Enabling Workforces and Organisations for Thriving Kids

ANALYSIS AND MAPPING

Current capability building offerings, policies and frameworks

AUGUST 2025

Thriving Queensland Kids Partnership
connect • catalyse • learn

every child thriving
aracy

Acknowledgement of Country

We acknowledge the Traditional Owners of the lands upon which we live and work, and their continuing connection to land and sea, kin, culture and community. We pay respect to Elders past and present, and to First Nations colleagues.

We are privileged to welcome and grow our children and support our families in these places.

We also acknowledge the First Nations leaders, advocates and organisations that have fought for children and their families, and the resulting consequences of adversity and trauma over generations.

We acknowledge the resilience, determination, leadership, generosity and innovation of First Nations peoples, and we recognise the value inherent in Indigenous ways of 'knowing, being and doing'.

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Acknowledgement of collaborators

TQKP acknowledges the expertise and generosity of the kids, caregivers, communities, funding partners, systems practitioners and leaders who have contributed to the Enabling Workforces Initiative.

Over 450+ stakeholders including lived experience representatives, leaders, practitioners, service delivery organisations and academics were engaged. These organisations contributed invaluable insights, which ultimately led to the development of the **Enabling Workforces Toolkit.**

Government departments, agencies and organisations

Children's Health Queensland	Health and Wellbeing Queensland
Child and Youth Mental Health Services	Health Workforce Queensland
Queensland Centre for Perinatal and Infant Mental Health	Legal Aid Queensland
Department of Families, Seniors, Disability Services and Child Safety (former Department of Child Safety, Seniors and Disability Service)	Office for Youth
	Queensland Ambulance Service
	Queensland Corrective Services
Department of Housing and Public Works	Queensland Family & Child Commission
Department of Justice and Attorney-General	Queensland Health
Department of State Development, Infrastructure and Planning (Former department of Housing, Local Government, Planning and Public Works)	Better Health North Queensland Primary Health Network
	Darling Downs and West Moreton Primary Health Network
Department of the Premier and Cabinet	Evolve Therapeutic Services
Department of Women, Aboriginal and Torres Strait Islander Partnerships and Multiculturalism (Former Department of Treaty, Aboriginal and Torres Strait Islander Partnerships, Communities and the Arts)	Mental Health Alcohol and Other Drugs Branch
	Metro North Mental Health, Royal Brisbane and Women's Hospital
	Office of the Chief Nursing and Midwifery Officer
Department of Youth Justice and Victim Support	Queensland Mental Health Commission
Education Queensland	Queensland Police Service
Education Futures Institute (EFI)	Queensland Public Sector Commission
Partnerships and Precincts Mt Isa	State Library of Queensland
Gainsborough State School	

Non-government organisations

Australian Research Alliance for Children and Youth (ARACY)	Murdoch Children's Research Institute
ARTD Consultants	Palix Foundation
Be You, Headspace Schools and Communities	PeachTree Perinatal Wellness
Dad's Group	PeakCare
Emerging Minds	Queensland University of Technology
Get Readi Group	Social Vantage Advisory
Isolated Children's Parents' Association	Smiling Mind
Yiliyapinya Indigenous Corporation	TAFE Qld
Kindred Squared	The University of Queensland
Logan Together	Tim Fairfax Family Foundation (TFFF)
	University of Oxford

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1 | Acknowledgements

Recognition of First Nations peoples

We respectfully acknowledge the First Nations Traditional Owners and Elders of the lands and seas on which we meet, live, learn and work. We acknowledge those of the past, who have passed on their wisdom and whose strength has nurtured this land. We acknowledge those of the present for their leadership and ongoing efforts to protect and promote First Nations people and cultures. We recognise that it is our collective effort and responsibility as individuals, communities, organisations and governments to ensure equality, recognition and advancement of First Nations Queenslanders across all aspects of society and everyday life. We walk together in our shared journey of reconciliation.

Recognition of lived experience

We acknowledge the individual and collective contributions of Queenslanders with lived experiences of mental ill-health and problematic alcohol and other drug use, and people, groups and communities impacted by suicidal distress or suicide. We acknowledge families, carers and support people who play a fundamental role in supporting people with lived experience. Each person's journey is unique and collectively provides a valuable contribution to reform. We acknowledge and value your expertise.

Recognition of collective collaboration

Thriving Queensland Kids Partnership (TQKP) would like to acknowledge the invaluable contributions of our collaborators including Emerging Minds, Yiliyapinya Indigenous Corporation, the Queensland Brain Institute at The University of Queensland and Dovetail - as part of Insight to the initiative for this initial phase. We would also like to acknowledge the invaluable support, and funding, from the Queensland Mental Health Commission (QMHC) and extend our thanks to all stakeholders across a range of roles and organisations. We give our thanks and appreciation for the time, knowledge and resources shared to bring together these important insights.

2 │ Background

Thriving Queensland Kids Partnership (TQKP) is a coalition and intermediary of partners from Queensland and beyond, instigated and hosted by ARACY – the Australian Research Alliance for Children and Youth. TQKP's purpose is to 'catalyse systems to change the odds for Queensland children and young people to thrive'.

To achieve this, TQKP:

- brings people, organisations and sectors together
- uses what we know and learn
- supports leaders and catalysts
- facilitates collaborative action, innovation and development.

Our intent is to build better connections, capabilities and capacities in the key areas. This will enable concerted leadership, stronger workforces, smarter investment, enabled caregivers and communities, integrated delivery and putting data, evidence and experience to work.

This means an ecosystem is well equipped, stewarded and working together to:

- reduce the experience and consequences of inequity and adversity, and
- improve opportunities, capabilities and outcomes so all Queensland kids have a great start and journey in life.

Workforces and organisations across government sectors are dealing with three inter-related and challenging trends:

- the prevalence, complexity and impacts of child maltreatment, mental ill-health, problematic and challenging behaviours, and disorders and conditions,
- the demands to better address neurodiversity, and to better support family functioning, especially those experiencing early or chronic stress and distress, and
- high levels of worker anxiety, stress, exposure to psychosocial hazards, staff turnover and absences, and challenges recruiting skilled and experienced staff.

Recent key Queensland Government strategies, including **Shifting Minds** and related sub-plans of **Achieving Balance, Every Life**, the **Queensland Trauma Strategy** and **Putting Queensland Kids First**, have highlighted the importance of prevention and building workforce capacity.

The 'Enabling Workforces and Organisations for Thriving Kids' initiative ('Enabling Workforces') is an initiative of TQKP in collaboration with Emerging Minds, Yiliyapinya Indigenous Corporation, the Queensland Brain Institute at The University of Queensland and Dovetail - as part of Insight, supported by the Queensland Mental Health Commission (QMHC).

Further information about Enabling Workforces can be found here.

2.1 Purpose

The purpose of the Enabling Workforces initiative is to uncover and embed learnings on the impacts of adversity and trauma to better equip organisations to respond to and support children, young people and families in Queensland. It is a deliverable under Every Life which seeks to enhance mental health and wellbeing across Queensland and support government agencies to address the impacts of Adverse Childhood Experiences (ACEs).

The initiative aims to broaden and share learnings across organisations, about the factors influencing health and wellbeing from early childhood and across the life course, including adversity, trauma, complexity and diversity, and protective measures for brain and body health and development, mental wellbeing, healing and resilience for children, young people and their families. It draws on state, national and international evidence and practitioner wisdom.

The approach of the initiative aims to demonstrate the initiative's potential value and relevance through engagement and co-design. Further information about Enabling Workforces can be found **here**.

This report provides a summary of the mapping and engagement activities outlined above in points 1 and 2. These activities informed the development and delivery of a workforce 'trial, test and learn' package for relevant Queensland Government agencies. Non-government, community managed and private organisations could also benefit from the activities being developed through the initiative.

It is worth noting that due to the continued development of capability building offerings and related polices, this mapping provides a snapshot in time overview of the existing ecosystem in Queensland.

Key activities under this initiative

1. Map and analyse current workforce resources available for government agencies to address long term impacts of ACEs, trauma and complex needs of children and their families.

2. Engage with people with lived experience and the sector to co-design a learning toolkit that adds value and responds to needs.

3. Align a co-designed learning toolkit with professional standards and develop implementation plan.

4. Pilot and evaluate learning toolkit in multiple locations in Queensland and advise on scalability.

2.2 Overview

The aim of the mapping was to:

- understand and identify what is currently being utilised by government agencies
- identify gaps and opportunities to utilise existing workforce capacity building resources.

