Queensland Kids Partnership
every child thriving

LOGAN together



Generating and disseminating a shared language and understanding of brain-building:

An implementation playbook

November 2026

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.

Acknowledgements

Recognition of lived-living experiences

We acknowledge the individual and collective contributions of Queenslanders with lived-living 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 contributions

We thank the people, services and organisations that so generously contributed to the huge body of work underpinning the Brain Building for Better Futures project.

We acknowledge the Queensland Mental Health Commission for their funding through the Better Futures grant program 2024-2025 to enable completion of this innovative project, which will support their bold reform agenda to enhance the mental health and wellbeing of all Queenslanders.

We express our gratitude to the diverse members of the co-design team for their enthusiasm for - and dedication to - development and dissemination of a shared language and understanding of brain building. This journey involved 32 hours of engagement over 10 face-to-face meetings to ensure that the project processes and outcomes met the aspirations of the Logan community that all its children can thrive. It wouldn't have been possible without their deep commitment to this project on top of already-busy roles and lives.

We also thank Alberta Family Wellness Initiative for so generously sharing their learnings and content from ten years of cross-sectoral knowledge mobilisation and transfer to help inform the project.

Finally, we acknowledge Frameworks Institute for their input regarding framing principles to help ensure the metaphors localised for the Logan context will activate hearts and mindsets in the way they were intended to stimulate engagement and collective brain building action.

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Background

About the partner organisations

Logan Together

Logan Together is a community-led, place-based Collective Impact movement committed to the wellbeing of every child in Logan, from 0 to 8 years of age. Their big goal is to see Logan's children happy and healthy now and for generations to come. With over 392,000[1] residents and more than 234 cultural backgrounds, Logan is one of the most culturally diverse cities in Australia.

Collective Impact emphasises collaboration between community, governments, businesses, philanthropists, researchers and service providers to reach common goals for social improvement. This means that Logan Together is made up of a diverse group of people and organisations working together, underpinned by aligned community leadership, to create real and lasting change for Logan's children and families. Logan Together is supported by a 'Backbone Team' designed to support and nurture connections and action.

Logan Together is guided by a Roadmap (called 'Footprints') and Collective plan which have been fully co-designed with community and, together, they describe the priority outcomes of the Logan community, while upholding three central pillars: First Nations First. Children at the Heart. Community-Led.

After several years dedicated to building the foundations for change, around five years ago community leaders requested a bigger say in the decision-making that affected their futures and greater integration of effort to create deep impact. Beyond the whole of city approach, Logan Together's work has now extended to support five Focus Communities: Eagleby Together, Strong Beginnings (Yarrabilba/Logan Village), Berrinba Focus Group, Central Logan and the Pasifika Community (hosted by Village Connect). Each of these Focus Communities also has a local Backbone Team, local governance and a local Collective Plan (or is in the process of building one).

The impact of Logan Together's work is increasingly measurable, and the strength of community leadership underpins its current stage of maturity. Logan Together delivers its work through two key strategies: Logan's First 2000 Days Model, and Focus Communities (as outlined above). Logan's First 2000 Days Model is a community-led reimagining of Logan's early childhood system. It includes five evidence-based initiatives, and five foundational enablers of systems change, which together provide wrap-around, local, community-led support for children and families. This is embedded through the five focus communities, where strong governance and community ownership ensure the collective impact approach is held deeply and implemented effectively.

Logan's community through its Collective Plan (grounded in The Nest Wellbeing Framework developed by the Australian Research Alliance for Children and Youth; ARACY) expressed the desire that those working with and caring for Logan's children have a deeper understanding and knowledge of neuroscience (brain building) to support children's development and wellbeing. Brain Building is also one of the five evidence-based initiatives in Logan's First 2000 Days Model.

[1] Logan City Estimated Resident Population 2024

Queensland Kids Partnership (QKP)[2]

QKP is a systems coalition and broker (and an initiative of ARACY) that aims to improve the systems that touch the lives of children and young people no matter where they live in Queensland. In doing so, it aspires to change the odds within one generation so that by 2045:

- All young Queenslanders are thriving;
- Every family is supported and connected;
- Every community is resourced to raise thriving children and young people; and
- Queensland is creating the environments and systems children and young people need to thrive, and reducing the barriers, inequities and adversities that get in the way.

QKP connects, catalyses and learns from multiple players and sources of wisdom to achieve this humbly audacious vision, which is philanthropically funded to achieve its Phase 3 strategy to 2030.

The work of QKP is overseen by its own Management Board and an Intergenerational Stewardship Table and undertaken by a small backbone team.

About the Brain Building for Better Futures project

The project was funded by a Better Futures grant from the Queensland Mental Health Commission (QMHC) as part of *Shifting minds: The Queensland Mental Health, Alcohol and Other Drugs, and Suicide Prevention Strategic Plan 2023–2028.* The focus of the 2024-25 Better Futures grants program was on innovation, with the view to upscaling learnings to support the QMHC's reform agenda.

