# Queensland Place-Based Rivermap

Proposing collective systemic actions needed to support place-based initiative so that they can enable all children, young people, and families to thrive in place.

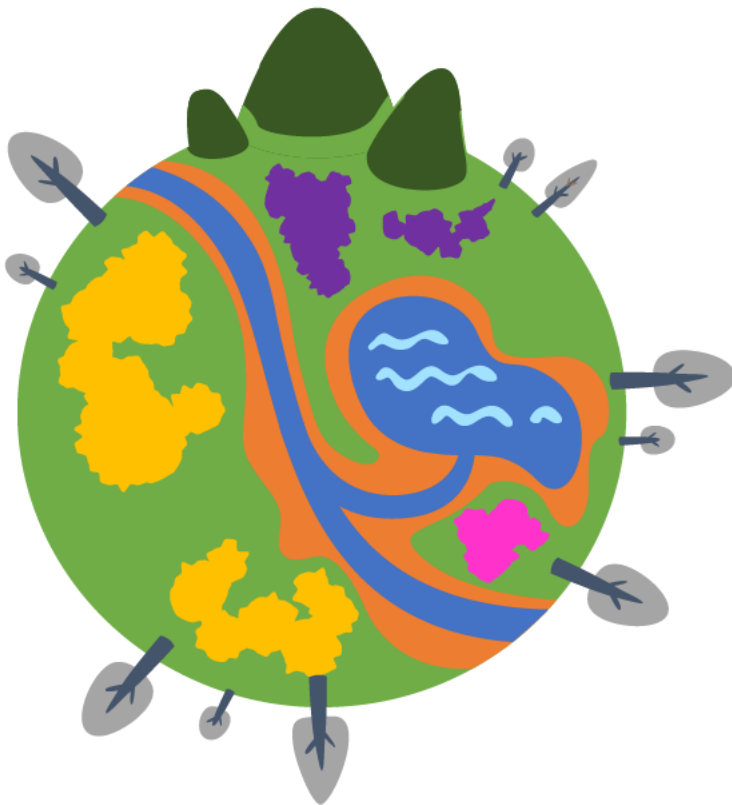Co-created by the **Thriving PLACES, Thriving KIDS Collaborative**
(an initiative of Thriving Queensland Kids Partnership)

# Contents

## Acknowledgment

We acknowledge the traditional owners of the lands upon which we live and work, and their continuing connection to land and sea, and to kin, culture and community.  We pay respect to Elders past and present, and 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.  We acknowledge the consequences of adversity and trauma experienced at the hands of systems over generations.  We acknowledge the resilience, determination, leadership, generosity and innovation they have long demonstrated.

We acknowledge that First Nations ways of 'knowing, being and doing' have much to teach us.

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# About the Thriving Queensland Kids Partnership

The Thriving Queensland Kids Partnership (TQKP) is a joint initiative of ARACY – the Australian Research Alliance for Children and Youth – and Queensland leaders and organisations. Established in late 2020 and hosted by ARACY, TQKP is backed by philanthropic investment from six foundations, which have since formed the Queensland Kids Funders Alliance (Fig 1).



QLD child, youth and family ecosystem of individuals, families, communities, organisations, sectors, and systems

Over the past three years, TQKP has engaged a wide range of Queensland departments and statutory authorities, not-for-profits and community networks, universities and institutes, as well as leaders and practitioners at all levels, from all sectors and systems.

In mid-2022, TQKP commenced a three-year phase to facilitate ten practical 'integrative and developmental' initiatives, each with the aim of bringing together key people and organisations, evidence and experience, to join in collaborative work.

Each TQKP initiative is designed to 'pull' one or more of the six levers (Fig. 2), and to use one or more of the 'threads' (Fig. 3) to help 'weave' our systems together. Each initiative complements others, and each contributes to Queensland Government strategies and community priorities.
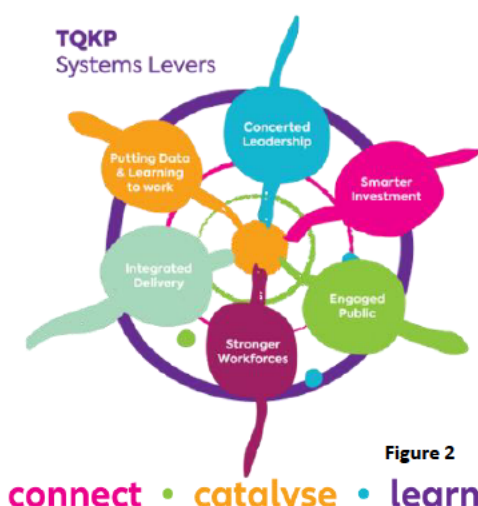


