Yiliyapinya Indigenous Corporation,

Dr Dana Newcomb, Medical Director Integrated Care – Children's Health Queensland

Dr Kate Liley, National Research Manager, Goodstart

Youth representatives, Two young Queenslanders who will share their perspectives and views

Venue

Queensland Brain Institute,
Building 79, The University of Queensland

Zoom option available

Date

Wednesday, 30 August 2023

Time

10.30am – 1pm

RSVP

Monday 21 August 2023 via your email invitation

This event is brought to you through a collaboration between the Queensland Brain Institute (QBI), Thriving Queensland Kids Partnership (TQKP) and The Australian Research Alliance for Children and Youth (ARACY).

Queensland Brain Institute has been engaged by Thriving Queensland Kids Partnership as the knowledge and implementation partner of the **Thriving Kids Brain Builders Initiative (TKBBI)**.

TKBBI is designed to generate, translate, and apply knowledge from neuroscience and related child, adolescent and resilience sciences for the benefit of Queensland children, young people and their families and communities.

Thank you to the following organisations for your attendance at this workshop

Act for Kids	Family and Community Place, CHQ	PeakCare Qld Inc.	Thriving Queensland Kids Partnership
Australian Institute of Tropical Health & Medicine	Goodstart Early Learning	PeopleBench	Tropical Brain and Mind Foundation
Catholic Early EdCare	Griffith Arts, Education and Law Group	Queensland Children's Hospital and Health Service	UniSC Advancement
Centre for Children's Health and Wellbeing	Griffith School of Applied Psychology, Parents under Pressure	Queensland Government - Office for Youth	UniSC Centre for Health Research
Children's Health Queensland	Hand Heart Pocket	Queensland Mental Health Commission	UniSC School of Health
CQ University CREATE	Health and Wellbeing Queensland	Queensland University of Technology	UQ Child Health Research Centre
Department of Child Safety, Seniors and Disability Services	Kyabra Community Association	REFOCUS Aboriginal & Torres Strait Islander Services	UQ Institute for Social Science Research
Department of Children, Youth Justice and Multicultural Affairs	Logan Together	Social Ventures Australia	UQ Poche Centre for Indigenous Health
Department of Education, Early Childhood	Mercy Community	State Library of Queensland	UQ Queensland Brain Institute
Department of Youth Justice, Employment, Small Business & Training	National Workforce Centre for Child Mental Health	TAFE Queensland	UQ School of Human Movement and Nutrition Sciences
Dovetail	Outback Futures	The Academy of Organisational Neuroscience Australia	UQ School of Psychology
	Pathways to Resilience	The Salvation Army Communities for Children	Yiliyapinya Indigenous Corporation
	PCYC Queensland		