

Operationalising Resilience: Taking evidence into practice

Institute for Social Science Research, UQ
Thriving Queensland Kids Partnership

Wednesday 8 May 2024

Acknowledgment of Country

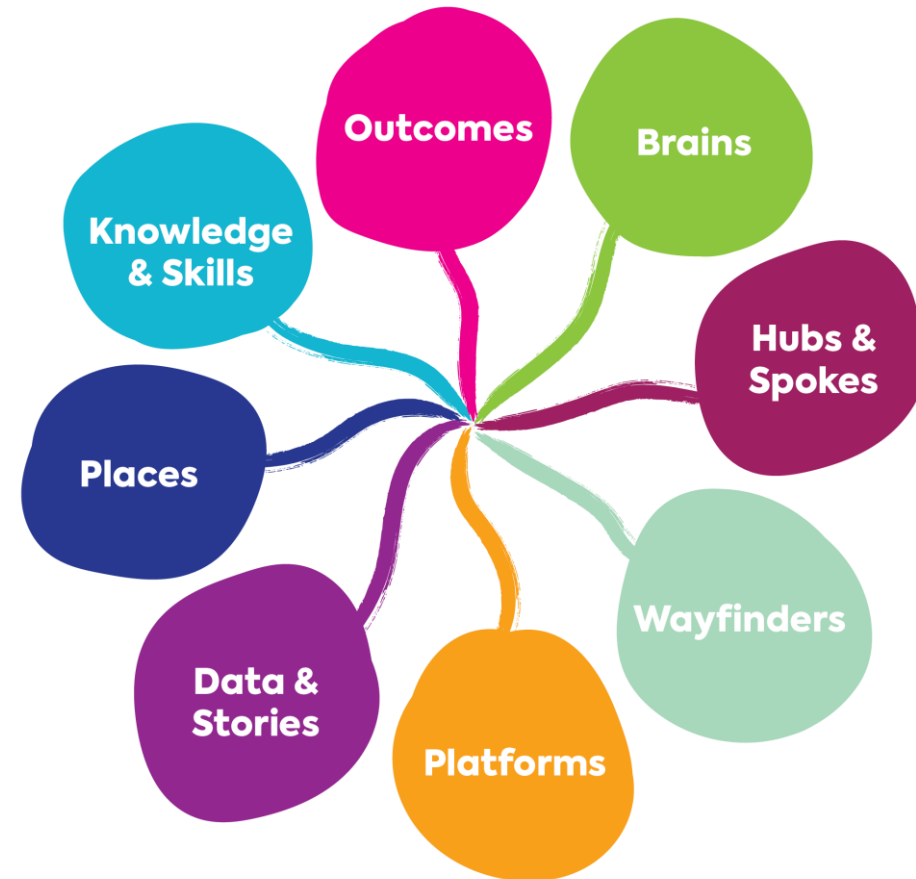
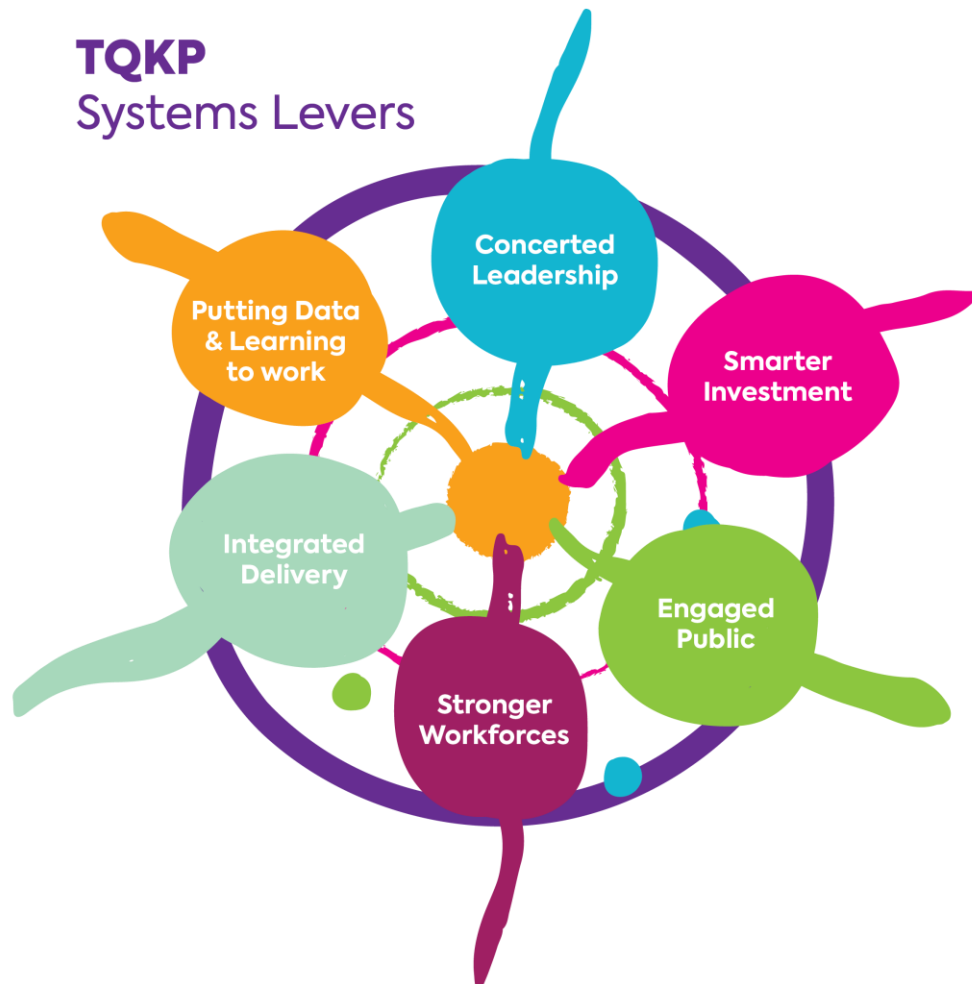
The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which we meet.

We pay our respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country.

We recognise their valuable contributions to Australian and global society.