The mapping has been informed by:

- review of relevant policies and frameworks, both at the national and Queensland levels, to ensure the package is relevant, timely, and appropriate within an authorising environment
- review of the current service delivery landscape in Queensland, focusing on the Child Safety, Disability, Health, and Education sectors
- mapping of relevant professional standards to identify opportunities for alignment
- consultations to understand the current lived experience and practice contexts and identify possible opportunities and barriers to progressing workforce and organisational capacity building activities
- guiding principles of relevant documents to support the development of a common language
- past consultations that have informed the current policy context.

The mapping process has guided the development of an Enabling Workforces learning toolkit ('The Enabling Workforces Toolkit') and design of an Implementation Guide.

Key actions have been identified to inform the trial, test and learn activity:

- refining and trialling components of a new workforce development framework for neuro-informed capability building
- supporting development of the workforce's skills and knowledge in brain health and development by utilising a range of existing no-cost or low-cost professional development opportunities.

3 | Methodology

3.1 Overview

Analysis and mapping of current offerings was undertaken from February to August 2024 and included six key activities. Table 1 provides more information.

Table 1: Key activities

No	Activity	Description
1	**Policies and frameworks review**	Conducting a search of relevant national and Queensland policies. Reviewing policies against relevant brain health, mental health and child development principles. Analysing the potential of policies to provide an authorising policy environment.
2	**Professional standards mapping**	Mapping of professional standards and linkages with brain health, mental health and child development principles.
3	**Capability building offerings mapping**	Collating an overview of no cost or low-cost capability development and training available in Queensland*, with a focus on building and supporting the wellbeing of children and families. (*from national and state level)
4	**Service delivery mapping**	Undertaking a desktop review of the current service delivery landscape in Queensland with a focus on child safety, disability, health and education.
5	**Workshops**	Gathering insights into the complexity of the service system, workforce challenges, barriers, opportunities, leverage points and support for leadership connection across service delivery. Gauging the level of stakeholder interest and readiness for potential trial, test and learn sites.
6	**Interviews**	Gathering insights from key stakeholders (senior leaders, practitioners and participants with lived experience)

3.2 Process

Policies, frameworks, professional standards and capability building offerings relevant to the core themes of Enabling Workforces were searched for across the following areas:

- health
- housing
- mental health
- early years
- maternal health
- rural and remote service delivery
- Aboriginal and Torres Strait Islander policies and frameworks
- multicultural frameworks.

Once identified, each source was analysed for references to themes associated with the emerging capability strands such as:

- ACEs
- trauma
- complexity
- diversity
- brain health and development
- mental health
- healing
- resilience for children, young people, and their families.

Policies, Frameworks and Standards that explicitly included references to children, young people and families were reviewed in further detail.

4 | Policy and framework mapping

Eighty-six national and state policy and frameworks were mapped. Thirteen of these focussed on children, young people and families.

4.1 The national policy landscape

The national policies with a specific focus on supporting healthy development and the long-term outcomes across the lifespan were examined and mapped to the initiative in detail to set the context, demonstrate connection and illustrate the authorising national policy landscape.

Themes in each of the frameworks included:

- prevention and early intervention are critical to reduce risk factors for children and young people
- supporting and equipping parents and caregivers enhances protective factors
- strengthening health, mental health and development in childhood supports lifelong wellbeing.

Table 2 below provides a summary of the main national policies reviewed and highlights strategic direction relevant to this initiative.

Table 2: Summary of national policies and frameworks

Policy/ Framework/ Plan	Summary of key themes
The National Children's Mental Health and Wellbeing Strategy[1]	- Focus on mental health and wellbeing outcomes for children from birth to 12 years of age, as well as their families and the communities who nurture them - Effective systems of care for children, family and community, service systems, education settings - Evidence and evaluation informed - Child-centred, strengths-based, prevention-focused - Equity and access to universal systems - Early intervention
National Framework for Universal Child and Family Health Services	- Focus on child development - The importance of universal child and family health services in enhancing parental social and emotional wellbeing to improve child outcomes - Responding early by identifying social and emotional distress and mental health issues that affect parenting
Healthy, Safe and Thriving: National Strategic Framework for Child and Youth Health	- Addressing the mental health requirements of children and adolescents - Lessening the prevalence and consequences of ACEs - Equipping families and caregivers with parenting skills tailored to their child's developmental stages from infancy through to adulthood - Supporting children and young people to achieve their full developmental potential - Adapting services to meet the diverse needs of children and young people - Enhancing systems to maximise health outcomes for children and young people
National Framework for Health Services for Aboriginal and Torres Strait Islander Children and Families	- Importance of the early years - Collaboration and workforce development - Social and emotional wellbeing - Continuity of care with a focus on child development

Policy/ Framework/ Plan	Summary of Key Themes
National Aboriginal and Torres Strait Islander Health Plan 2021-2031	• Collaboration with Aboriginal and Torres Strait Islander communities • Embed a holistic approach • Recognise the strength of culture as a protective factor for physical, social, and emotional wellbeing • Aim to prevent issues proactively • Ensure access to preventative services that are culturally safe, responsive, equitable, and free from racism
Prevention Compassion Care: National Mental Health and Suicide Prevention Plan	• Prevention and early intervention • Supporting the vulnerable • Suicide prevention • Supporting workforce and governance
National Action Plan for the Health of Children and Young People 2020-2030	• Adopt a life course perspective • Acknowledges the diverse health needs, risks, and influencing factors that children and young people encounter at various life stages, • Focus on the critical importance of targeted investment to enhance physical, mental, and social health at each stage of development of infants, children and young people • Empower parents and caregivers to foster healthy development, address mental health issues and risky behaviours • Reinforce the capabilities of the workforce
National Strategic Framework for Aboriginal and Torres Strait Islander Peoples' Mental Health and Social and Emotional Wellbeing	• Introduces nine fundamental principles to support social and emotional wellbeing • Underscores a comprehensive and lifelong understanding of health • Fosters an appreciation of social and emotional wellbeing within the context of historical, political, and social determinants
Australian Student Wellbeing Framework (the Wellbeing Framework)	• Strong linkages between student safety, wellbeing and learning • Provides advice on developing and implementing policies and support mechanisms to help all students from their first year of school to year 12
Early Years Strategy 2024-2034	• The importance of setting a strong foundation for children to achieve good health and wellbeing outcomes across their lifespan
Australian National Breastfeeding Strategy: 2019 and Beyond	• Positive early experiences provide a foundation for sturdy brain architecture and a broad range of skills and learning capacities

**For more details see
Appendix 1: Map of National Policy Drivers
and Frameworks**

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4.2 The Queensland policy landscape

Fifty Queensland polices, strategies and plans were reviewed. Specific attention was given to the Queensland Mental Health Commission strategies and the consultations that underpin these.

Table 3: Summary of Queensland policies and frameworks

Policy/ Framework/ Plan	Summary of Key Themes
Shifting Minds Strategy 2023-2028	**Focus area 1: Whole-of-community** *Direction: Getting in early* • Promoting the optimal start in life (0-11 years) • Supporting the mental health and wellbeing of young people (12 to 25 years) • Reducing the impact of adversity and trauma **Focus area 2: Whole-of-person** *Direction: Accessible, coordinated and integrated support, care and treatment* • Preventing and reducing the harms associated with problematic alcohol and other drug use, and gambling *Direction: Person-led, trauma informed and culturally responsive care* • Increasing and improving the capacity and capability to provide high quality care • Strengthening human rights protections and reducing harm **Focus area 3: Whole-of-system** *Direction: Shifting our approach* • Building a future-focused and innovative system *Direction: Enable change* • Strengthening lived experience leadership, participation co-design and co-production • Building a skilled, well-resourced and sustainable workforce *Direction: Collective responsibility* • Strengthening leadership, cross-sector decision-making, implementation and governance mechanisms
Achieving Balance: The Queensland Alcohol and Other Drugs Plan 2022-2027	• Importance of strengthening prevention and early intervention • Enhancing treatment and support systems • Reducing interactions with the criminal justice system • Decreasing stigma and discrimination • Minimising alcohol and other drug-related harm, with a focus on alcohol-related issues • Workforce capability and capacity – including an aging workforce • Addressing impacts of ACEs • Necessity for trauma informed responses
Every Life: The Queensland Suicide Prevention Plan 2019-2029 **Every Life: Phase Two, 2023-2026**	• Importance of building resilience to prevent suicide • Intervening early with distress and vulnerability • Providing intensive responses at crisis points • Taking a whole-of-system approach during key life stages and pivotal life events • Expanding programs targeting infant and pre-school children • Developing a framework and professional development program for use across agencies addressing the acute and long-term effects of ACEs • Promoting integrated models of support that use a whole-of-family and kin approach • Improving suicide prevention literacy • Expanding programs that support parental mental health and wellbeing, and perinatal care

Policy/ Framework/ Plan	Summary of Key Themes
Better Care Together: A plan for Queensland's state-funded mental health, alcohol, and other drug services to 2027	• Enhancing mental health and wellbeing throughout the lifespan, beginning in childhood • Focusing on promotion, prevention, and early intervention • Taking a whole-of-person approach – the social determinants of health such as inequity, stigma, discrimination, environmental and socio-cultural factors including trauma and violence exposure, and harm reduction
Queensland Trauma Strategy	• Human rights, dignity, social justice and equity • Cultural importance, hope and healing • Lived-living experience leadership • Inclusivity, gender safety, and continuous improvement. • Prioritise prevention: raise trauma awareness, combat stigma, ensure safe environments, address economic hardships, and prevent system-induced trauma • Early support: offer comprehensive social services, provide early life stage assistance, and enhance service offerings • Foster healing: emphasise healing for First Nations, prevent re-traumatisation, support community initiatives, and develop trauma-informed justice systems • Enable reform: enhance human rights, build educated workforces, improve governance, prioritise lived experience leadership, fund sustainably, strengthen partnerships, and boost innovation and evaluation • Implementation and monitoring: collaborate with government departments on regional plans and establish a framework for continuous learning and best practice translation

4.3 Summary of recommendations

• Strengthen the workforce with training in child and family mental health, trauma-informed care and suicide prevention.