The project was conducted September 2024 – December 2025 to achieve the following goals:

1. With community and services as context experts guiding the co-design process, co-create and trial knowledge translation approaches that build upon the existing strengths and knowledge of Brain Building in Logan.
2. With community and services as context experts, support the development of shared understanding and language of Brain Building in Logan.
3. Through co-design and two-way learning, understand how the Brain Building Metaphors and other tools and resources could support Brain Building in Logan.
4. In collaboration with community partners, carry out, evaluate and distil knowledge translation approaches regarding the development and implementation of shared understanding and language of Brain Building in Logan.
5. Apply a developmental evaluation approach throughout the project to appropriately learn from, understand the impact and modify the project in real-time in response to identified risks and community needs.

This Playbook is an output of the project, which also yielded resources available through a designated brain-building page on the Logan Together website.

For more information about the project, please contact info@logantogether.org.au

[2] Queensland Kids Partnership (QKP) was previously known as Thriving Queensland Kids Partnership (TQKP)

Reader's guide

This Playbook is primarily aimed at communities wishing to begin their collective journey towards brain building. However, it may also provide useful insights and resources for those communities who have already started on this journey and are looking to deepen and broaden impact.

It is designed to provide practical tools and guidance to stimulate interest and provide some direction to get underway, but enough flexibility that communities can tailor their approach to the local context.

The Playbook distils learnings from the Brain Building for Better Futures project, complemented by reference to other relevant tools and the field of implementation science.



Specific examples from the project are referenced throughout the Playbook and are represented by this icon.

We have used the stages of the Exploration, Preparation, Implementation and Sustainment Framework to organise the four sections of the Playbook, with more information about the Framework available here, and summarised below.[3] However, there may be other framework(s) you would like to use in your context.

Each of these four stages is applied to brain building through the remainder of the Playbook. They end with a link to resources that may be useful to consider, represented by the icons below. This list is by no means exhaustive and may complement resources already known and used in your community.

Article *Book* *Report* *Toolkit/ Practice Guide/Framework* *Webinar* *Other online resource*



Brain Building: An Introduction

What surrounds us shapes us—especially in the early years, including during pregnancy. Children grow and develop within places: families, neighbourhoods, communities, cultures, services and environments. These layers interact to influence wellbeing, opportunity and life outcomes. This ecological understanding is reflected in The Nest Wellbeing Framework developed by ARACY, which recognises that child wellbeing is created through the combined conditions of daily life. It is shown visually in the Wellbeing Wheel below.

From conception, brain development occurs more rapidly than at any other stage of life. The early months and years—often described as the *first 2000 days*—set foundations for lifelong health, learning, behaviour and relationships. When children experience safe, stable, nurturing relationships and environments, their brains are better able to develop in ways that support thriving. When adversity such as poverty, racism, violence or

[3] With specific reference to decision-making points at the early stages, from Tyack, Z., Naicker, S., Abell, B., & McPhail, B. (2025). *Pre-implementation planning: Overlooked, underestimated and undervalued*. Paper presented at Evidence and Implementation Summit, Melbourne.

instability is concentrated within a place, it can disrupt development and compound disadvantage across generations unless addressed early and collectively.

Children's wellbeing is inseparable from the wellbeing of their parents and caregivers, who are themselves shaped by the conditions of the places they live. Access to housing, income, social connection, culturally safe services and community belonging all effect caregivers' capacity to provide nurturing relationships. When these supports are absent—or when systems are difficult to work through and/or retraumatising—families can feel as though they are navigating rough waters without safe harbours or lighthouses. Place-based responses help ensure families can access coordinated, trusted supports close to home.

For place-based work to succeed, services and workforces must also be supported. Fragmented systems, high demand and increasing complexity can limit the ability of practitioners to respond effectively. Working in more connected, locally aligned ways reduces duplication, strengthens relationships and enables resources to be used where they matter most. Shared understanding of child development across local services, leaders, funders and policymakers is essential to this alignment.

A place-based approach also recognises the role of the social determinants of health—the conditions in which people are born, grow, live and learn. Without sustained, long-term investment at the community level, disadvantage can become entrenched and inequities widen. Yet communities experiencing the greatest challenges also often hold powerful assets: cultural strength, diversity, local knowledge, pride and leadership. Place-based work seeks to amplify these strengths rather than replace them, supporting communities to shape solutions that reflect local priorities and wisdom.

Systems approaches are critical to place-based change because they acknowledge the dynamic relationships between individuals, families, services and environments. Shared purpose, language and decision-making across sectors enables supports to be designed and delivered in ways that are responsive to local context. This approach aligns strongly with the knowledge and practices of Australia's First Nations peoples, whose collective child-rearing traditions, connection to Country and culturally grounded approaches to healing offer enduring guidance for how wellbeing is created and sustained within place.

Despite strong evidence, many families experience service systems as fragmented, slow and difficult to navigate. Significant public investment continues to flow into crisis responses that could have been reduced through earlier, coordinated action. Place-based, integrated approaches enable earlier support, improve family experience and deliver better social and economic outcomes.

International efforts - including work by the Harvard Centre on the Developing Child and the Alberta Family Wellness Initiative - demonstrate the value of translating developmental science into shared, accessible frameworks that resonate across communities, services and policy. These initiatives show that when a common language is embedded locally, it strengthens collaboration and sustained action.