TQKP is a systems-focused intermediary and coalition using six levers and threads



Ten phase 2 initiatives

Thriving Queensland Kids **Brain Builders** Initiative

Thriving Kids **Data Roadmap**

Thriving **First Nations** Kids Initiative

Thriving Kids **Framing** Initiative

Childhood Builders Initiative

Thriving Queensland Kids **Country Collaborative**

Early Childhood Development
Better Systems Roadmap

Thriving **Places**, Thriving Kids Collaborative

Thriving Kids **Integrated Service Systems** Collaborative

Smarter Investment Initiative

connect • catalyse • learn

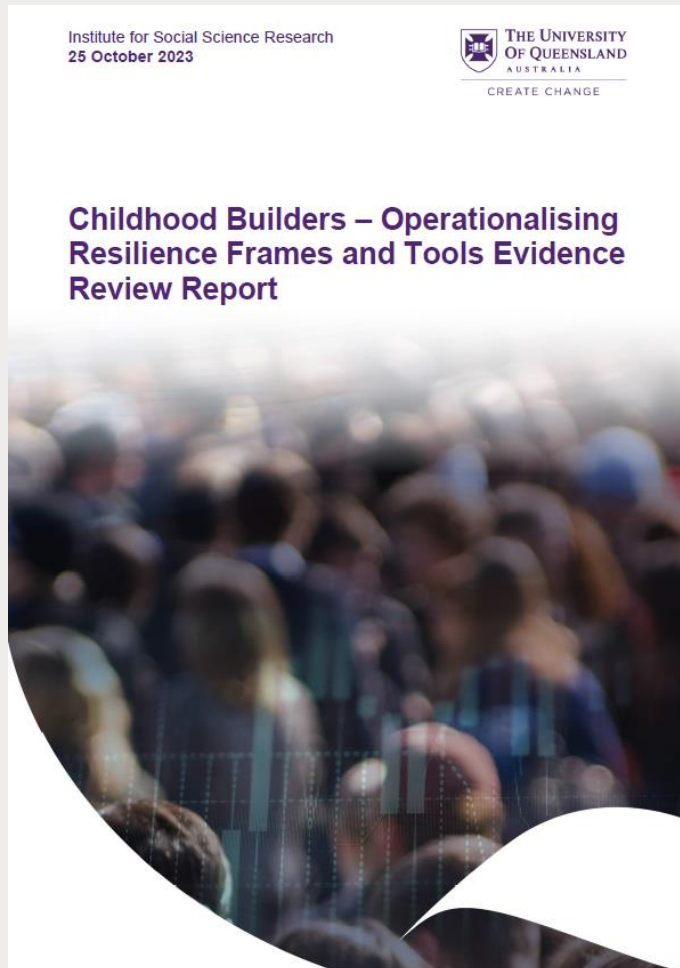
Introduction to the project

Phase 1:

- Undertake an **evidence review** of existing evidence and frameworks that use resilience science in the context of child, youth, family and community wellbeing, which included two core activities:
 - Meta-Review of contemporary peer-reviewed Systematic Reviews on resilience science
 - Environmental Scan examining the implementation of systems-wide or specific resilience science frameworks in similar contexts and jurisdictions to Australia

Phase 2:

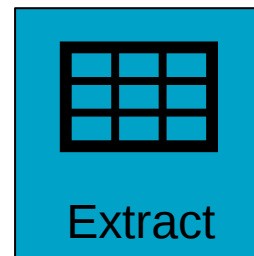
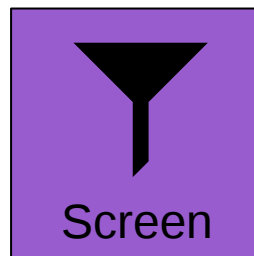
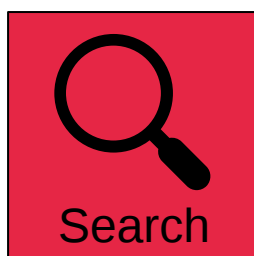
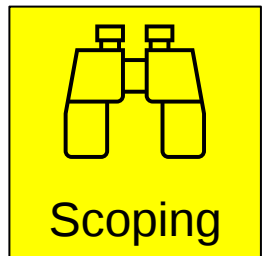
- **Operationalisation workshop** to incorporate stakeholder and end-user views of Queensland and national sector leaders to:
 - Develop robust recommendations for how a bio-psycho-socioecological resilience science framework can be operationalised for the Queensland and Australian context



