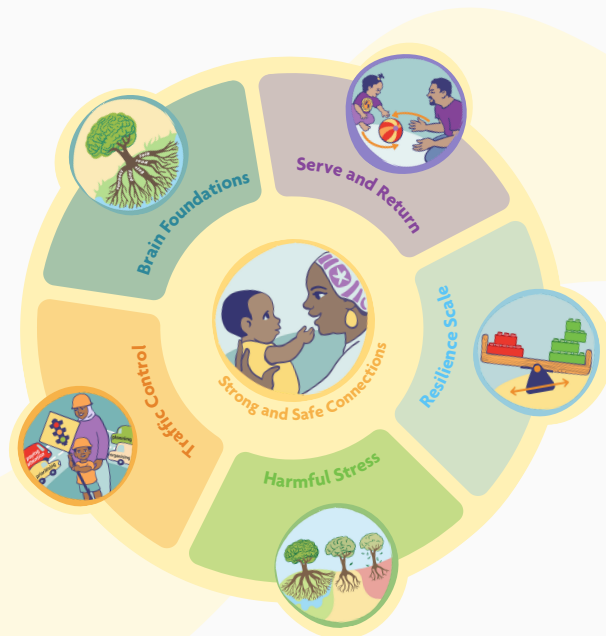




Brain Building for Logan

Supporting Workforce and Organisations to create knowledge translation approaches for the shared language and understanding of Brain Building in Logan



We are all brain builders.

Our Brains are incredible! Pregnancy and childhood are critical stages for lifelong wellbeing. In the first few years of life, a child's brain builds over a million new connections every second.

These connections help children grow healthy brains, strong bodies, and good relationships. But they can't do it alone — the people and experiences around them make a big difference. We are all brain builders, from community members and parents and carers through to people that design and fund services and opportunities for others. Every time we learn a little bit more about young brains, we become better equipped to support children and their families as well as the communities, workforces, and systems around them. Doing this will give children and families in Logan the best chance to thrive and create a healthier community, as we continue to walk together for Logan's children.

We welcome your workforce or organisation to be part of the Brain Building movement in Logan!

Background

Logan Together is a transformative, whole-of-community movement that uses the Collective Impact approach to improve the lives of Logan’s children. Logan Together’s Collective Plan outlines the priorities and hopes the community holds for its children. Through creating this Collective Plan the community said they wanted themselves and those who work with their children to have a greater understanding of neuroscience (brain building).



**Strong and Safe
Connections**



Brain Foundations



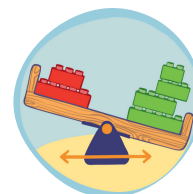
Serve and Return



Harmful Stress



Traffic Control



Resilience Scale

Logan Together, in partnership with Thriving Queensland Kids Partnership (TQKP), and others, submitted a successful grant application to the Queensland Mental Health Commission to support the creation of local, place-based, brain building tools to help share and embed current knowledge of what works best for child health, wellbeing and development.

The co-design team was made up of people with lived experience of mental ill health, First Nations Leaders, community members and service organisation members. Together, they built a shared, evidence-informed understanding of Logan’s existing brain-building strengths and the knowledge translation needed to align language and practice. The co-design team identified common messages, knowledge translation approaches and the first steps towards building Logan’s Brain Building movement together.

Resources to support your workforce:

Thriving Queensland Kids Partnership have been leading the Enabling Workforces and Organisations for Thriving Kids. This includes the Enabling Workforces Toolkit and the Enabling Workforces and Organisations for Thriving Kids – Implementation Guide for Child and Youth Workforces . Both documents will support workforces with resources to support brain building through neuro-informed practice and policy.

The **Enabling Workforces Toolkit** compiles 100+ free and low-cost learning opportunities. Resources range from ‘engaging’ through to embedded brain building practices including 2-minute videos through to in-depth webinars and resources.

The table on the following page connects Logan’s shared language and understanding of brain building with the specific capability strands outlined in the Enabling Workforces Toolkit. The capability strands are further defined in Appendix One.

Engaging

“I have heard of how amazing the brain is and would like to support my team to know more.”



Enabling Workforces Toolkit No. 1
tqkp.org.au/enabling-workforces-toolkit-1/

Working with Ideas

“I know about brain building and have begun to introduce some ideas into our workplace.”



Enabling Workforces Toolkit No. 2
tqkp.org.au/enabling-workforces-toolkit-2/

Enabling Workforces Toolkit No. 3
tqkp.org.au/enabling-workforces-toolkit-3/

Enabling Workforces Toolkit No. 4
tqkp.org.au/enabling-workforces-toolkit-4/

Enabling Workforces Toolkit No. 5
tqkp.org.au/enabling-workforces-toolkit-5/

Embedded

“I know a lot about Brain Building but would like some ideas to help our organisation to move forward.”



Enabling Workforces Toolkit No. 6
tqkp.org.au/enabling-workforces-toolkit-6/

Logan's shared language for Brain Building	Strong and Safe Connections	Brain Foundations (also known as brain architecture)	Serve and Return	Harmful stress (also known as Toxic Stress)	Traffic Control (also known as Air Traffic Control)	Resilience Scale
Capability Strands						
Brain Health & Brain Development Process of brain development, sensitive periods, neuroplasticity, neurodiversity, individual difference, mental health, brain health	✓	✓	✓		✓	✓
Protective and Adverse Childhood Experiences: ACEs, (Adverse Childhood Experiences), Stress effects on brain and body, protective factors	✓	✓	✓	✓		✓
Trauma and Healing Trauma and the brain and body, healing	✓	✓		✓		✓
Resilience Resilience scale, our role in resilience, the importance of positive relationships and support	✓	✓	✓	✓	✓	✓
The Whole Person Ecology of the child and community around the child, wellbeing, cultural knowledge	✓	✓				✓

Join the Brain Building movement



Initial questions

To get the best out of learning, both people and the environment need to be ready. This means checking for things like leadership support, funding, time, resources, policies, relationships, attitudes, and community influence.