In Queensland, *brain building* provides an accessible, place-based way of applying this knowledge. A brain builder is anyone who influences a child's experience—within families, services, communities or systems. The Thriving Kids Brain Building Initiative, led in partnership with the Child Health Research Centre at the University of Queensland, supports communities and systems to embed neuro-informed practice across places, workforces and settings.

By strengthening shared understanding, aligning local action and valuing community knowledge, place-based brain building creates the conditions for children, families and communities to thrive—where they live.

The Brain Building for Better Futures project drew on learnings and resources from the above initiatives – as well as the deep expertise of Logan champions and leaders – to develop and disseminate a shared language and understanding to help activate a brain building movement within its local community.

Additional resources



YouTube clip (4:10 minutes long)
www.youtube.com/watch?v=4o1mIElAj8QWhat is Wellbeing?



YouTube clip (7:14 minutes long)
www.youtube.com/watch?v=4o1mIElAj8QWhat Surrounds Us Shapes Us*:*
A framework for building children's resilience to thrive in life



YouTube clip (7:28 minutes long)
TED Talk (Molly Wright): How every child can thrive by five

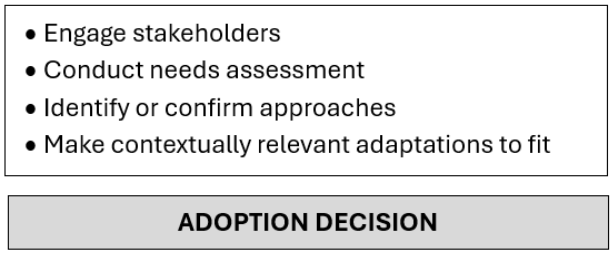


Online, self-paced course (estimated completion: 4-6 hours)
Understanding Brain Development
Aims to increase awareness, knowledge and understanding about brain development



Enabling Workforces and Organisations for Thriving Kids toolkit
https://tqkp.org.au/enabling-workforces-toolkit/
Curation of over 100 neuro-informed learning resources to support your brain building journey

Stage 1: Exploration



Taking a whole-of-community approach to brain building requires many people and services to be involved and committed. Therefore, the adoption decision should consider community endorsement as well as the local infrastructure required for coordination.

Does the community have the coordination infrastructure in place?

As the implementation involves many people and many services, it requires the presence of a lead agency or network (such as an established backbone team of at least medium size) that has;

- A strong community reputation and systems approach focused on improving child wellbeing
- Supportive leadership that backs innovation and relationship-based ways of working
- Strong governance that supports good decision-making and accountability to community and funders
- Recognition of - and ability to bring together - different types of knowledge and experience (including lived-living experience)
- Enough organisational capacity to support coordination by a nominated senior staff member/s[4] (referred to here as the Brain Building Project Officer), oversight and accessible, easy-to-understand communication with stakeholders
- Existing partnerships and connections that can be used to build interest and maintain momentum
- A commitment to continuous improvement, including learning, evaluation and adapting over time
- Sustainable funding to develop and deliver

[4] The nominated staff member/s should have ideally had a background in health and/or social services with experience that prioritises the relationship between parents/carers and children in the context of their community. They should possess an advanced skillset that includes – but is not limited to – relational ways of understanding and engaging diverse groups and sources of knowledge; attunement and responsiveness to community rhythm; design and (co-) facilitation of group gatherings; written communication; and project/event management, as well as possession of/ability to quickly acquire knowledge of contemporary neuroscience and its application, including at the community and systems level.

Does this (Brain Building) matter to community and is the community wanting to act?

The first step in deciding whether to take up a brain building approach is to understand your community's interest and readiness. which may involve one or more of the following:

- Talking early with key community members and stakeholders
- Mapping local strengths and needs related to brain building
- Checking alignment with local priorities, data and policy directions



Prior to the project Logan Together had already identified community interest in brain building, which was captured in its First 2000 Days Model as one of five initiatives. This meant there was strong alignment when the Better Futures grant opportunity arose.

- Engaging with diverse group(s) of trusted community and cultural leaders to surface interest across communities
- Using a short, targeted survey to test interest, identify potential champions and surface existing resources and opportunities.

The above strategies may help you:

- Identify local enablers and barriers, and whether the community is ready to move forward with brain building as a shared priority
- Clarify what changes may be needed to better fit the local context before moving into the preparation phase. This might include adjusting the scope, focus or timeframe, or changing how governance, engagement or evaluation are approached

If it becomes clear that a brain building approach does not align with community aspirations - even after considering possible changes - it is important to name this and pause. Moving ahead without community support risks damaging trust and undermining success. In some cases, it may be better to step back and revisit brain building later when conditions are more supportive.

Additional Resources



Community Readiness Toolbox



Place-based approach and community toolkit

Stage 2: Preparation

- Identify implementation barriers and enablers
- Devise implementation strategies and supports
- Create an implementation action plan
- Continued adaption of the approach

IMPLENTATION READINESS DECISION

The preparation stage works best when guided by a small group that brings together different kinds of brain building knowledge, including community and First Nations wisdom.