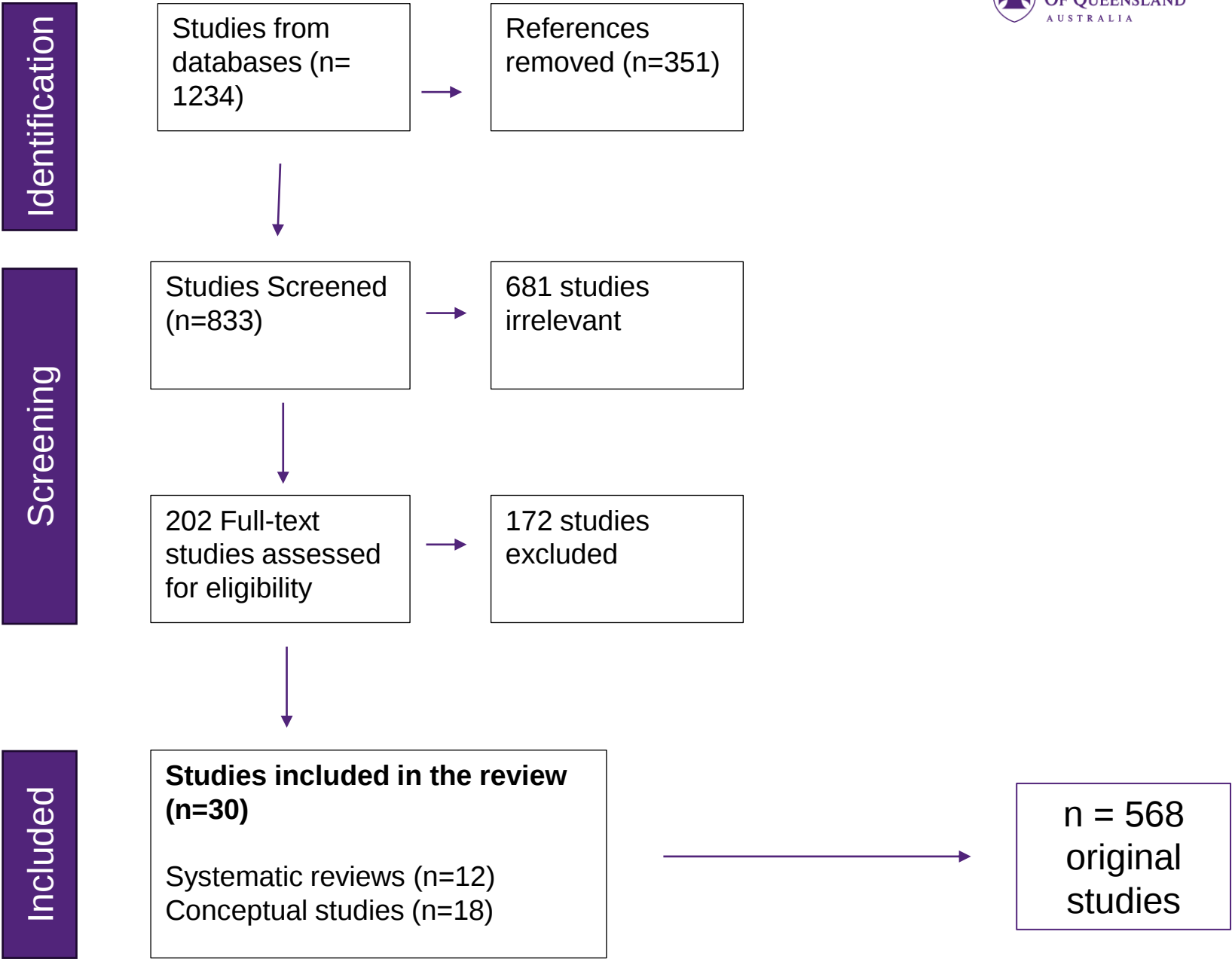
- Meta-review key findings
 - Systematic reviews
 - Environmental scan
- Knowledge gaps from the evidence review
- Conceptualisation for a resilient community ecosystem
- Priorities and recommendations for operationalisation of a bio-psycho-socioecological resilience framework in Queensland

Meta-review – research question

How has resilience science been applied as part of a
bio-psycho-socioecological framework in the
context of improving child, youth, family and community wellbeing?