• Enhance workforce understanding of how to identify, respond and reduce risk factors in various settings.

• Ensure workforce capability packages are based on best practices to address trauma, particularly that caused by racism and racial discrimination and colonisation.

• Recognise, support and empower parents, carers and educators as they all play a key role in fostering mental wellbeing of children.

• Focus on prevention and early intervention as it is a pivotal time to reduce the risk factors.

• Promote and support collaborative care models.

• Respect and integrate cultural and historical knowledge contexts in mental health practices, by following the Social and Emotional Wellbeing Framework.

• Reduce stigma, increase equitable access to all services.

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5 | Professional standards mapping

Professional standards in health, education, child safety, youth justice and the public sector, as well as occupational standards for roles such as medical professionals, occupational therapists, social workers, psychiatrists, psychologists, and physiotherapists, were reviewed and mapped based on references to the emerging capability strands.

There was a strong alignment with the capability strands and the importance of supporting workforces to embed these into practice.

The maternal, child, and family health nurses' standards were exceptionally thorough, incorporating values of child and family agency, holistic approaches, strength-based methods, and working in partnership, explicitly in descriptors. These could serve as exemplary models for other professions reviewing standards.

Key strengths and opportunities for enabling workforces

- There are overlaps in existing professional standards across departments that provide opportunities to embed learnings on the impacts of adversity and trauma. **Aligning these standards to evidence-based existing resources** could equip organisations to respond to and support children, young people and families in Queensland. There is also an opportunity to **catalyse existing key strategic drivers** including Action 2 of Every Life Phase 2, develop a framework and professional development program for use across agencies addressing the acute and long-term effects of adverse childhood experiences.

- **Neuroscience and the impacts of trauma on brain development** and stress on cognition were seldom mentioned explicitly. Although there are implicit links, for example Australian Institute for Teaching and School Leadership (AITSL) Professional Knowledge Standard: 1.1 'Physical, social and intellectual development and characteristics of students.

- Although **staff wellbeing** was noted as important, the responsibility predominantly fell on the individual, with minimal recognition of the potential impacts that systems, the workforce, organisational structures, leadership, or mentorship could have.

- Most standards clearly emphasised **the importance of cultural diversity and cultural safety,** particularly for Aboriginal and Torres Strait Islander peoples.

- Some standards highlighted the necessity of **recognising one's own cultural beliefs and perspectives and understanding their impact on daily work,** although this was not consistently reflected across all standards or competency frameworks.

- Although there was some mention of the importance of **preventive measures and early support work,** this was often not explicitly outlined in many of the standards.

- Few standards acknowledged **the need for child and family agency** outside the context of Aboriginal and Torres Strait Islander peoples.

- There were **inconsistencies** across the various standards and competency frameworks; some lacked depth and did not incorporate current research or approaches, providing little guidance on best practices for practitioners.

For more details see
Appendix 2: Alignment with Professional Standards Overview

6 | Capability resources and offerings mapping

The capability building offerings that were highlighted in the consultations, workshops, and the Human Service Capability Framework have been mapped alongside 20 national learning and development providers.

Although there was limited awareness of their availability, there is a diverse range of evidence-based no-cost or low-cost learning opportunities, as well as fee-based services aimed at individuals or organisations. Many of these are topic-based rather than scaffolded; however, BeYou offers free scaffolded learning for the education sector, and Emerging Minds provides relevant scaffolded learning across all service sectors.

Examples of low cost or no cost training and workforce development through national and Queensland platforms include the following:

Schools and early learning

- **Be You**
- **Beyond Blue**
- **Berry Street**
- **Mental Health in Primary Schools (MHiPs)**
- **Early Childhood Australia**
- **Building Resilience in Transcultural Australians (BRiTA) Futures program**
- **Orygen**
- **SAFEMinds Program**

Health professionals

- **Mental Health Professional Network**
- **Mental Health First Aid Australia**
- **Emerging Minds**

Aboriginal and Torres Strait Islanders

- **National Community Controlled Health Organisation (NACCHO)**
- **Wellmob**
- **Emerging Minds**

Child and family services (including child protection)

- **Australian Childhood Foundation**
- **Berry Street**
- **Evolve Therapeutic Services**
- **Australian Institute of Family Studies**
- **Child Family Community Australia**
- **Emerging Minds**

7 | Queensland service delivery landscape

A desktop review was undertaken on selected service delivery areas to better understand this landscape.

7.1 Support services map

The locations of child development health services, KindyLinQ, child, youth and family health, child and youth mental health, and Headspace services across Queensland were identified through a web-based search. This process extracted contact details and key information about the support each service offers. The services were then mapped, highlighting areas of concentrated service delivery, as shown in Figure 1 below.

Each support service was assessed according to what specific aspects of supports are offered. Child safety support is offered most often across Queensland including remote locations (54 service locations). This is followed by child youth and family health (42 service locations), child and youth mental health (37 locations) and Headspace youth mental health services supports (20 locations).

These services are predominately located along the east coast and in populations pockets between the NSW border and Bundaberg with high density areas of Gold Coast, Brisbane and the Sunshine coast significantly featured.

Child development support is provided by Hospital and Health services but also early childhood through the 41 service locations of KindyLinQ in school settings across the state.

Initially it was hoped this mapping could inform current regional based learning and development however it was outside of the scope of this project to map the professional development activities and learning needs of each service site for this activity. Follow up in-person and online workshops included representation from the different service types that were mapped. During these workshops, service providers shared examples of the types of professional development that were being undertaken within different service sites. These opportunities were listed and included in **Appendix 3: Current Learning and Development Offerings**.

Figure 1: Selected Support Services Map
Credit: Geolocation mapping for Queensland's mental health services, Google Maps.

Utilising this mapping

Service pockets could be utilised to identify networks and opportunities with the aim of fostering interagency collaboration by supporting common language and learning.

Learning and resource development that is web based can support workforce development in areas with lower service responses, bringing a focus across all service sectors to the importance of supporting families early to improve outcomes for children and young people across their life span.

This mapping could be used to support a communication strategy to promote prevention and early support through dissemination of resources and collateral developed to enhance neuro- informed capability across sectors and workforces.

Service types, locations and contact details can be accessed utilising the tabs in the mapping.

Refer to **Appendix 4: Queensland Selected Support Services Map for further information.**

8 Stakeholder engagement

8.1 Workshops

Three workshops were conducted with government sectors. Table 4 below provides an overview of these workshops.

Table 4: Government sector engagement details

Workshop attendees	Purpose and takeaways
Workshop 1 (52 attendees)	**Purpose:** to provide an understanding of the initiative's strategic goals, an overview of the key aspects, and the expected collaboration with government agencies. **Key takeaways** • Understanding what supports a collective vision and collaboration. • Identifying key points such as cross-sector collaboration, common language, strong visible leadership, long-term commitment, communities of practice, bipartisan support, making a tangible difference, and being courageous to try new approaches.
Workshop 2 (42 participants)	**Purpose:** sharing insights from the initial workshop, collecting feedback on placement within the current frameworks, developing a common language, and identifying how the initiative can add value. **Key takeaways** • Awareness of the current activities, potential areas for added value by the initiative, obstacles to progress, and opportunities for gaining momentum. • Feedback highlighted issues such as workforce stress, staff shortages, continuous orientation due to staff turnover, and the complexity of work.
Workshop 3 (60 attendees)	**Purpose:** to amplify and connect existing work taking place across the sectors using what and who we already have, and what we know and learn; without competing or duplicating. Including to share and verify information collected through mapping, interviews and previous workshops. **Key takeaways and outcomes** • Endorsement of the framework and five capability strands for moving towards the common language. • Intersections with the initiative, and opportunities for collaboration explored with existing service provider offerings such as Evolve, Headspace Schools and Communities, Beyond Blue and Mental Health in Primary Schools (MHiPS). • Key actions to support workforce capability uplift - including the trial and testing in the next phase of the initiative.