Figure 2



Figure 3

The Thriving PLACES, Thriving KIDS Collaborative (TPTK), is one of these ten initiatives, and the Place-Based Rivermap forms part of this Collaborative's work. The Place-Based Rivermap is designed to propose collective systemic actions needed for Place Based Initiatives (PBIs) to thrive.

## About the Thriving PLACES, Thriving KIDS Collaborative

The TPTK Collaborative is learning, connecting and catalysing change to ensure PBIs thrive. By bringing together leaders and supporters of PBIs from across Queensland, our purpose is to:

- support collaborators & catalysts involved child & youth focused, PBIs in Queensland
- identify systems enablers & barriers & systems-shifting proposals for change, and
- contribute to national, state & regional strategies & initiatives that enable place-based work.

The Queensland Place-Based Rivermap is part of the TPTK Collaborative. All involved in the TPTK Collaborative have generously contributed to co-creating this Rivermap by sharing their frustrations, rubs and opportunities; we thank them all. Below is a list of our partners:

| | | |
|---|---|---|
| Act For Kids | Alliance for Leadership & Learning | ArcBlue-Q Seed Townsville |
| Brisbane North PHN | Brisbane South PHN | Cairns South Together |
| Centre for Systems Innovation (Griffith University) | Central Queensland University | Children's Health Queensland |
| Collective Change | Collaboration for Impact | Communities for Children |
| Connected Beginnings | Darling Downs & West Moreton PHN | Department of Treaty, Aboriginal and Torres Strait Islander Partnerships, Communities and the Arts |
| Department of Education | Department of Health | Department of Premier & Cabinet |
| Department of Social Services -SPSP (commonwealth government) | Dusseldorp Foundation | Gladstone Region engaging in action Together (GRT) |
| Goonawoona Jungai | Griffith University | Gympie Local Level Alliance (LLA) – Collective Impact in Action |
| Hand Heart Pocket | Health and Wellbeing Queensland | Helping Hands Network Foundation |
| James Cook University | Laidley Community Centre | Local Government Association Qld |
| Logan Together | Mackay Regional Council | Mission Australia |
| Neighbourhood Centres Queensland | Nexus Centre | Pathways to Resilience |
| Play Matters | Queensland Aboriginal and Torres Strait Islander Child Protection Peak (QATSICPP) | Queensland Brain Institute |
| Queensland Council of Social Services (QCOSS) | Restacking the Odds – Murdoch Children's Research Institute (MCRI) | Seer Data and Analytics |
| Southern Moreton Bay Islands (SMBI) Listeners | Stephanie Alexander Kitchen Gardens | Team Bundaberg |
| The Bryan Foundation | The Salvation Army | The Smith Family |
| The University of Queensland | Tim Fairfax Family Foundation | Together4Lockyer |
| University of Southern Queensland | University of the Sunshine Coast | Wesley Mission |
| Working Visions | Yarrabah Leadership Table | yourtown |

# Why a Queensland Place-Based Rivermap?

*"When a system is far from equilibrium, small islands of coherence have the capacity to shift the entire system."* Ilya Prigogine

Place-based work is increasingly moving to the centre of policy and investment design and is among the most promising methodologies to support long-term community change. This is creating an exciting and unprecedented level of interest in place-based work at a local and national level, and an urgency to embrace the opportunities this brings for creating impact. When it comes to a collaborative approach to supporting and scaling PBI, there is a clear rationale for developing a Rivermap.

There is still significant need because:

- Six of the ten most disadvantaged communities in Australia are located in Queensland; and

- Queensland Statistical Areal Level 2 (SA2s) accounted for 41% of the most disadvantaged locations across all indicators in the 2021 Dropping off the Edge report.