Some examples of useful questions to ask include:

- 01 *Do leaders understand what Brain Building is and how it links to the organisation's goals?*
.....
- 02 *Is there backing from decision-makers to be part of the Brain Building for Logan movement and embed Brain Building in team and individual practices?*
.....
- 03 *Do leaders create an environment that supports Brain Building for their team and the community they serve?*
.....
- 04 *What internal relationships could help (or hinder) building capability, and can they be used to support this work?*
.....
- 05 *Is there time available to start planning?*

If there is interest or even curiosity, the next step is setting up a team to lead the process.



Implementation

Implementation takes time and happens in stages. Many organisations already use implementation models. An implementation science approach that can be useful includes four stages:

Explore

Understand the context. Check how this approach fits with current values, policies, and practices. Clarify the intention for being part of the Brain Building for Logan movement.

Prepare

Plan with leaders and a change team. Decide on timing, pace, who should be involved, and what outcomes are realistic. Choose which Brain Building for Logan topics to prioritise and why.

Implement

Use this resource and the [Enabling Workforces Toolkit](#) as part of ongoing capability building (not just a one-off training). Delivery will look different across organisations.

Reflect

Check alignment with core business and practice. Identify what worked, what didn't, and the next steps.

Share your Brain Building stories with Logan Together.

We would love to hear how the 'ripples' of Brain Building are reaching the Logan's workforces and organisations. Feel free to:

- tag us on social media and join the movement with [#brainbuildingforlogan](#)
- email us with your story of brain building change to logantogogether@griffith.edu.au.

Your stories will support other workforces and organisations to join the brain building movement!

For more resources, check out:

logantogogether.org.au/brainbuilding



Appendix One:

Enabling Workforces Toolkit - Neuro-informed Capability Strands

The five capability strands in the Enabling Workforces Toolkit are interrelated and collectively they invite us to think about what is possible to support Queensland children, young people, families and the workforces who support them to thrive.

Brain Development and Brain Health

Brain health is “the state of brain functioning across cognitive, sensory, social-emotional, behavioural, and motor domains, allowing a person to realise their full potential over the life course, irrespective of the presence or absence of disorders”. It is also defined as “a continuous state of attaining and maintaining the optimal neurologic function that best supports one’s physical, mental, and social wellbeing through every stage of life.”

Brain development tells us how positive experiences in the early years set the foundation for a lifetime of learning, health and wellbeing. The perinatal period, early years and early adolescence are key points for neuroplasticity and key opportunities for fostering, supporting and enabling positive relationships and interactions.

Protective and Adverse Childhood Experiences

Adverse childhood experiences (ACEs) are “disruptions to the promotion of safe, stable and nurturing family relationships and are characterised by stressful or traumatic events that occur during childhood”. They can have significant effects on infants’, children’s and adolescents’ physical health, mental health, development and social functioning. Without support, health and wellbeing can continue to be impacted by ACEs into adulthood.

Protective childhood experiences (PACEs) promote children’s resilience, by building and strengthening safe, supportive adult-child and peer relationships, building children’s sense of self-efficacy, and strengthening children’s connections with their spiritual and cultural traditions. PACEs help children to thrive.

Trauma and Healing

Trauma is “any disturbing experience that results in significant fear, helplessness, dissociation, confusion, or other disruptive feelings intense enough to have a long-lasting negative effect on a person’s attitudes, behaviour, and other aspects of functioning”. Traumatic events can “challenge an individual’s view of the world as a just, safe and predictable place.” Trauma informed care is a framework for service delivery based on an understanding of the effect of trauma on individuals, families and communities.

When we engage in certain activities regularly, we are literally rewiring our brain, at a neurophysiological level. This rewiring means we can improve integral life skills like recognising and managing our emotions, controlling inhibitions, and better decision making. This neuro change coupled with holistic family and workforce focused work means that profound healing can occur for the young person and the people in their ecosystem.

Enabling Workforces Toolkit - Neuro-informed Capability Strands (continued)

For Aboriginal and Torres Strait Islander peoples, healing is a holistic process, which addresses mental, physical, emotional and spiritual needs and involves connections to culture, family and land. Healing works best when solutions are culturally strong, developed and driven at the local level, and led by Aboriginal and Torres Strait Islander peoples. If people don't have the opportunity to heal from past trauma, they may unknowingly pass it on to others. Their children may experience difficulties with attachment, disconnection from their extended families and culture and high levels of stress from family and community members who are dealing with the impacts of trauma.

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Resilience

Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences. Rather than being an innate characteristic, resilience is an ability that can be strengthened or weakened over time in response to our experiences and our environments. It can also be defined as "The ability to respond positively in the face of adversity." The single most important factor for developing resilience in children is the presence of at least one committed and supportive relationship with a parent, caregiver or other adult.

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The Whole Person

The wellbeing of children, young people and their families depends on their social and environmental contexts. The Nest Wellbeing Framework outlines the ecological determinants on health. This includes at the child, family, community and systems level. Understanding cultural and spiritual identity is central to health and wellbeing.