Key findings

- Integration of current learning resources into existing platforms, emphasising simplicity
- Opportunities for workforce training pathways, including pre-service and ongoing professional development
- Impact of workforce shortages in rural and remote areas
- Intersection of Domestic and Family Violence Frameworks with this work

- Resilience as means to manage workforce burnout
- Child and family-centred care as a pathway to achieving resilience
- The importance of considering overall wellbeing was mentioned at times but how this might be considered in daily practice was generally not unpacked in any depth.

8.2 Stakeholder interviews

Interviews were conducted with 14 key stakeholders. Participants represented a wide range of roles and responsibilities and included senior leaders and practitioners from various departments and agencies. The aim was to explore alignment of the initiative with existing work and positioning of implementation to add value and not duplicate, and provide a comprehensive understanding from multiple perspectives within the system.

Key findings

- **Authorising factors** were identified such as whole of government approaches, strategies such as Shifting Minds and Every Life, and the Queensland Trauma Strategy.
- There was a shared understanding of, and appetite for, **development of a common language** across departments and continuation of developments in cross-sector collaboration and learnings.
- **Workforce capacity** was identified throughout the interviews as a key consideration for the next phase and positioning of the initiative. Staff attrition, retention, recruitment, pay disparity, workforce burnout, and lack of appropriate training were mentioned in several interviews.
- Importance of alignment of this initiative with **professional standards and competency frameworks:** "This is not additional work; this is our core business".
- Mental health and wellbeing concerns identified including levels of anxiety and mental health issues among students and staff, with a need for **better implementation of wellbeing initiatives.**
- The importance of **embedding the voice of lived experience,** and ongoing workforce capability developments.
- **Existing interagency support, communication and collaboration,** including through Project ECHO.
- **Pre-service training and induction** were identified as opportunities to leverage for capability building.
- The need to **support implementation** was clear: "We need to stop overcomplicating the 'what' and look more deeply at the 'how'.
- There are continued barriers to **cross-agency collaboration** and information sharing.
- There appears to be a 'doing problem' rather than a 'knowing' problem.

8.3 Lived experience interviews

Five interviews were conducted to gather perspectives and insights from individuals about their experiences and their families' experiences within the scope of the initiative context.

Key findings

- **Funding** does not meet demand for training and workforce retention.
- Recruitment difficulties, pay disparity, **workforce burnout**, and lack of appropriate training.
- Services are often reactive, not designed around real **community needs**, exclusion criteria, and lack of trauma-informed care.
- High caseloads, lack of understanding of child behaviour, and **disconnect** between child needs and system response.
- Complex and lengthy legal processes, lack of **collaboration** among agencies, and fear of litigation.
- Need for improved public engagement, **earlier connection with parents**, and humanising service approaches.
- Need for **clear messaging**, trauma-informed policies and appropriate responses across all settings.
- Emphasis on human rights in service design and delivery, **trauma-informed care**, and support for lived experience voices.

Overall, both the stakeholder and lived experience interviews highlighted significant challenges and areas requiring targeted strategies to improve trauma awareness, systemic cohesion, workforce support, resource access and mental health initiatives.

9 | Mapping sensemaking

Collective analysis highlighted the need to prioritise promotion, prevention, and early intervention strategies to reduce vulnerability. It also emphasised the value of a multi-generational approach and the importance of moving beyond individual-centric service models.

Below summary lists key findings, gaps, barriers and enablers. As the gaps, barriers, and enablers are interconnected and span across system, organisational, community and individual levels sections 9.2 to 9.5 describe these in more details by relevant level.

9.1 Summary

Key recommendations	Gaps and barriers
• Using common language across sectors to create opportunities for unified support for families • Significant lived experience engagement and input through the consultation processes for frameworks • A call for to strengthen mental health and wellbeing across the lifespan starting in childhood • An increased focus on promotion, prevention and early intervention • Understanding the impact of ACEs, and the need for trauma-informed responses • Focusing on children and families within their community context • Raising awareness of children's brain and physical development, trauma recovery, and overall wellbeing to promote mental health • Recognising the role of all services including adult-focused services in improving family functioning, wellbeing, family resilience and child outcomes • Developing staff skills, competence and confidence in supporting child outcomes	• The complexity of workforce development • Competing training pressures of mandatory training • Substantial resources constraints, both cost of training and staffing • Limited awareness of available free/low-cost evidence-based training • Service delivery pressures • Risk management issues
	Key enablers
	• Understanding current activities and barriers and where there are points to align • Securing whole-of-government leadership and bipartisan support • Leaders with bravery and vulnerability • Strong cross-sector collaboration • Utilising common framing • Building leadership capability across all levels of the system

The gaps, barriers, and enablers identified are interconnected and span across system, organisational, community and individual levels.

9.2 System level

At the system level, several strategies provided an authorising environment with strong alignment and cross-referencing, such as *Shifting Minds, The Queensland Trauma Strategy, The Early Years Strategy, and The National Children Mental Health and Wellbeing Strategy.*

However, implementation remains a challenge due to barriers such as time, workload, staff retention, and the demands of existing mandatory training. Systemic and leadership challenges, including workforce mobility, complex education sector dynamics, changing political leadership, and fragmented strategies, further complicate progress.

Workforce mobility, especially in early childhood education, is compounded by low pay, limited recognition and inadequate pre-service training, all of which contribute to insufficient staffing.

Despite these challenges, several systemic enablers exist. Scaling up initiatives such as hubs, and cross-sector collaboration platforms for example, Project ECHO, can foster innovation. An ecological perspective, combined with a common language across sectors, can enhance coordination.

Self-directed learning, personal growth and cross-agency training can be supported by public awareness campaigns and sustained funding. Addressing ACEs through explicit service design and delivery integration is critical, as is aligning professional standards with trauma-informed care and embedding cultural and spiritual elements of healing. Leveraging leadership, government directives and partnerships with critical friends can create an authorising environment and demonstrate best practices to position the Queensland Government as an employer of choice.

9.3 Organisational level

At the organisational level, gaps arise from fragmented service delivery, resource redistribution issues, risk adversity, competing priorities and autonomy. Limited communication and silos during the implementation of new practices exacerbate these challenges.

Prevention and early intervention strategies, though mentioned across sectors, often lack clarity and consistency in service delivery. Furthermore, insufficient focus on social and emotional wellbeing, particularly in recognising practitioners' roles in supporting parents and families, undermines broader efforts.

Enablers at this level include promoting a child, family, and practitioner focus, emphasising interconnected family and community contexts. Building visibility and awareness around children's brain health, trauma and healing, and family resilience can drive outcomes.

Enhancing staff capability, competence and confidence in their roles, while supporting early intervention and prevention practices, is essential. Resources like the **Queensland Health Child Development Clinical Capabilities Framework** can serve as exemplars for workforce knowledge and skill development. Embedding psychosocial wellbeing as an organisational priority through Key Performance Indicators, funding, and explicit staff support further ensures progress.

Effective enablers involve designing training focused on post-traumatic strategies for children, resilience-building and neuro-informed approaches. Preservice training, coaching and funded supervision for staff without formal accreditation can address capacity gaps.

Collaborative delivery methods, both in-person and online, foster joint training opportunities and communities of practice. Quality training content must be purposeful, relevant and linked to practical tools like Youth Mental Health First Aid and the Wheel of Wellbeing. Evaluating training programs for rigor and authenticity is also critical to maintain high standards and drive positive outcomes.

In the workforce, translating knowledge to practice remains a significant challenge, particularly in addressing ACEs and practitioner capacity gaps. Staffing issues, including shortages, retention, and movement, further strain the system. Heavy workloads, resistance to change and limited supervision opportunities hinder the integration of new staff and practices. Workforce enablers include leveraging staff commitment and curiosity about their roles by clearly articulating the "why" behind their work. Structured, industrially regulated professional development and supervision opportunities are essential to support practitioners. Promoting workforce brain health and fostering a culture of resilience will help sustain progress and strengthen workforce capacity.

9.4 Community level

At the community level, addressing intergenerational trauma, stigma, vulnerability and poverty is critical for creating safe, inclusive environments. Understanding cultural contexts before establishing common language is vital, as is building safe spaces for help-seeking and promoting cultural safety.

Empowering children, young people, parents, and practitioners through stronger connections and relationships can enhance community resilience.