The TPTK collaborative has also shed light on several challenges, rubs, and frustrations within the systems, along with significant gaps between the imperfect worlds of place-based policy and practice. One of our partners reflected on the need for collective action in place-based work by saying:

*"We see operational innovations occurring in place to address some of the challenges, but there is an increasingly 'messy middle' of enabling place-based practice, intermediaries, community connectors and stewardship to connect, learn and catalyse the change needed across the system for all PBIs."*

But there are also significant opportunities, including the following:

- Queensland has a long history of delivering PBIs and some of Australia's most developed PBIs have arisen in Queensland, hence there is much to leverage from.
- The *Thriving PLACES, Thriving KIDS Collaborative* is supported by the *Thriving Queensland Kids Partnership* – a unique intermediary bringing together over 500 leaders and practitioners and dozens of institutions working together to improve outcomes for Queensland kids, their families and their communities.
- Philanthropy is well organised in Queensland with the Queensland Kids Funders Alliance prioritising place-based investment as part of its structured relationship with the Queensland Government.

If we are serious about place-based work we must consider all the features of an enabling system required to sustain it, leading to the design question:

How might we build the enduring infrastructure and resourcing flows for place-based approaches required to scaffold and sustain them for future generations?

Through engagement, conversations and deep listening, we have uncovered several stepping stones (challenges and opportunities) which we present below, ordered around the six levers of system change.

The Rivermap will live out TQKP's guiding principle of *"using who and what we have, and what we know and learn"* as a starting point for making change. Together, the TPTK Collaborative will build the Rivermap by creating a *"learning ecosystem"* that leverages the contributions of community leaders, government partners, researchers, and philanthropy.
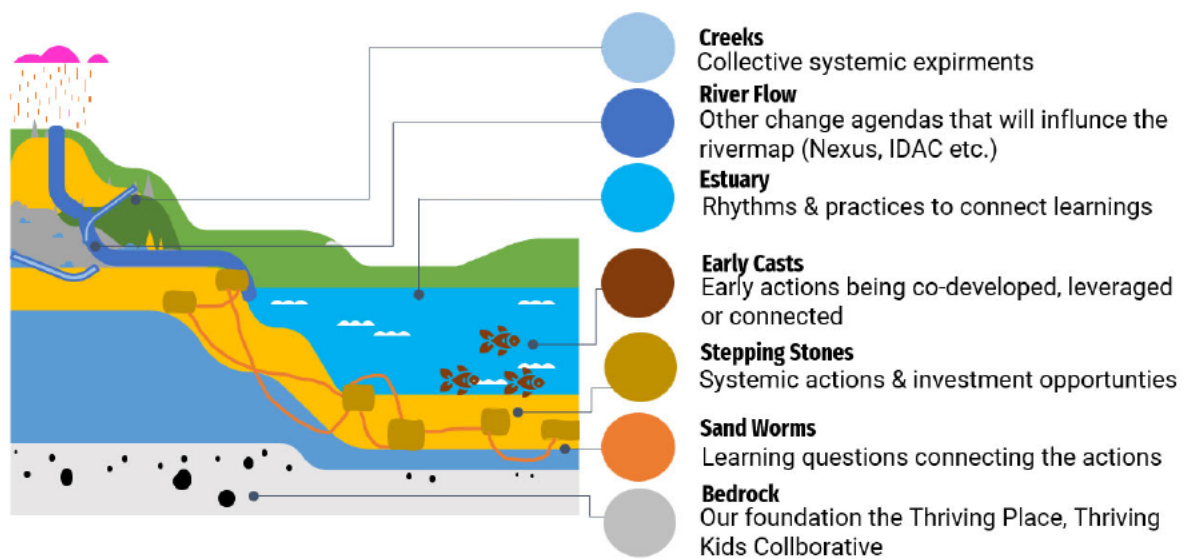
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We acknowledge and draw upon the constellation of policy work and research on what works at a national and state level, which impacts and influences the ways place challenges are supported or rectified. The Rivermap recognises the foundational work occurring to develop a National Centre for Place-Based Collaboration (Nexus Centre) and has sought to align and connect, ensuring that we do not duplicate activities or effort.

## The River System

*"To see change, we need a 'portfolio of experiments' … When these experiments coalesce around a shared mission, they are useful signals of what might be possible and exploring new terrain."* Christian Bason

We know that it is not one project or activity that will result in systemic change. The river system diagram below (Fig 4) describes the connections and the flow of the Rivermap.