This group may help develop practical documents such as:

- A project plan;
- A communication plan;
- An evaluation and learning plan; and/or
- Regular updates for governance or oversight groups.

Build learning and improvement in from the start

Learning and improvement should be part of brain building from day one. Set up simple ways to collect and reflect on information about:

- How the work is happening (process); and
- What difference it is making (outcomes).

This can include numbers, feedback, reflections and stories of change. Monitoring, evaluation and learning should happen across *all* stages, helping guide decisions and smooth transitions between stages, rather than being treated as a separate activity.



Logan Together developed and distributed a learning journal in which people recorded their brain building efforts during the implementation phase. These were reviewed and collated to review barriers and enablers to be fed back into the implementation approach, as well glean signals of impact (see Appendix A).

Working through co-design

Designing and developing implementation supports, strategies and actions (the preparation stage) is best done using a co-design process, which means working *with* the community rather than *for* or *to* them. Co-design involves people who are affected by an issue helping to shape solutions, using their lived-living experience alongside professional and cultural knowledge.

This approach:

- Builds on local strengths;
- Responds to real local needs; and
- Increases community ownership and support.



Logan Together drew on its existing approaches (such as its three pillars: First Nations First, children at the Heart and community-led) to set the tone for inclusive co-design and returned to these to help orient discussions where needed.

The process is not always linear. You may need to revisit earlier steps, especially if co-design is interrupted or new information emerges.

ELEMENT	CONSIDERATIONS	
Bringing together a co-design group	The co-design group should reflect the local community and systems. Early engagement will likely identify some existing brain building champions, and others may emerge along the way. It is important to check for gaps in representation and invite people who can fill them. The group should mainly include people working at the local or practice level, as they best understand what will work on the ground	Representation may include: – People with lived/living experience of mental ill health – Early childhood education and care – Cultural and community leaders – Aboriginal Community Controlled Organisations – Community hubs – Local council – Primary Health Network – Government services
Lived and living experience representatives	Where possible, the group should include people with lived or living experience of services and systems. They bring valuable insight into what helps, what harms and what could work better for children and families. If people are participating as individuals (rather than through a paid role), they should be supported and paid for their time and costs	Support may include: – A meeting beforehand to explain the role. – A wellbeing plan for their involvement. – Peer support with other lived-living experience representatives. – Briefings before and after meetings. – Help accessing additional support, if needed.
	 Lived-living experience representatives were chosen who lived and worked in the Logan area, and in some cases were connected with other groups to represent experiences broader than their own at co-design discussions.	
Children and young people	Consider how children's and young people's views are represented as they may not attend meetings directly.	Their perspectives can be brought in through: – Group members who work closely with children and families. – Partner organisations with child or youth advisory groups.

ELEMENT	CONSIDERATIONS	
		– Existing reports and resources.
Preparing for co-designing	Meetings should be facilitated by two skilled facilitators so one can focus on group wellbeing and dynamics while the other leads the discussion. Time should be set aside for planning and debriefing together.	To support good co-design: – Use existing relationships to invite people, supported by a short, clear overview of the work. – Hold meetings in person where possible to build trust and connection. – Choose a safe, accessible venue with spaces to gather collectively, break-out rooms and transport access. – Use the same space where possible to build familiarity.
Creating safe and welcoming spaces	Feeling safe, included and welcome is central to brain building. Practical ways to support this include: – Music, food and a welcoming room set-up. – Setting chairs in a circle to help reduce power imbalances. – Using name tags and clear sign-in processes. – Including a Welcome to Country and/or Acknowledgement of Country. – Using icebreakers and closing reflections. – Including regular reminders about self-care and support. – Sharing feedback from previous sessions and how it was used.	Early on, the group should also: – Agree on shared ways of working; – Clarify the group's purpose and priorities; – Decide how cultural knowledge will be centred and respected; and – Build a shared understanding of brain building concepts.
	 Early co-design meetings included presentations by local champions and critical friends such as the Thriving Kids Brain Building Initiative to help develop a baseline understanding of brain building amongst the group.	
Using language	Pay attention to how words and images are used. Framing helps avoid messages that blame individuals or feel overwhelming, and instead encourages hope, shared responsibility and action.	See the Framing for Change toolkit in the Resources section for more information.
Tracking learning	Set up simple tools to gather learning and feedback along the journey. This is important for adaption.	– These could include: • Short reflections on what people learned, felt and will do differently • A basic self-rating to track changes in confidence and understanding over time

ELEMENT	CONSIDERATIONS
	 See the Head, Heart and Hand evaluation form for a tool used to seek feedback from participants at the end of each of Logan's co-design sessions (see Appendix A).

The lead agency plays a key role in staying connected with members between meetings, following up questions and maintaining trust.

Giving structure to co-design

To help move from ideas to action, a **Scan–Focus–Act** structure can guide the work.