Narratives that recognise the challenges faced by schools and families, coupled with early integrated support for families, particularly before children reach age six, can create significant positive impacts. A whole-of-community approach prioritising early intervention and fostering a shared sense of purpose will drive meaningful change.

9.5 Individual level

Finally, individual-level support is crucial for practitioners facing high workloads, staff attrition, and psychosocial hazards.

Supporting a shift from "What's wrong with you?" to "What's happened to you?" through trauma-informed and neuro-informed practices is vital. Tiered capability offerings that align with existing workforce capacity can bridge the gap between knowledge building and wellbeing, ensuring sustainable improvement at every level.

10 | Key recommendations and next steps

As a result of this mapping activity and analysis, there are seven recommendations. Some of these have been advanced which is described in 10.2.

10.1 Key recommendations

Develop a Common Language

Establish a shared understanding and language of neuro-informed capabilities across and within sectors, agencies and departments.

Align Training Programs with Professional Standards

Integrate trauma-informed, resilience-building, and neurodevelopmental knowledge into existing workforce professional standards.

Promote Continuous Professional Development and Support Implementation

Support ongoing, evidence-based professional development programs that are practical, accessible, and tailored to workforce needs.

Encourage Neuro and Trauma-Informed Leadership

Ensure system leaders are well informed about trauma and neuroscience so that they can better support their staff and self and have enhanced capacity to lead effectively and with compassion.

Foster Interagency Collaboration

Create structured opportunities for cross-sector learning and collaboration to break down service silos. For example through Hubs and integrated services.

Address Intergenerational Trauma

Implement culturally sensitive programs and support systems that promote healing and resilience.

Secure Sustainable Funding

This will ensure the long-term viability of projects and initiatives, enabling them to achieve lasting impact.

10.2 Next steps

Based on the findings and recommendations from the mapping, TQKP and project partners developed a learning toolkit which draws on existing evidence-based and high-quality resources. The **Enabling Workforces Toolkit** has been designed to support workforces across sectors and disciplines to meet learning needs.

To promote continuous professional development and support implementation, the Toolkit acknowledges the capacity constraints and has been designed to maximise ease of navigation.

The Enabling Workforces Online Toolkit can be viewed **here** and in **Appendix 5 – Enabling Workforces Toolkit.**

To assist in building common language, five capability strands have been identified which will be used to support building of a shared understanding across workforces:

1. Brain Development & Brain Health

2. Adverse & Protective Childhood Experiences

3. Trauma & Healing

4. Resilience

5. The Whole Person

Further information about the research underpinning the five capability strands can be found here:

- **Neuro-informed Policy and Practice Framework**
- **Evidence Brief: Neuro-informed Policy and Practice Scoping Review**
- **Brain Building Workforces**

To align and leverage supporting capabilities the Enabling Workforces Toolkit draws on existing evidence-based, low or no cost learning resources in the eco-system. The Enabling Workforces Toolkit has been designed to support workforces across sectors and disciplines to easily access and navigate these resources and meet their learning needs.

The Enabling Workforces Toolkit resources are categorised according to:

- **Five neuro-informed capability strands** (Brain Development & Brain Health, Adverse and Protective Childhood Experiences, Trauma & Healing, Resilience and The Whole Person),
- **Length** of video/module or training (starting with just a few minutes), and
- **Intended impact:**
  - Heart: includes short, emotive, core message dissemination, common language/knowledge,
  - Head: includes understanding the 'why', actionable insights, opportunity for reflection into practice, and
  - Hand: includes deeper understanding of the 'how', and ongoing supports.

The Enabling Workforces Toolkit is designed to be a living resource that grows as new evidence becomes available. TQKP will continue to work with the sector to implement and update the Toolkit beyond the life of this initiative.

For more information or to talk about how to get more involved, please contact TQKP@aracy.org.au

Appendix 1:
Map of national policy drivers and frameworks

This document can be viewed via **this link**

Appendix 2: Alignment with key professional standards overview

Key Standards. For the full Professional Standards Overview see **here.**

Sector	Role	Standard	Key descriptors
All Gov	**All Public Servants**	Leadership competencies for Qld	***Fosters healthy and inclusive workplaces- where health, safety and wellbeing is promoted and prioritised*** ***Pursues continuous growth - through agile learning, and development of self-awareness***
Health	**All Healthcare workers**	Code of Conduct 1	Health care workers to provide services in a safe and ethical manner… and ... provide health services in a manner that is ***culturally sensitive to the needs of his or her clients.***
	Children and young people nurses	9	Demonstrates knowledge of primary health care, health promotion and continuity of care, and incorporates this approach into practice ***to improve the health and well-being of children and young people.***
	Maternal, child family health nurses	1.2	***Practices to promote health,*** understood to be ***"a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (WHO, 1948)***, and recognises ***individual and family health as both a capacity and resource.***
		2.6	***Establishes therapeutic relationships*** with children, mothers, fathers and families to ***support, empower and promote health.***
		3.8	Considers and responds in a timely fashion to the ***health and wellbeing of self and others*** in relation to the capacity for maternal, child and family health nursing practice.
		4.6	Undertakes comprehensive primary health care assessments of infants, children and families ***including*** physical and ***psychosocial*** assessments to ***identify strengths, risks and vulnerabilities.***
		6.2	***Demonstrates awareness, sensitivity and responsiveness to diversity, including an understanding of the impact of the family's culture, environment and community on the child.***
		6.5	Uses ***strengths-based approaches*** to develop and maintain ***partnership with parents*** to enable nursing care that is ***responsive to family and children's needs and circumstances.***
		6.6	***Enables families*** to provide responsive and sensitive parenting, ***improve parenting capacity, develop protective factors and build resilience.***
		6.11	***Promotes the health and wellbeing of children*** through the provision of developmentally appropriate health education and anticipatory guidance.
		6.27	***Engages with community partners and multidisciplinary teams to build community capacity and social capital to improve and sustain family health.***
	Nurse practitioners	1.1 & 1.2	Conducts comprehensive, ***relevant and holistic health assessments:*** synthesises ***knowledge of developmental and life stages…behavioural sciences…pyschopathology, environmental risks, demographics & societal processes...person focussed*** investigations informed by research

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Sector	Role	Standard	Key descriptors
Education	Teachers	1.1, 1.2, 1.4, 1.5	Know students and how they learn: ***Physical, social and intellectual development & characteristics of students*** ***Students with diverse linguistic, cultural, religious & socioeconomic backgrounds*** ***Aboriginal and Torres Strait Islander Students*** Differentiate teaching to meet the ***specific learning needs of students across the full range of abilities***
		4	Create and maintain ***supportive and safe learning environments***
	Principals	1	Leading teaching and learning: Create a ***positive culture of challenge and support,*** enabling effective teaching that ***promotes enthusiastic, independent learners,*** committed to lifelong learning. Principals have a key responsibility for ***developing a culture of effective teaching, for leading, designing and managing the quality of teaching and learning and for students' achievement in all aspects of their development.*** They set ***high expectations*** for the whole school through careful collaborative planning, monitoring and reviewing the effectiveness of learning. Principals set high standards of behaviour and attendance, ***encouraging active engagement and a strong student voice.***
Child Safety	Child Safety Officers	Practice capabilities 3	***Collaboration and Teamwork:*** ... skilled in ***working collaboratively with colleagues, partner agencies, and community stakeholders*** to develop comprehensive and effective intervention plans. This capability ***fosters a holistic and coordinated response to safeguarding children and promoting their long-term welfare.***
	Child Safety Support Officers	Child Safety Practice Manual Roles & responsibilities	Providing ***culturally appropriate,*** practical prevention and early intervention support services to children and families to meet agreed case plan goals. Supporting ***positive family connection, referrals and advocacys for service.*** Providing high quality case work support and advice
	Senior Child Safety Officers		Work jointly with CSOs and CSSOs on ***complex and sensitive cases*** by: ***ensuring safety, belonging and wellbeing of all children and young people*** in child protection process ***mentoring and supporting*** less experienced CSOs and CSSOs
QAS	Paramedics	1.1	Key elements of fitness to practise must include competence, professionalism, including a sense of responsibility and accountability, ***self-awareness and professional values, sound mental health and the capacity to maintain health and wellbeing for practice.***
		1.2	***Provide each patient with an appropriate level of dignity and care. Demonstrate understanding of the influence of socio-cultural factors on patient attitudes and behaviour. Provide culturally safe care for all patients.*** ***Socio-cultural factors*** may include those related to ***cultural and linguistic diversity, age, gender, disability, socio-economic, geographic locations; and identifying as Aboriginal and Torres Strait Islander Peoples.*** Appropriate professional behaviour ***respects socio-cultural difference, is empathetic and non-discriminatory, regardless of individuals' or groups' race, culture, religion, age, gender identity, sexuality, physical or mental state, and respects, and so far as possible, upholds the rights, dignity, values and autonomy of every patient. This includes their role in the diagnostic and therapeutic process and in maintaining health and wellbeing.***