**Creeks**
Collective systemic expirments

**River Flow**
Other change agendas that will influnce the rivermap (Nexus, IDAC etc.)

**Estuary**
Rhythms & practices to connect learnings

**Early Casts**
Early actions being co-developed, leveraged or connected

**Stepping Stones**
Systemic actions & investment opporunties

**Sand Worms**
Learning questions connecting the actions

**Bedrock**
Our foundation the Thriving Place, Thriving Kids Collborative

## Swimming the Rivermap of co-creation

*"Relationships and possibilities breed one another."* Charles Leadbeater

The TKTP Collaborative embarked on the sense making journey – from data collection, to interrogation, to shared understanding, to collective action. The development process (or 'swimming' the rivermap of co-creation) of the Place-Based Rivermap has included:

- A workshop at Queensland Parliament House bringing together 60 leaders from across the ecosystem.
- 100+ direct conversations with place leaders.
- 17 deep interviews to explore the collective actions.
- Establishment and facilitation of the TPTK Collaborative, and
- Development of a learning partnership with Griffith Centre for Systems Innovation to co-design system-level actions that will take us forward.

More details of the approach can be found in figure 5 on the following page.

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**Evidence Discovery**
Thriving Place, Thriving Kids Collborative- Learning about the current system challenges
**Fishing**

**Early actions**
-Place-based Data Framework
-Smarter Investment Roadmap
-Childhood Builders
**Early Cast**

**Framing**
Testing and refining collective systemic challenges and opportunities across the six system levers
**Stepping Stones**

**Problem to solutions**
Getting deeper into what is holding those problems in place
**Deep Dives**

**Collective action**
building a series of Collective Learn + Do Experiments to inform broader systems change efforts
**Systemic Experiments**

# The Problem Statements - Stepping Stones

Six problem statements (Fig 6) were identified through the evidence discovery phase of the Rivermap development. These problem statements were tested and refined during the deep-dive interviews conducted as part of the learning partnership with Griffith University.
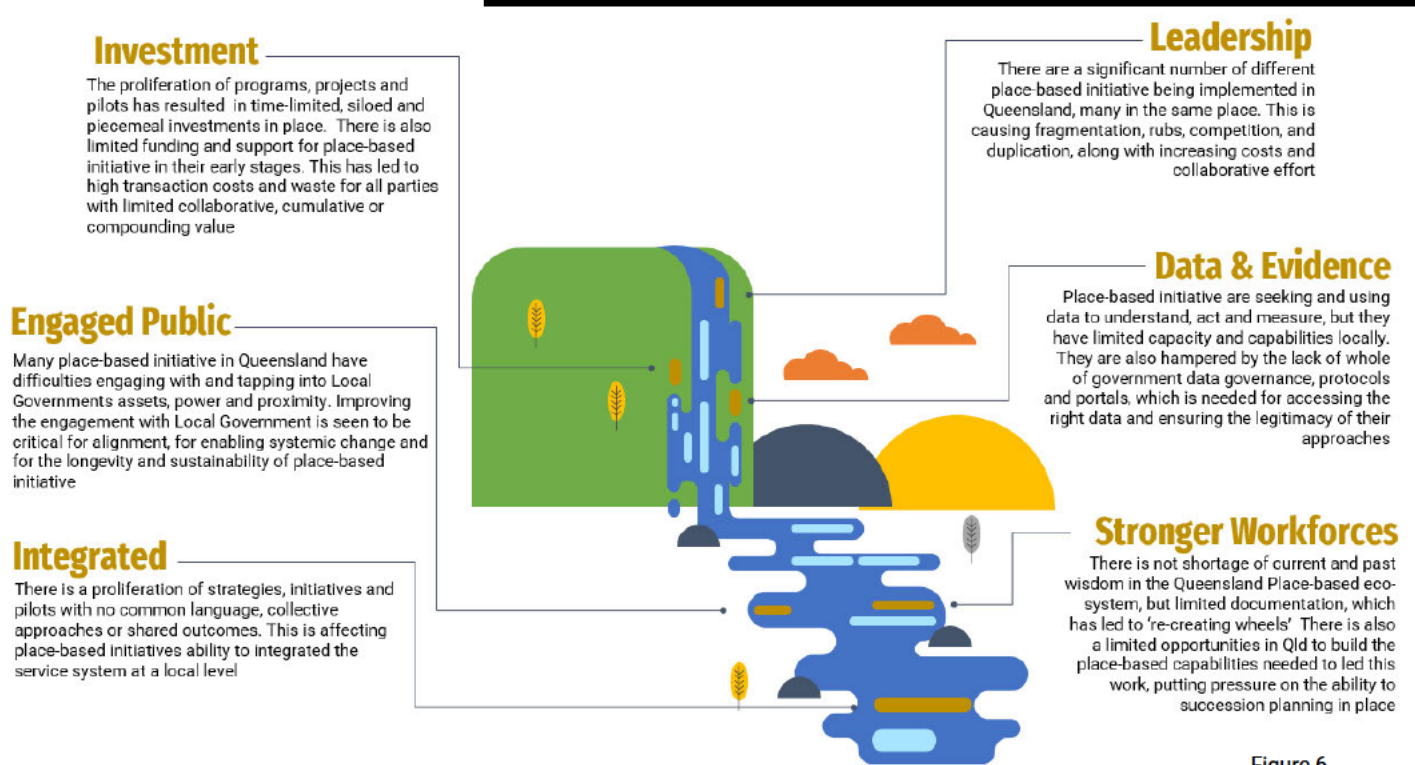