PRISMA FLOW DIAGRAM

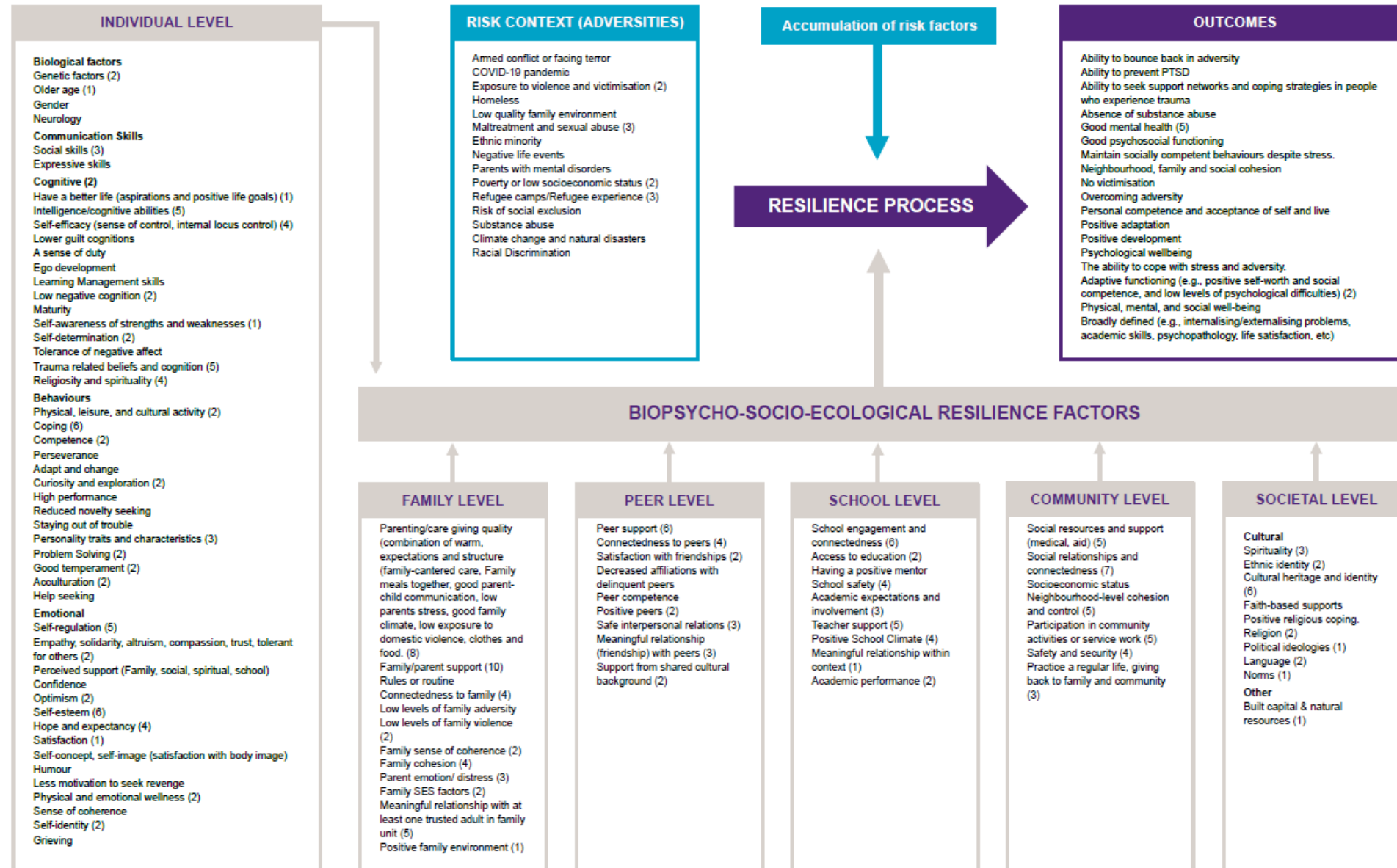


Findings - Definition of resilience

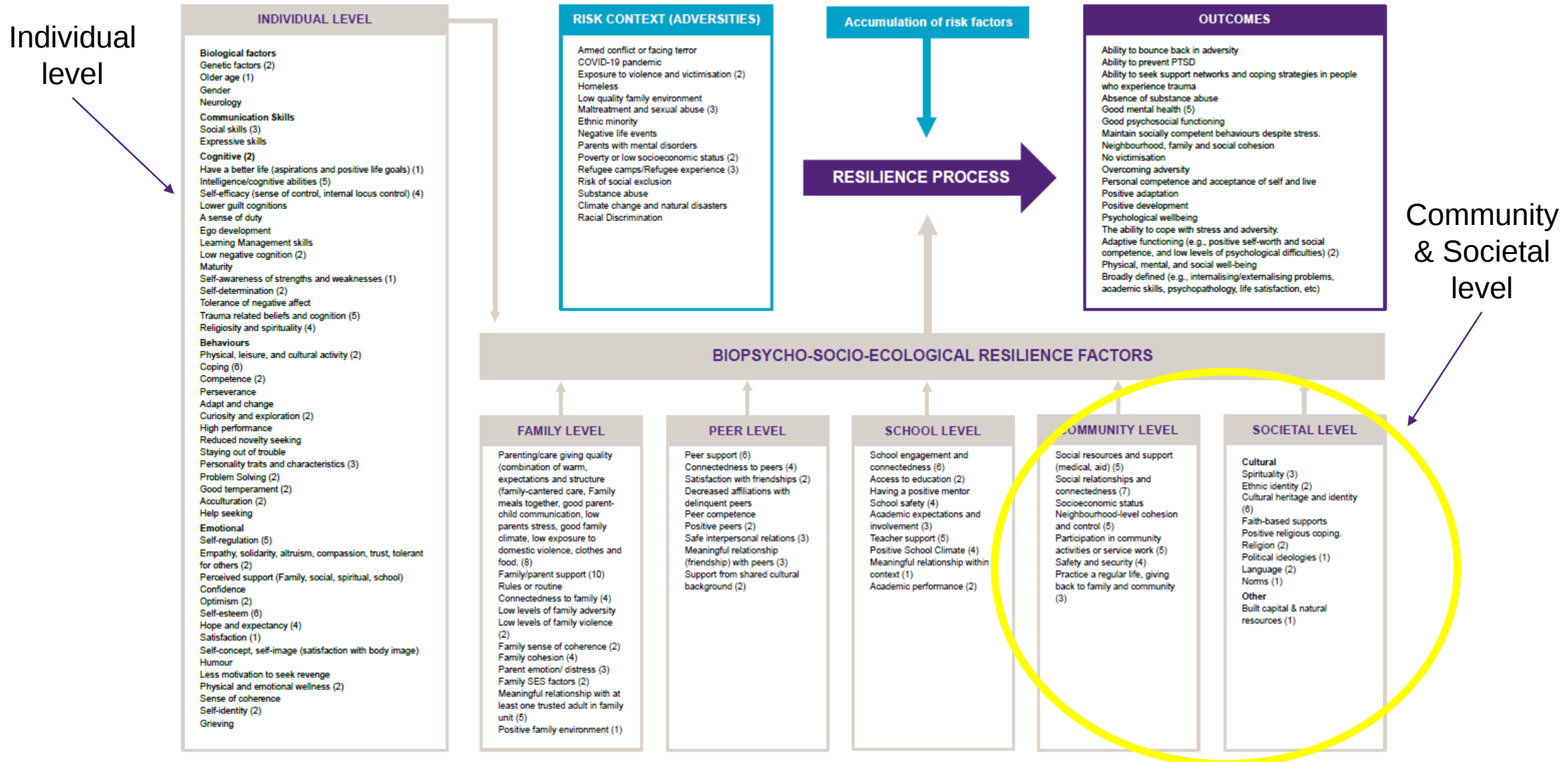


“The *process* by which individuals draw on personal characteristics and resources in their environment to withstand and negotiate adversity –a dynamic process across contexts and over the life course” (Gartland, 2016)

Conceptualisation of bio-psycho-socioecological resilience factors identified in systematic review studies



Conceptualisation of bio-psycho-socioecological resilience factors identified in systematic review studies



Environmental Scan

How are organisations and policy implementing bio-psycho-social-ecological resilience frameworks?

International search of how resilience is being mobilised in policy and programs.....

22 examples across policy, front-line organisations, and advocacy groups

A mixture of websites, policies and reports

Reviews of programs or reports commissioned by organisations

Summary of the key review findings



Brain science and resilience is effectively about the wellbeing and healthy development of children.



Resilience is almost always defined as positive adaption



Positive relationships with at least 1 adult (usually a parent)



Reducing of/removal of toxic stress, adversity and trauma in the early years.



Creating intergenerational change



Strategies to build resilience are often aimed at the individual, rather than systems change

Summary of the key review findings

Individual	Family	Peer	School	Community	Policy
Development and Wellbeing of children, 'early years', 'attachment theory'	Programs are directed at Parents	Barely Mentioned (2)	Focus on Early Childhood, although some discuss Schools as inclusive and safe places for children	The aim is to improve communities through organisational interventions, rather than 'engaging' and mobilising community, 'place based'	Aim to implement consistent, best practice responses through organisations supporting families

Knowledge gaps

Addressing Root Causes of Disadvantage

- 'At risk' communities and groups are often identified
- A lack of attention to systemic inequalities that constitute these risks
- Poverty, mental health issues, housing and homelessness, substance abuse, and domestic and family violence
- Do we aim to build resilience to overcome such barriers?
- Or do we consider an intergenerational approach to resilience as tackling the root causes of disadvantage?
- Can we do both?