Sector	Role	Standard	Key descriptors
Youth Justice	All Youth Justice workers	Core Values	**Respect:** *.. work respectfully with each other.. communicate with others in a way that is professional, curious and supportive...recognise the unique value that each individual brings to the table...actively work to try and better understand the perspectives and experiences of others we work with..* **Cultural integrity:** *encourage families, kinship systems and the broader community being empowered to guide* the development of programs and services...Improving our cultural understanding and capability *helps us to build respectful and effective relationships with those we work with,* **Safety & wellbeing:** *providing a mentally* and physically *safe environment...safety is increased through improved relationships, increased skill and support of our workers... our actions are tailored to the needs of the cohort and effective evidence-based principles, and our decisions recognise inherent human rights... All staff across the organisation are encouraged to take responsibility* to access regular supervision *for the purpose of supporting safety and wellbeing on an individual level, as well as a commitment to developing staff development plans to ensure they have the skills and capability to promote safety and wellbeing for themselves and those we work with.* **Adaptability/ Responsivity:** *We are responsive to a range of factors including, but not limited to: culture, gender, developmental stage, capacity, abilities, motivation*...work within the boundaries of our statutory obligations while making genuine effort to *meet young people where they are at.* When working with young people we recognise the *importance of our role in engagement to support positive behaviour change*...working in this way helps us achieve better outcomes than when we don't...*young people have different capacities and needs to adults* and that applying creativity and innovation can help us find solutions to problems. **Collaboration & support:** *...importance of genuine relationships, partnerships and collaboration* as an integral part of our work..*seek collaboration in all aspects of our work by actively seeking out diverse perspectives and experiences of staff, young people and partners* ..understanding the broader community services system available...*invite and empower others to participate in our case management...fostering connections with a young person's community and networks ensures they are supported beyond their involvement with us. This is a priority* **Integrity:** *... understanding and applying best practice approaches...actively seek out current best practice* to... be as effective and efficient as possible in each of our roles. *..seeking out young person, family and community perspectives in our work* **Continuous improvement & effectiveness:** ensure services evolve with *contemporary best practice.*

Appendix 3:
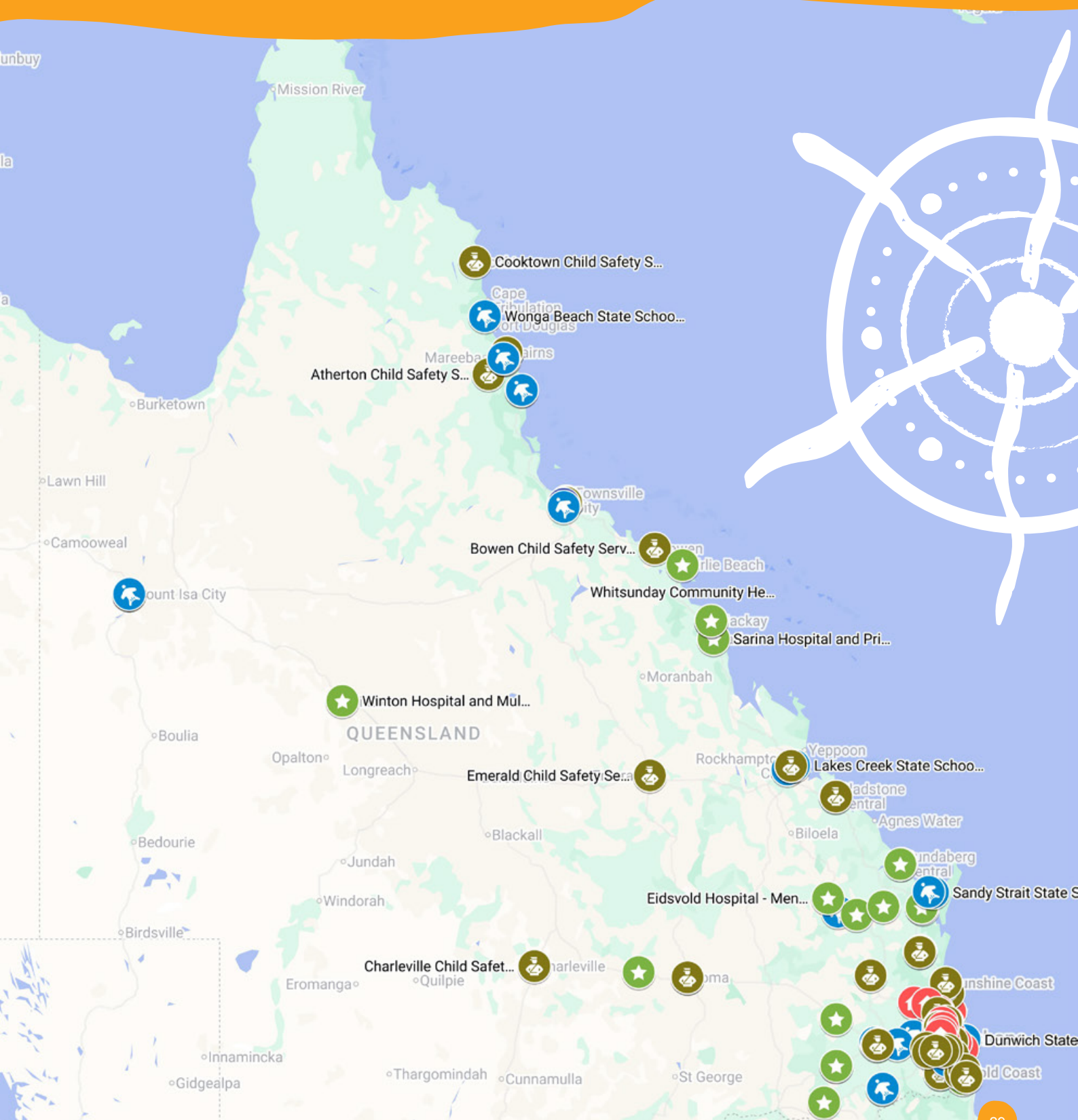# Overview of current learning and development offerings

This document can be viewed via **this link**

Appendix 4:
Queensland selected support services map

Google Map can be viewed via <u>this link</u>

Appendix 5: Enabling Workforces Toolkit

An online version of the Enabling Workforces Toolkit is also available **here**

Brain Development & Brain Health	Adverse & Protective Childhood Experiences	Trauma & Healing	Resilience	The Whole Person
Process of Brain Development, sensitive periods, neuroplasticity, neurodiversity, individual difference, Mental Health, Brain Health	Adverse and protective childhood experiences, risk and protective factors, prevention, early intervention and support	Trauma and the brain and body, healing	Resilience scale, our role in resilience, the importance of positive relationships	Ecology of the child and community around the child, wellbeing, cultural knowledge, how systems work together
Less than 10-min **Heart: Short, emotive, core message dissemination, common language/knowledge**				
The National Society for the Prevention of Cruelty to Children: How a Child's Brain Develops through early experiences 4 min video How early experiences effect brain development	**Emerging Minds: What are ACEs** 9 min reading, podcasts and videos ACEs: effect on brain function, positive relationships, how to help	**Healing Foundation: Intergenerational Trauma** 4 min video Intergenerational trauma: how to stop the cycle & create intergenerational change	**Thriving Queensland Kids Partnership: "What surrounds us shapes us": A framework for building children's resilience to thrive in life** 7 min video Resilience scale &The Nest: model of impact on children's brain health	**ARACY: What is Wellbeing?** 4 min video Introduction to child wellbeing and The Nest, Australia's wellbeing framework for children and young people
Ted Talk: How Every Child Can Thrive By Five 7 min video 7yo Molly Wright explains research-based ways parents and caregivers support children's healthy brain development	**Kids Matter: Risk and Protective factors** 7 min video Strengthen protective factors in the early years	**Emerging Minds: Infant and perinatal wellbeing: Risk and resilience factors** 3 min video Infant and child wellbeing & resilience	**Alberta Family Wellness Initiative: Brains Journey to Resilience** 8 min video Unpacking resilience, the resilience scale	**Emerging Minds: The Whole Child** 3 min video Overview of influences on a child's mental health
Brittanica: Explore Early Milestones in Human Brain Development 4 min video Cognitive development 0-25yrs	**Adverse Childhood Experiences (ACEs)** 5 min video ACEs: Short & long-term impacts, prevention & intervention *trigger warning - Audio of arguing	**Emerging Minds: What is Trauma and Adversity** 2 min video Impacts of trauma & adversity on infant & child mental health	**The Frameworks Institute: The Outcomes Scale** 3 min video Model of impact of childhood experiences, genetics & sensitive periods on resilience	**Emerging Minds: The Whole Aboriginal and Torres Strait Islander Child** 3 min video Influences on mental health including deep connections to Country, culture, spirituality, family & community