Scan: understand what already exists	The community already has strengths to build on. The scan stage helps understand: – **How** people already work together; – **Where** the work is happening; – **Who** to focus on first; and – **What** brain building practices already exist. – This may involve mapping current practices and seeing how they align with brain building ideas and research.
Focus: decide priorities	Bring all the information back to the group to decide: – What approach best fits your community; – Which areas or groups to focus on (first); and – Which brain building ideas to emphasise now, and which later. This helps narrow the work to something realistic, relevant and achievable.
	 See Logan Together's *Shared Decision-Making in Community* tool as a guide for how you could use collectively make decisions during the co-design phase (and beyond) (see Appendix B).
Act: Getting ready to act	Before implementation: – Test ideas with governance groups; – Decide how brain building will be shared locally; – Identify resources, supports and training needed; and – Agree on how progress will be tracked. Once these decisions are confirmed, they can be captured in a clear action plan outlining roles, timelines, communication, evaluation and budget. At that point, the community is ready to move into action, which is covered in the next stage.

Additional Resources



Place-based Evaluation Framework
Place-based Evaluation Framework Toolkit



Kerr, J., Cheers, J., Gallegos, D., Blackler, A., & Kelly, N. (2023). *The art of co-design: Solving problems through creative collaboration.* BIS Publishers B.V.



Framing for Change Toolkit



Balis L.E., & Houghtaling, B. (2023). Matching barriers and facilitators to implementation strategies: Recommendations for community settings. Implementation Science Communications, 21;4(1):144. doi: 10.1186/s43058-023-00532-1.

Stage 3: Implementation (Act)

- Intervention and implementation begins
- Implementation monitoring and feedback
- Adaptation of approaches/implementation

IMPLEMENTATION PLAN

Taking actions is where the implementation comes to life. When it is set up well, it builds on earlier efforts and helps brain building spread across the community. How brain building is shared and used will look different in every place, depending on local strengths and needs.



Based on Logan's experience, the following tips will be helpful in most communities to support your implementation:

- Continue to support the key coordination role (such as the Brain Building Project Officer) to bring people together, keeping communication flowing and overseeing evaluation and reporting.
- Put simple structures in place to guide the work, such as a small and diverse working group, with clear oversight from existing governance bodies.
- Pay close attention to feedback and data as implementation unfolds, and be willing to adapt the approach, resources or evaluation methods as needed. Clearly communicate any changes so people understand what is happening and why.
- If an ongoing forum such as a community of practice is part of the approach, use these gatherings to:
  - Celebrate successes;
  - Identify what is helping or getting in the way;
  - Work through challenges together;
  - Reaffirm shared commitment and next steps; and



Logan Together developed, printed and distributed post cards on which people could note their implementations in the next five days, five weeks and five months (see Appendix C for a sample). These were photographed (with consent) as a means of capturing individual commitment and returned to people, so they had a tangible reminder of what they planned to do.

  - Capture and use feedback from each gathering to strengthen the work overtime.
- Collect and share stories that show how brain building is being used. and the difference it is making. With consent, use these stories in communications to highlight connections across services and systems and to invite others to get involved. Sharing positive stories through local media can help grow community awareness and momentum.

Listed below is part of a Logan case study (regarding the outcome of a successful, cross-sectoral occasion of brain building) to demonstrate the power of stories:

"The child now has the family, school and cultural supports in place and a solid return to school plan. The school is supporting this plan so the child can feel safe to return to school. School staff started using the shared language for brain building, seeing the benefit this had with family engagement as the child and family felt seen and heard when the common language was used".



- Regularly review information from across implementation activities to spot early signs of success or challenge. When things are working well, look at how they can be expanded or shared more widely. When challenges arise, work alongside services or sectors to understand barriers and explore different ways forward. The Project Officer may act as a supportive 'critical friend' in these situations.

– If needed, consider adding mentoring or coaching to support people or services to apply brain building in practice. This may require extra resources and clear agreements about scope, confidentiality and evaluation.



Consider hosting a community event to showcase good practice, build shared understanding and strengthen commitment. Events work best when they include people from different sectors, highlight diverse experiences and impact and clearly invite others to take action. Gathering feedback after the event will help improve future activities.

BRAIN BUILDING IMPLEMENTATION CHECKLIST		
☐	**Support coordination**	– Confirm the Brain Building Project Officer is supported to coordinate, communicate, evaluate and report during this phase.
☐	**Set up guidance and oversight**	– Establish a small, diverse working group. – Ensure clear oversight through existing governance structures.
☐	**Stay responsive and flexible**	– Regularly review feedback and data. – Adapt the approach, resources or evaluation as needed and explain changes clearly.
☐	**Use ongoing forums well**	– Use communities of practice or similar forums to celebrate success, identify challenges and agree on next steps. – Capture and use feedback from each gathering.
☐	**Share stories and build momentum**	– Collect stories that show how brain building is being used and the difference it makes. – With consent, share stories through communications and local media, including a clear call to action.
☐	**Monitor progress and challenges**	– Look for early signs of what is working and what needs support.

Additional Resources



AIFS 2017 webinar (43 minutes)
Collective impact: Opportunities and challenges for implementation



A Quick Guide to Establishing a Community of Practice

Stage 4: Sustainment

- Structures, processes and supports ongoing
- Ongoing (adapted?) intervention delivery
- Outcomes realised

SUSTAINABILITY PLAN

Sustainment refers to something becoming integrated or mainstream instead of "added on". This will support the long-term vision required to embed a shared understanding and language of brain building.