The Capacity of Services and Systems

- Trauma informed and strengths-based frameworks
- Social work, Human Services, Health, Early Childhood
- Situating in context of cutbacks to government and non-governmental services
- Limited resources, capacity and skills
- Low Staffing levels
- Often lower paid professions
- 'more work in less time'
- Responsibility of the individual, rather than systems

Recognising and Integrating Cultural Difference

- 'One size fits all' model
- Unique needs, agency, and understandings of resilience that might differ for cultural groups
- Groups identified as 'at risk' might become targets for interventions (e.g. Indigenous peoples)
- Strengths and resilience of those who have overcome different obstacles and hardships,
- Different cultural values, beliefs, and practices
- Racism and ongoing colonising practices in Australia are barriers

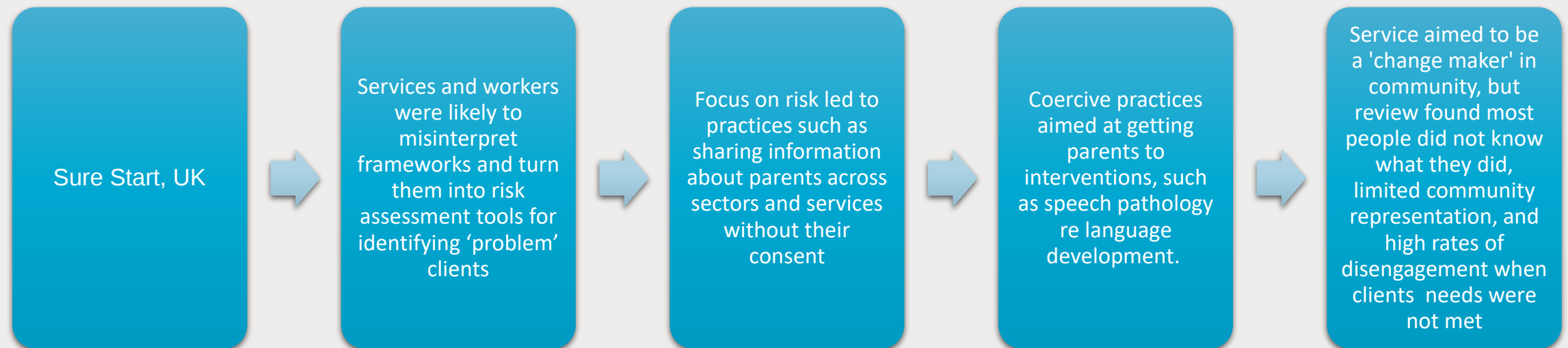
Knowledge Gaps in Context

1. Addressing the root causes of disadvantage



Knowledge Gaps in Context

1. The Capacity of Services and Systems



Knowledge Gaps in Context

1. Recognising and Integrating Cultural Difference

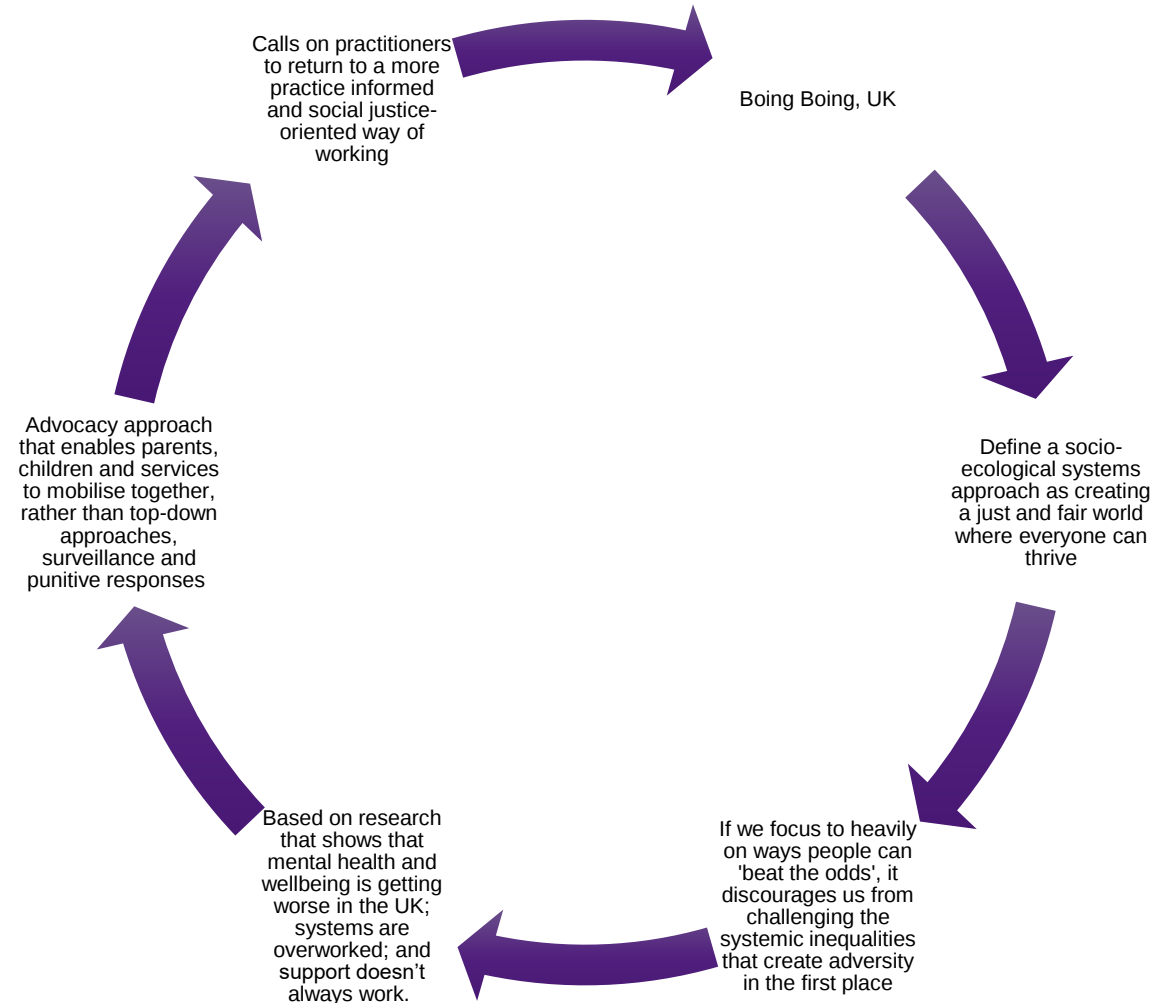


Conceptualising Alternatives to Fill the Gaps

So how do we :