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Brain Development & Brain Health	Adverse & Protective Childhood Experiences	Trauma & Healing	Resilience	The Whole Person
Less than 10-min CONT.				
Insight: Neuroplasticity – Dots and the Brain 4 min video Explaining neuroplasticity to clients		**Insight: Trauma and the Brain** 4 min video Brain development including trauma & AOD impacts on it	**The National Society for the Prevention of Cruelty to Children: How Stress affects our brain** 4 min video Impact of stress & relationships on brain development	**Emerging Minds: Parent-Child Loop** 4 min video Cycle of parental stress & child responses, emotions and behaviours
Centre for Brain Health: Defining Brain Health 2 min video Improving brain health & wellness		**Dovetail: Working with trauma in youth alcohol and other drug work** 11 min video AOD workers share their strategies		
Dovetail: Decision making and the adolescent brain 2 min video Explaining adolescent decision making		**Project ECHO: Trauma and the Brain** 17 min video Trauma, impact on learning, responding		
Dr. Dan Siegel's Hand Model of the Brain 8 min video Explanation of brain function, inter-connections and wellbeing				
Introduction to the Brain Story **https://youtu.be/1le17XqYLb4** 7 min video How early experiences impact physical & mental health across lifespan				

Brain Development & Brain Health	Adverse & Protective Childhood Experiences	Trauma & Healing	Resilience	The Whole Person
Between 10 mins and 1 hr Head: Understanding the 'why', actionable insights, opportunity for reflection into practice				
Black Dog Institute: e-Mental Health in Practice 1 hr modules, resources, online, webinars, podcasts free Must be health professional registered with AHPRA. Developed for mental health professionals	**SA Health: Understanding and Responding to Risk Factors** 1 hr, online, $ Level 1 Protecting children – everyone's business Level 2 Responding to risk factors and harm	**Harvard University -Centre on the Developing Child: Toxic Stress 101** 1 hr, online, free Responding to, tackling & preventing toxic stress	**Emerging Minds: Using Aboriginal cultural knowledge systems to strengthen families' resilience** 1 hr, online, free Using cultural knowledge to strengthen resilience	**Insight: Priority Populations - Working with diverse populations** For Alcohol and Other Drug, Mental Health and Social and Emotional 30 min, online, free Wellbeing workers Reducing systemic barriers to access for diverse groups
Mental Health Academy: Brain Architecture 101 1 hr, online $ Foundations of brain structure & architecture, how to integrate the brain for wellbeing		**Emerging Minds: The impact of trauma on the child** 1 hr, online, free Trauma & adversity – impact & recovery	**Youth AOD Toolbox: Resilience Modules – Emotional Regulation** 30 min, online, free Understanding & building emotional regulation	**Insight: Aboriginal and Torres Strait Islander concepts of health and social & emotional wellbeing** 20 min, online, free Perspectives of health, SEWB framework
Oxford Core Story https://youtu.be/XLjAgIVjsUM 49 min video Understanding brain development in more depth		**Early Childhood Australia: Being the champion for children who are impacted by trauma and adversity** 45 min, online, annual subscription to ECA For early childhood professionals to develop trauma-aware practice	**Mental Health Academy: Practical Strategies to Develop Resilience in Children** 1 hr, online, $ Strategies to develop resilience directly and indirectly	**SSI Diversity Training: Introduction to culturally responsive practice** 30 min, e-Learning, $ How to be inclusive of diverse cultures
		Mental Health Academy: Understanding the Link Between Trauma and Addiction 1 hr, online, $ How trauma heightens the risk for addiction, how to treat both		

Brain Development & Brain Health	Adverse & Protective Childhood Experiences	Trauma & Healing	Resilience	The Whole Person
Between 1 hr and 3 hrs				
Pathways to Resilience: An Introduction to Neuroscience for Educators 2 hrs workshop, $ For Primary school staff Practical application of neuroscience in classroom for wellbeing	**Orygen: Understanding young people, risk, and protective factors** 2 hrs, online, free Consider risk & protective factors deeply including self-help prevention strategies	**Teacher Training Australia: What All Educators Need to Know About Childhood Trauma** 3 hrs, online, $ For Educators, counsellors, school leaders How trauma affects learning & behaviour in classroom	**be you: Family Partnerships** 2 hrs, online, free For educators Working with families to support mental health & wellbeing in children & youth	**Emerging Minds: Understanding children's mental health in culturally diverse communities** 2 hrs, online, free Considerations to support culturally responsive & inclusive practice
Harvard University Centre on the Developing Child: Science X Design: Three Principals to Improve Outcomes for Children 1.5 hrs, online, free Reduce sources of significant stress, support relationships & strengthen adaptive skills	**Bravehearts: Child Protection for Child Facing Organisations** 3 hrs, online $ Gain knowledge & skills to identify & act on child protection concerns	**Emerging Minds: Supporting children who disclose trauma** 3 hrs, online, free Strategies to support children who experience(d) trauma or abuse.	**Early Childhood Australia: Partnerships with families for inclusive practice** For educators, 2.5 hrs, online, free Partnerships to enable inclusion in early childhood education & care services.	
		Phoenix Australia: Trauma Informed Practice in the Workplace 1.5 hrs, online, $ Making your workplace safe for people who experienced trauma	**Emerging Minds: Supporting children's resilience in general practice** For GPs and practice nurses, 3 hrs, online, free Supporting child & family resilience through your work	
		Insight: Introduction to Trauma informed care 45 mins, online free Understand trauma impacts & links to substance abuse	**Early Childhood Australia: Partnerships with families** For early childhood educators, 2 hrs, online, free Building relationships with families in your setting	

Brain Development & Brain Health	Adverse & Protective Childhood Experiences	Trauma & Healing	Resilience	The Whole Person
Between 1 hr and 3 hrs CONT.				
			Driven: Resilience First Aid Starter Training 2 hrs, online, $ Mental Health prevention strategies - psychosocial hazard awareness	
Between 3 hrs-7 hrs				
Emerging Minds: Understanding Brain Development 5 hrs, e-learning, free Brain architecture, impact of adversity, building healthy brains	**Be You: Early Support** For Educators, 4 hrs, online, free Mental health issues: notice, inquire and provide support	**Phoenix Australia; Vicarious Trauma** 4hrs, online, $ Optimise organisational resilience and minimise vicarious trauma risks	**Be You: Learning Resilience** For educators, 5 hrs, online, free Use social & emotional learning to promote wellness, prevent illness and support recovery	**ARACY: The Common Approach** 5 hrs, hybrid learning, $ Preventative, strengths-based, child-centred, holistic, collaborative practice
Community Early Learning Australia: Understanding Neuroscience to Support Children's Behaviour For Early Childhood Educators, 3.5 hrs, online, $ In-depth understanding of neuroscience & how it impacts behaviour		**Emerging Minds: Supporting children who have experienced trauma** 4 hrs, online, free Incorporating 5 practitioner shifts to fully engage children who experienced trauma	**Teacher Training Australia: Building Student Wellbeing and Resilience** For educators, wellbeing and year coordinators, 3.5 hrs, online, $ Help students develop positivity, resilience and grit	**Australian Childhood Foundation: Grounded Neuroscience of Leadership** For managers and executives, 4 hrs, virtual workshop, $ Brain based knowledge for improving leadership
Headspace: Youth Mental Health for GPs For GPs, clinicians, counsellors 6 hrs, online, free Engaging young people and assessing risk in a culturally appropriate, trauma informed way		**Australian Childhood Foundation: Supporting Children and Young People to Heal from the Trauma of Family Violence** 4 hrs, virtual workshop, $ Support practitioners to work with parents & children in a child focussed, relationally reparative context following family violence	**Student Wellbeing Hub: Building Student Resilience** 3 modules, online, free Plan strategies from classroom to whole school to sustain resilience	**Phoenix Australia: Trauma-Informed Care** For organisations where employees are impacted by trauma 5 hrs, online, $ Create a trauma informed care organisation that promotes workplace wellbeing