Planning for sustainment needs to be considered from the beginning. However, opportunities may also emerge during the implementation phase that can be leveraged for long-term impact.

Listed below are a range of strategies that may assist with sustainment of your local brain building efforts:

- Consider if the original lead agency has the scope and resources to maintain this role. If so, also consider:
  - If/how it will be maintained by the Brain Building Project Officer and shared more broadly by the team;
  - Ongoing oversight by the related governance forum/s; and
  - Co-leadership with other organisations to build collective capacity and ownership.

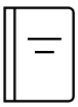
- Assess resources required for a long-term brain-building vision, and if needed seek extra resources. Consider the approaches needed for the different types of scaling:
  - Scaling Up: This approach focuses on influencing policies, laws, and the broader system to support and protect successful initiatives on a societal level.
  - Scaling Deep: This method aims to create transformative change by embedding new cultural ideas and promoting deep learning within individuals, communities, and cultures.
  - Scaling Out: This involves expanding successful initiatives to reach more people, either by replicating them in new communities or by adapting the core principles to different contexts.

Logan Together will be working with its Network of Connectors (including those representing specific cultural communities) to locally translate brain building knowledge, and in doing so expand its reach across Logan.



- Consider how brain building aligns with the strategic directions of local organisations and message this accordingly to broaden alliances and opportunities.
- Nurture a network of brain building champions to support leadership within their local setting, and assist ongoing knowledge translation e.g. coaching, mentoring, training, resource development.
- Ensure close partnerships with key stakeholders such as the Primary Health Network, local government, political representatives, philanthropy, media outlets, and interagency forums.
- Stay connected to local barriers and enablers, and latest research.
- Develop a communication strategy that ensures brain building efforts are visible, accessible and relevant.

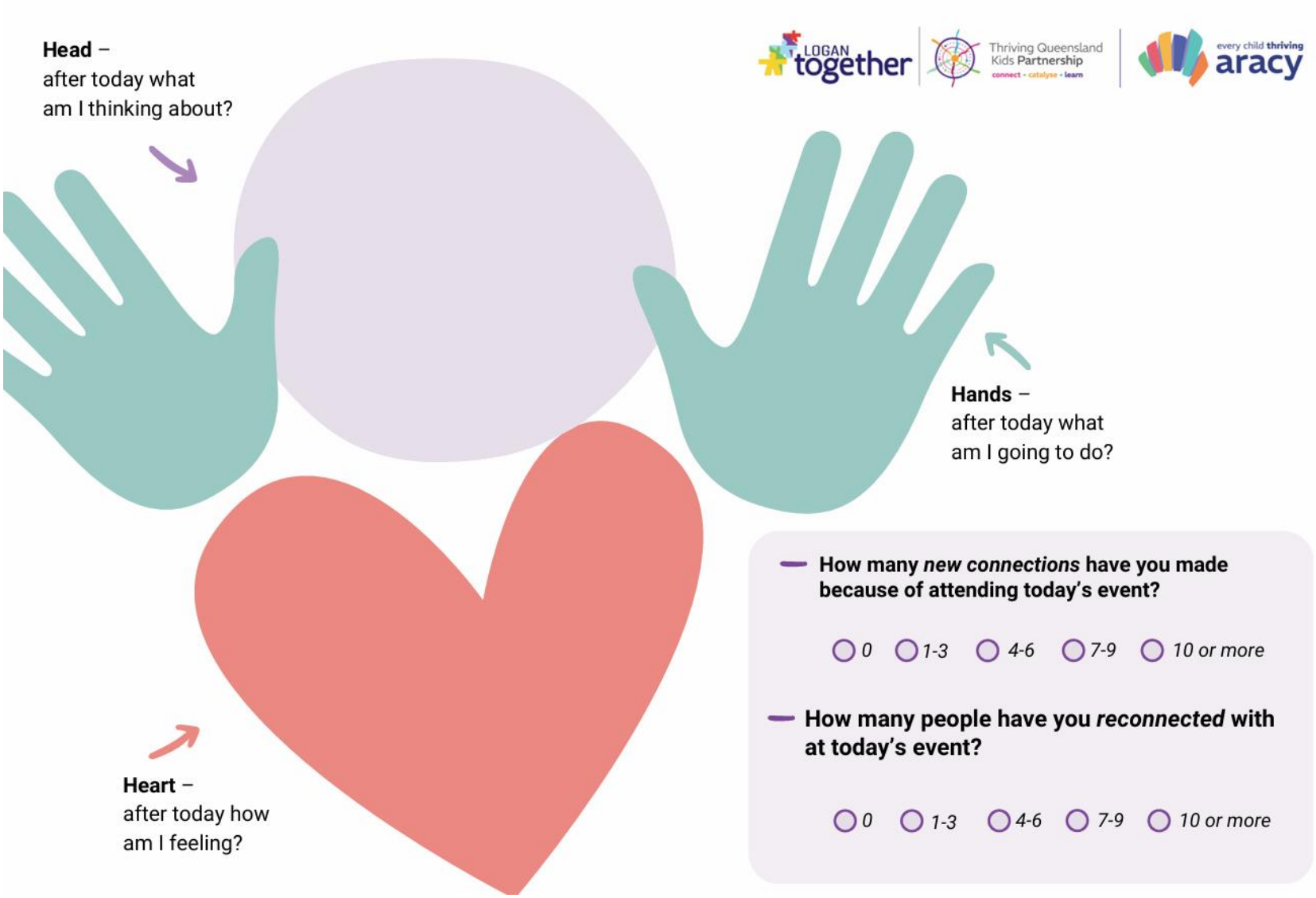
Additional Resources



Scaling out, scaling up, scaling deep:
Advancing systems social innovation and the learning processes to support it.