1. *Address systemic disadvantage?*
2. *Consider the capacity of services and systems?*
3. *Recognise and integrate cultural difference?*

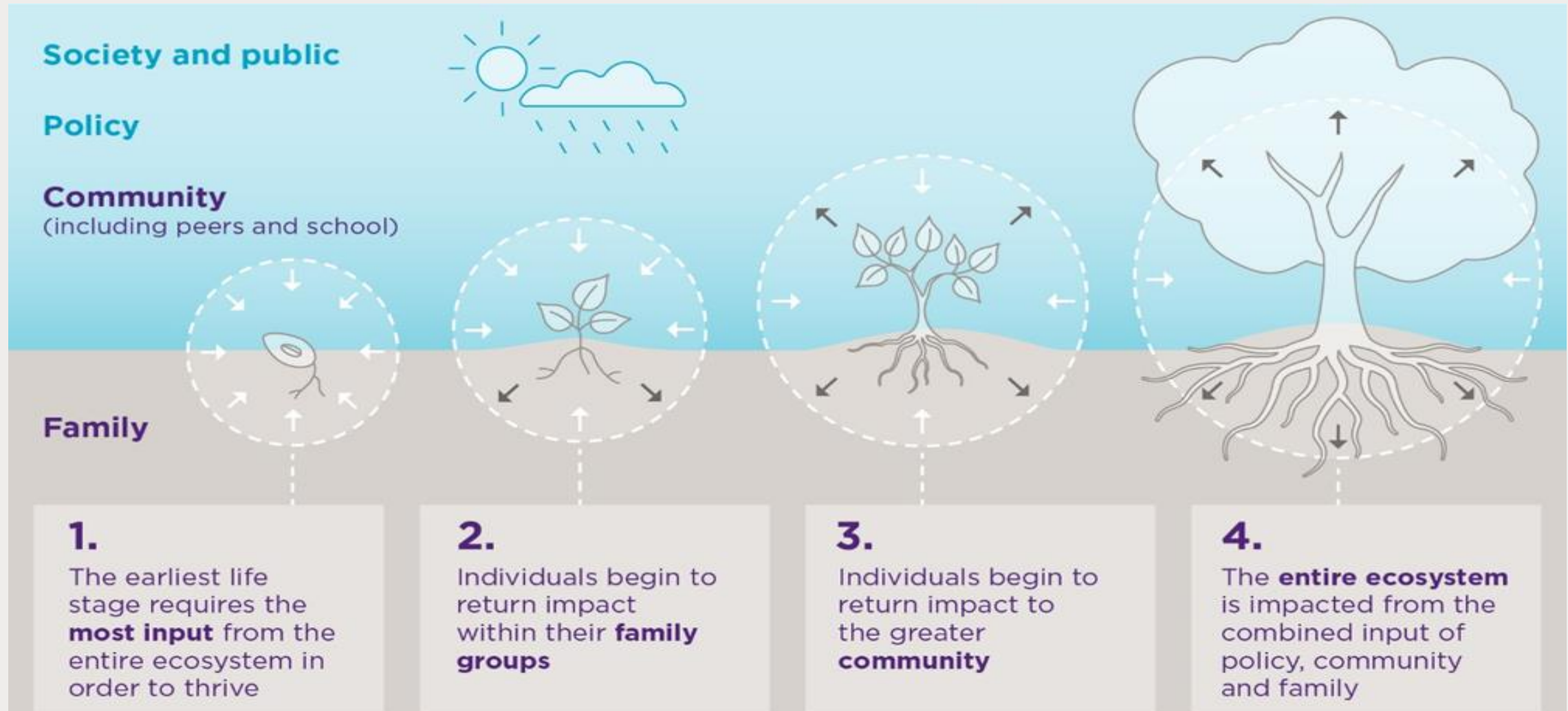
Resilience should be a process, not an outcome, that centers people, breaks down barriers, and creates environments where individuals and communities can thrive...