Brain Development & Brain Health	Adverse & Protective Childhood Experiences	Trauma & Healing	Resilience	The Whole Person
Between 3 hrs-7 hrs CONT.				
Phoenix Australia: Psychological First Aid 4 hrs, online, $ Psychological First Aid to support recovery from psychological trauma		**Australian Childhood Foundation: Trauma Transformative Practice with Children** 5 hrs, virtual classroom, $ Recent concepts & practice implications in trauma transformative work		**Emerging Minds: Healing the Past by Nurturing the Future: Working with Aboriginal and Torres Strait Islander families** 5 hrs, online, free Understand complex and intergenerational trauma across the 'first 2000 days' and how to provide culturally safe support to parents
Be You: Mentally Healthy Communities For Educators, 4 hrs, online, free Positive mental health and wellbeing, risk & protective factors, links to supportive relationships				**Emerging Minds and The Healing Foundation: Improving the Social and Emotional Wellbeing of Aboriginal and Torres Strait Islander children** 4 hrs, online, free Consider the whole child to use a strengths-based hope-inspired focus to reinforce connections, strengths and skills
Australian Childhood Foundation: Understanding the interplay between neurobiology, attachment, trauma and mental health 5 hrs, virtual classroom, $ Explore key themes, conceptual interplay and how to integrate this in your practice				
Mental Health Academy: The Basic Science of the Brain 7 hrs, online $ Brain basics & application to counselling for mental health practitioners				

Brain Development & Brain Health	Adverse & Protective Childhood Experiences	Trauma & Healing	Resilience	The Whole Person
Longer than 7 hrs				
SAFEMinds: Schools and Families Enhancing Minds One day online workshop, free for Qld Dept of Ed Early intervention in mental health support for children & young people.		**Berry Street: Trauma-Informed Practice Applications** One day, online, $ Understanding trauma impacts and how to intervene in trauma informed ways.	**Pathways to Resilience: Wings to Fly** For Early Years Educators, 2day workshop, $ How to deliver Wings to Fly – social & emotional wellbeing program 0-6yrs.	**Yiliyapinya: Workplace Brain Health** 12 week program, $ Use brain health science to boost wellbeing & productivity of workers.
Mental Health First Aid Australia: courses for workers supporting adults, young people, sector specialised courses 12-14 hrs, blended learning, $ Equips adults with the skills to support someone with a mental health problem or in a crisis		**Edith Cowan University: Trauma Courses for Educators** 9 hrs, online, $ 3 modules: Trauma & Behaviour, Trauma & Development, Understanding childhood trauma: an introduction for educators Increase understanding of trauma and its impacts on children		**Mental Health First Aid Australia: Aboriginal and Torres Strait Islander Mental Health First Aid** 14 hrs, blended learning, $ Equips adults to recognise, understand and respond to Aboriginal &/or Torres Strait Islander adult experiencing a mental health problem or crisis.
Teacher Training Australia: Students With Neurodiversity: Training in Specific Learning Difficulties For Primary Teachers, 9 hrs, $ Understand neurodiversity & strategies for primary classrooms		**Berry Street: Trauma Responsive Infant Work** One day, in person, $ Understand the profound & enduring impacts of trauma and violence on infants and how to remediate impacts early		

Brain Development & Brain Health	Adverse & Protective Childhood Experiences	Trauma & Healing	Resilience	The Whole Person
Longer than 7 hrs CONT.				
Teacher Training Australia: Students With Neurodiversity: Training in Specific Learning Difficulties For Secondary Teachers, 9 hrs, online, $ Understand neurodiversity & strategies for secondary classrooms		**Australian Childhood Foundation: Trauma Responsive Practice in Education** For Educators, 11 modules, online, $ Neurobiology of trauma and framework for responding effectively to children and young people		
Australian Govt: Mental Health Professional Online Development Program For mental health & social services workforce, health professionals, family & friends Various length (100+ hrs), online, free 70+ topics: clinical assessment & interventions, working relationally with consumers & families, recovery-oriented practice, diversity, policies & legislation, therapeutic theory & practice		**Blue Knot: Trauma Sensitive Practice - Working with Complex Trauma** 1 day, online, $ Understanding complex trauma, safety & stabilisation, resourcing & regulation to support practice		
		Blue Knot: Trauma Awareness in Practice 1 day, online, $ Implementation of 5 trauma-informed principles, creating safe base, signs of potential trauma, application to your work		

Brain Development & Brain Health	Adverse & Protective Childhood Experiences	Trauma & Healing	Resilience	The Whole Person
Resources and Communities of Practice Hand: Deeper understanding of the 'how', support for application, ongoing supports				
Qld Dept of Ed: Ready Together - holistic child development For workers, parents/carers & community online resource, free Child milestones, brain development, integrates Indigenous knowledge, connection & culture and neuroscience	**Evolve Therapeutic Services_Nurturing Protective and Positive Childhood Experiences Framework and Resources** For Health workers, free Understand & implement 5 core beliefs with young people to increase resilience and recovery	**Emerging Minds: Adverse Childhood Experiences toolkit** Resources, webinars, free	**Alberta Family Wellness Initiative: Resilience Resources** Videos, tools, reports, free Brain story: brain architecture, stress, resilience, serve & return, air traffic control Resilience Scale & Framework: Applying the scale at individual, organisation & system level	**Wellmob: Healing our way** Online resources (apps, websites, audio, videos, documents, social media) free Social, emotional and cultural wellbeing resources for Aboriginal and Torres Strait Islander People. Topics: Mind, Body, Our Mob, Culture, Keeping Safe & Healing
Headspace: Resources for Health professionals Online information & resources, fact sheets for families, Free Research & information about common mental health issues in young people including clinical practice guidelines		**Australian Childhood Foundation: Trauma Professionals Online Learning Community** Community of Practice, $ Learning community for professionals seeking curated content on childhood trauma, neuroscience & healing	**Murdoch Childrens Research Institute: Difficult Conversations: How do we have them** 3hrs, online / In-person, $ Build skills to hold conversations about challenging topics with parents	**Qld Govt: Project Echo** 94 online networks, free Range of Communities of Practice including Brain Builders, Child Development Health and Wellbeing, Complex Pain, First Nations Care, Infant Mental Health
The Brain Architecture Game Online or hard copy versions, 75-90min $ Game to build understanding of brain development & how environments, experiences & genes shape development		**The National Child Traumatic Stress Network (USA)** Webinars, e-learning courses, apps, fact sheets, resource guides & more, Free Range of resources on child trauma – search by resource, audience and trauma type.	**Murdoch Children's Research Institute: Facilitating Engagement** In person, 1 day, $ Engaging families with complex needs, facilitating parent groups, delivering practitioner training	**Queensland Health: Aboriginal and Torres Strait Islander Social and Emotional Wellbeing: Domains, Contributing/ Risk and Protective Factors** Online resources, Free Explore the domains of the Social & Emotional Framework **SEWB-Domains-Contributing-Risk-and-Protective-Factors PDF** **SEWB-cards.pdf** **SEWB-card-guide.pdf** **ETS-SEWB-Possible-Protective-Factors.pdf**

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Brain Development & Brain Health	Adverse & Protective Childhood Experiences	Trauma & Healing	Resilience	The Whole Person
Mental Health in Primary Schools (MHiPS) Hybrid incl COP, 2024-25 pilot schools in Qld Upskill experienced teachers to become Mental Health and Wellbeing Leaders building whole school capacity to support mental health of students			**Murdoch Children's Research Institute: Child Public Health Elective** 6 days, In-person, $$ Influences on child public health in Australian	**Australian Education Research Organisation: Engaging with families from culturally and linguistically diverse backgrounds: ECEC practice guide** For Early Childhood Educators, free Strategies for engaging with families from culturally diverse backgrounds
Murdoch Children's Research Institute: PEDS Foundation and PEDS Advanced eLearning: Parents' Evaluation of Developmental Status — Revised (PEDS-R®) 1.5hrs, online, $ Tool to screen parent concerns of child development 0-8yrs				**Murdoch Children's Research Institute: Engaging families: Building and sustaining helpful relationships with parents:** 2 x 1.5 hrs, online, $ Forge partnerships with families and redevelop services to meet community expectations
Murdoch Children's Research Institute: Early child development For Community Paediatricians, 2 x 1 day, Hybrid, $ Practical skills in developmental-behavioural paediatrics				**Murdoch Children's Research Institute: Empowering Parents Empowering Communities (EPEC)** 2 days, In-person, $ Community-based training for parents to run parenting groups in pairs
				Murdoch Children's Research Institute: Platforms for Empowered Communities 2 days, In-person, $ Improve environments and experiences of children in communities

Brain Development & Brain Health	Adverse & Protective Childhood Experiences	Trauma & Healing	Resilience	The Whole Person
<td colspan="5" align="center">Resources and Communities of Practice CONT.</td>				
				Murdoch Children's Research Institute: Family Partnership Model (FPM) 3+ days, Hybrid, $$ Building and maintaining effective relationships with families
				Murdoch Children's Research Institute: Victorian Training Program in Community Child Health 1 year fellowship, In-person (Melbourne), $$ Clinical and theoretical training in developmental-behavioural paediatrics

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