Appendices

Appendix A: Head, heart, hand evaluation



Appendix B: Logan Together's Shared Decision-Making in Community tool

Shared Decision-Making in Community

The *Shared Decision-Making Wheel* will guide us to a strategic, fully integrated, holistic model, co-designed with community.

SCAN. FOCUS. ACT

Spin the wheel and consider each tier of the eco-system against the principles of Collective Impact, one at a time.

YOUR RESPONSES WILL SHOW:

- ***Who*** needs to be involved
- What ***information and evidence*** are needed to make good decisions
- The ***steps*** required to streamline funding and move into action

Principles of Collective Impact

1 Container for Change

- Where does this sit within our Collective Plan?
- Who needs to be involved in this conversation (including Local, State and National stakeholders)?
- How will we work together?

2 Strategic Learning

- What is already happening in Logan?
- What is the data telling us?
- What is community telling us?
- What are the impactful prevention and early intervention initiatives already happening — *in Logan? Nationally and globally?*
- What are the commonalities about these impactful models?

3 High Leverage Actions

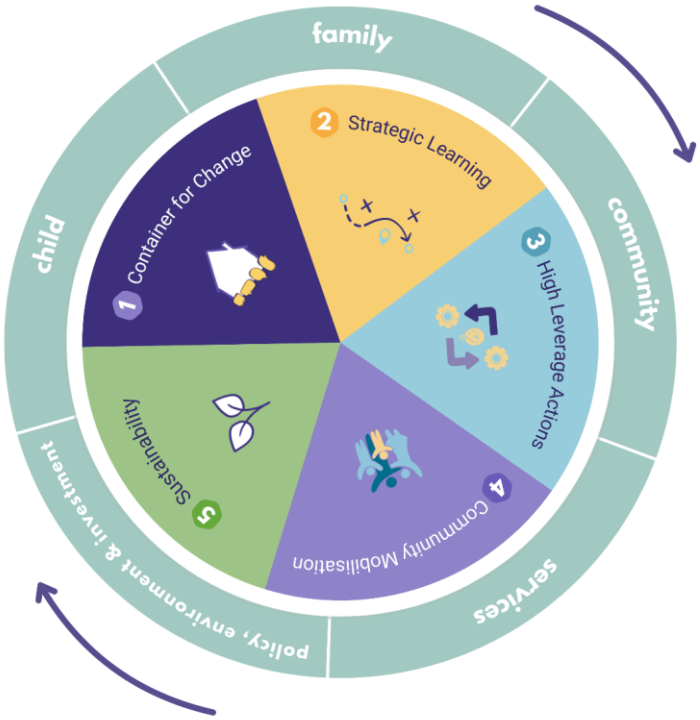
- What low cost/no cost, achievable now, and blue sky actions could we take?
- How will these actions be culturally safe?
- What are the levers for systems change (policy, resourcing, delivery modes etc)?
- What Local, State and National policies and objectives are relevant to this space in Logan?
- Using our new collective knowledge, and Shared Decision-Making practice, what strategic solutions can we co-design, weave together, and implement?
- What two-way learning will be required and how will that be delivered?

4 Community Mobilisation

- How will we share this and gather feedback from community?
- Who will need to connect with community, and how?