Operational Issues

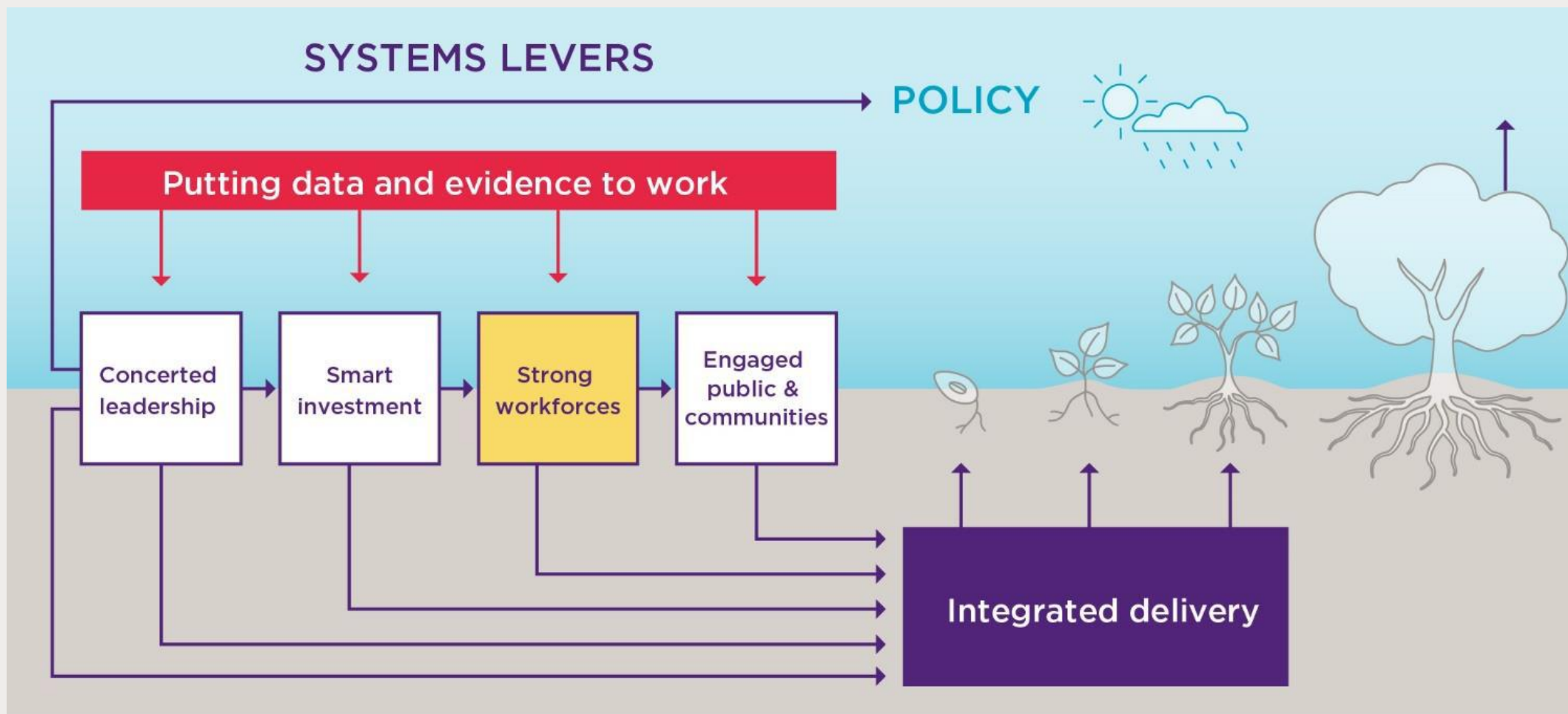
- Limited evidence of how to implement a systems approach to resilience building
- A need to avoid placing the burden of resilience on the individual alone
- Flexibility is required to understand resilience across diverse contexts, with greater emphasis on the interaction between systems than the individuals within these
- Appropriate stakeholder consultation is required to avoid imposing the wrong intervention, at the wrong time, and in ways that are culturally unacceptable
- Services and systems have to have the capacity and capabilities to implement the resilience strategies proposed
- Impact is highly dependent on context and culture and there is no 'one size fits all' model
- There is a lack of consensus in approaches to measuring resilient outcomes and difficulty in determining causality, or accounting for the cumulation and interaction of factors across system levels

Resilience builder – a conceptual metaphor



A resilient community ecosystem conceptual overview

Operationalisation



Priorities & actions for operationalisation of a bio-psycho-socioecological resilience framework in Queensland



Questions

- 1. What do you see are the most important priorities?- *rank in order of importance***
- 2. What is already happening to operationalise the resilience framework and/or the priorities?**
- 3. What strategies or actions will support capabilities and/or confidence for implementation?**
- 4. What is your biggest learning from today?**

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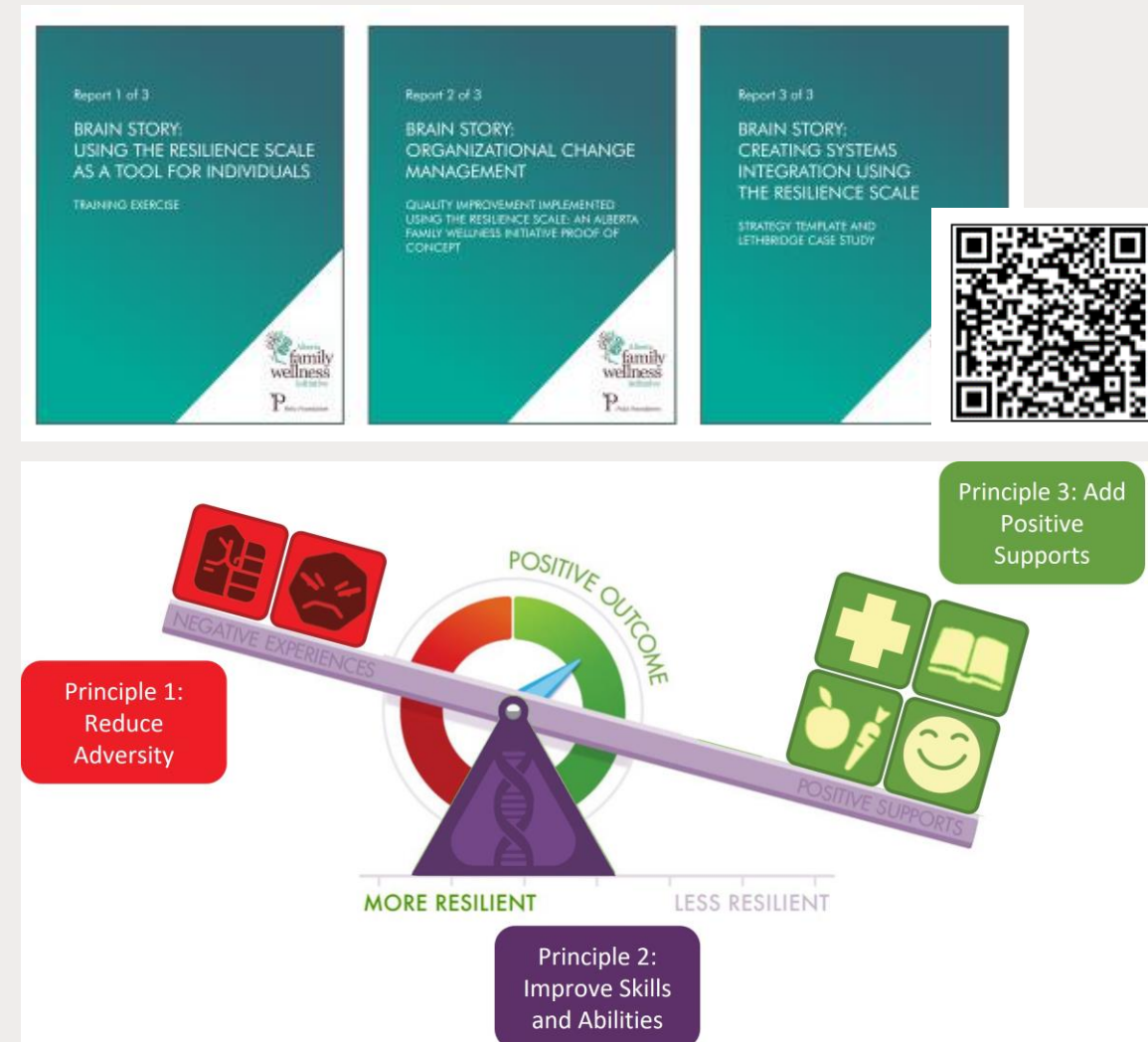
Childhood Builders in action