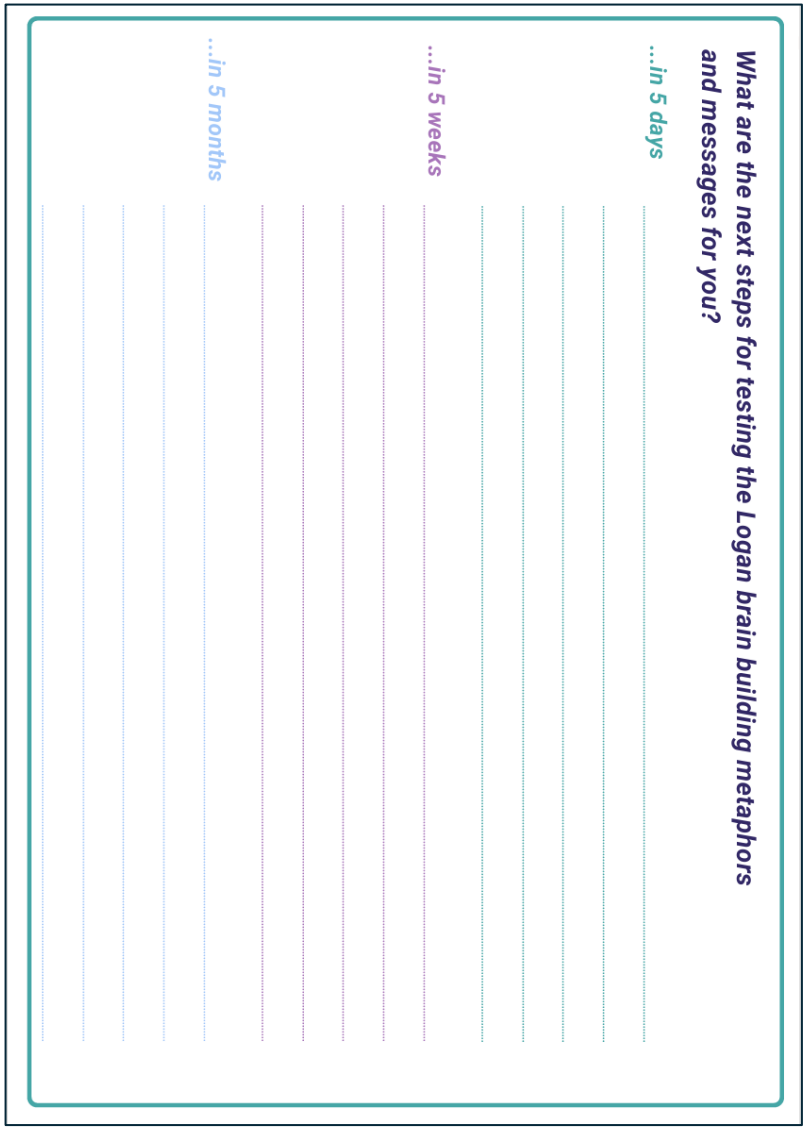
5 Sustainability

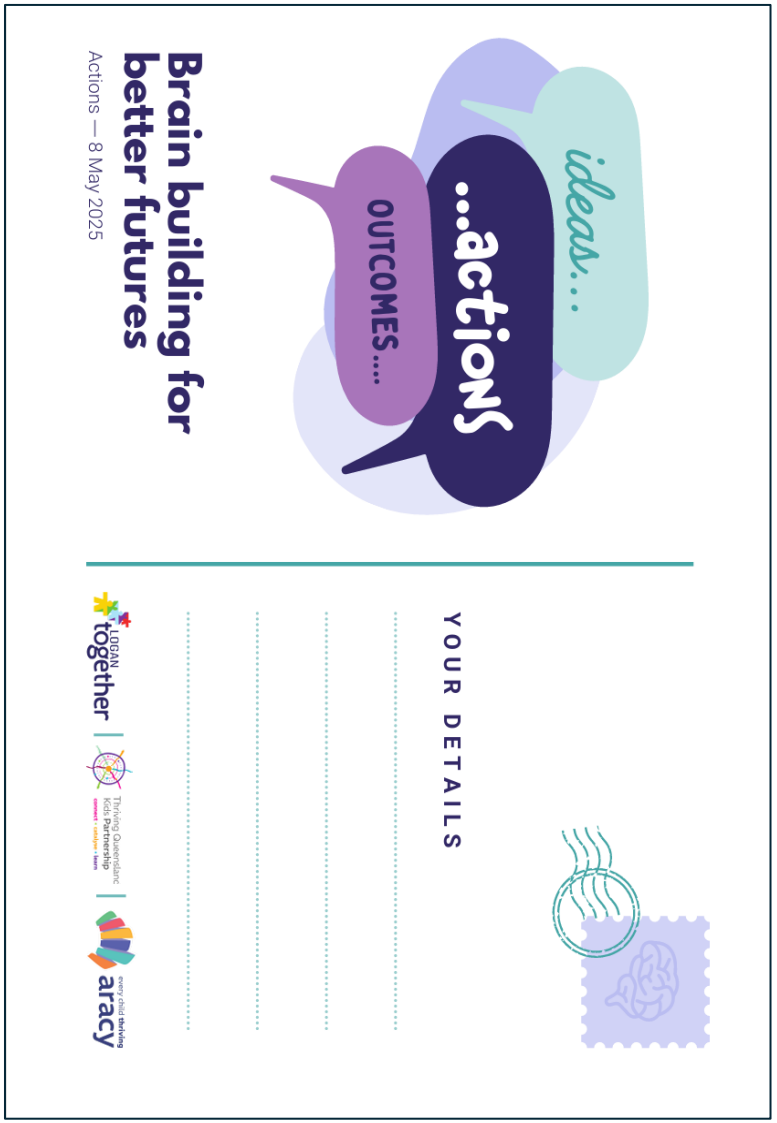
- How many lives will be better off and how will we measure success?
- What investment already exists within this system and how might this be reimagined?
- Who might partner with us for investment?
- Where do the opportunities lie for integration, streamlined resourcing and co-commissioning?
- How else will we ensure sustainability?



LOGAN together

Appendix C: Sample postcard card resource to capture implementation intentions





Queensland Kids Partnership
every child thriving

LOGAN together



Join our growing movement of people and organisations who are working together to create a fairer, healthier Queensland for every child and young person in every community.

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