Building knowledge

- mapping the current capability offerings
- reviewing existing evidence and frameworks that use resilience science
- MOU and partnership with Palix foundation
- Echo CoP- brain builders
- Brain builders modules

Building capabilities

- Gladstone Childhood Builders- *operationalising an integrated suite of evidence-based wellbeing, family engagement, brain building, resilience and trauma-informed systems frames and tools, to enhance professional practice and contribute to systems change to 'build thriving childhoods'*
- Supporting *The Common Approach* training in Qld
- Enabling Workforce and organisations for thriving Kids project- *to deepen and share common evidence based knowledge and skills in and across Qld Gov workforces*



Background Slides

Priority full details



Priority 1:

Ground the BPSE resilience framework in, and privilege, First Nations knowledge and perspectives

- Initiate engagement with First Nations groups and communities to develop understanding of First Nations perspectives on resilience within communities.
- Consider how intergenerational trauma and inequities resulting from colonising and racist practices and systems impact on First Nations peoples.
- Avoid deficit narratives and support strengths-based approaches to promote resilience and wellbeing.
- Recognise the importance of cultural identity and connection in the wellbeing of First Nations children and young people in the co-development of resilience strategies and initiatives.
- Work with First Nations peoples and organisations to ensure that initiatives for their communities are Indigenous-led.
- Promote Indigenous sovereignty over data and engage with Indigenous peak bodies to identify what data should be captured and how this data should be used.



Priority 2:

Capture complexity and context within an ecological and evidence-informed, life course approach

- Develop a clear definition of resilience as a process aligned with the breadth of understanding of what it is to be resilient or to do resilience.
- Consider the risk and adversity contexts for which resilience is framed and develop definitions and activities that recognise the impact of specific adverse events, systemic drivers of inequity, and the context of living in an increasingly uncertain world.
- Build further understanding of the resilience eco-system to inform and apply a systems approach that is reflective of the Queensland context.
- Apply a systems perspective to map out a theory of change for the resilience framework that is ethical, relational and pragmatic.
- Work with stakeholders in the system to identify, access and share existing data that is cognisant of place, context and relationships, outcomes, and process to enable monitoring and evaluation of implementation.
- Draw from the common theoretical alignment against the ecological framework and life course perspective of existing frames and tools (i.e., The Nest, the Resilience Scale, the Capabilities Framework) in the codesign of initiatives and impact measures.



Priority 3:

Focus on integration and relationships across all levels and levers in the system

- Ensure that strategies to build resilience are developed across the levels of the BPSE system and of the system itself, rather than solely at the individual and family levels.
- Support the development of strategies to build resilience in the levels of the BPSE system that have less evidence so far, specifically around the peer, school, community and societal levels.
- Broaden the perspective of evidence that can be drawn upon to include other sectors and fields of research that could inform the development of specific strategies across the system levels (e.g., peer-led health improvement, school-based programs, place-based approaches).
- Co-develop strategies to increase resilience that are designed to address the systemic inequities that constitute risks to resilience, including poverty and racism and other root causes of disadvantage.



Priority 4:

Leverage existing and emerging policy and practice in Queensland and beyond

- Invest effort and resources in building partnership and buy-in for a resilience approach, seeking alignment with existing strategies and initiatives across government and sectors.
- Recognise that capacity for implementation of a resilience framework will vary and start implementation with organisations that are equipped to adopt initiatives given their size or existing approaches (e.g., strengths-based, child and youth focused).
- Promote funding and strategies that are cross-sectoral and multidisciplinary, engaging both “top-down” and “bottom-up” approaches that are relevant to context and translatable across policy, organisations, communities.
- Work with organisations and services within the system to ensure that adequate and ongoing training and professional development underpins and reinforces delivery of resilience framework initiatives.



Priority 5:

Cultivate child- and community-led approaches and prioritise the voices of people and places to meet needs

- Employ a consistent, co-design approach to the development, delivery, and evaluation of all strategies that engages with children, young people and their families and communities throughout.
- Acknowledge that there is no “one size fits all” approach and adapt and tailor programs collaboratively to allow for unique needs, agency and understandings of resilience that could differ across cultural groups.
- Support communities to build capacity in relation to developing and leading resilience strategies and to work collectively rather than competing for limited resources.
- Employ the resilience framework as a tool to support a new approach to community leadership, enacting a cohesive voice for change and supporting leaders in communities to take ownership of initiatives and be valued for their work.
- Engage with place-based and place-focused approaches to ensure that resilience strategies are defined by, not for, the communities involved.



Priority 6:

Experiment in application, implementation, and evaluation to support innovation and impact towards a shared vision of resilience

- Establish best practice principles to underpin the design, delivery and evaluation of initiatives under the scope of the resilience framework that enables strategies to be adapted, trialled and tested.
- Draw from comprehensive, best practice approaches and methods that explicitly recognise the need to capture changes within systems in evaluations.
- Invest in mechanisms to capture the complex, systemic interactions across systems levels that will be necessary to evidence impact and outcomes across populations and contexts.
- Embed the framework in the application of sound data, evidence and learning and advocate for systems to enable ethical, real-time access and sharing of relevant data across departments, jurisdictions, and sectors.



Thank you

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