**Investment**
The proliferation of programs, projects and pilots has resulted in time-limited, siloed and piecemeal investments in place. There is also limited funding and support for place-based initiative in their early stages. This has led to high transaction costs and waste for all parties with limited collaborative, cumulative or compounding value

**Engaged Public**
Many place-based initiative in Queensland have difficulties engaging with and tapping into Local Governments assets, power and proximity. Improving the engagement with Local Government is seen to be critical for alignment, for enabling systemic change and for the longevity and sustainability of place-based initiative

**Integrated**
There is a proliferation of strategies, initiatives and pilots with no common language, collective approaches or shared outcomes. This is affecting place-based initiatives ability to integrated the service system at a local level

**Leadership**
There are a significant number of different place-based initiative being implemented in Queensland, many in the same place. This is causing fragmentation, rubs, competition, and duplication, along with increasing costs and collaborative effort

**Data & Evidence**
Place-based initiative are seeking and using data to understand, act and measure, but they have limited capacity and capabilities locally. They are also hampered by the lack of whole of government data governance, protocols and portals, which is needed for accessing the right data and ensuring the legitimacy of their approaches

**Stronger Workforces**
There is not shortage of current and past wisdom in the Queensland Place-based eco-system, but limited documentation, which has led to 're-creating wheels' There is also a limited opportunities in Qld to build the place-based capabilities needed to led this work, putting pressure on the ability to succession planning in place

Figure 6

# Learning for Systems Innovation

TQKP contracted the Griffith Centre for Systems Innovation (GCSI) to frame a learning partnership focused on developing opportunities for learning for systems innovation, which can support the TPTK Collaborative to evolve PBIs and generate the momentum towards solutions (*learning and doing + doing and learning*).

The key principles for this learning partnership were to:

- Ensure the engagement builds on and advances knowledge already generated, and that it continues to draw on and support sense-making from multiple perspectives, including community.
- Focus on questions that are not being explored by others and which help to frame the future input to other place-based and system-influencing processes.
- Work with existing TPTK collaborative questions but go deeper to increase coherence and sensemaking.
- Develop action-focused learning questions, which help transfer learnings into actions in practical ways and encourage dreaming and creativity.

The key elements of the approach included deep-dive interviews with key stakeholders from across the place-based ecosystem and a workshop to prioritise the collective system innovation opportunities.

## Deep Dive Interviews

The purpose of the Deep Dive Interviews was to:

- develop a deeper understanding of key system challenges impacting place-based effort, and
- identify opportunities for experiments and interventions.

Interviews were conducted with 17 stakeholders from PBIs, NGO, government, philanthropic organisations, and universities. Questions were based in the six problem statements drafted by the learnings to date, which described the challenges facing PBIs in relations to the six system levers (details from Fig 6).

## Workshop

The purpose of the workshop was to; (i) reflect on the themes from the interview, (ii) provide input to the Rivermap, (iii) prioritise the learning questions and approaches, and (iv) start the process of experimentation.

A cross-section of 23 stakeholders attended the workshop.

## Key Insights

The interviews and workshop acknowledged strong support for all problem statements, with some refinements. However, they also:

- noted interconnections and dependencies and that change in one area was likely to require and/or stimulate changes in others, and
- identified missing nuances, especially the visibility of children.

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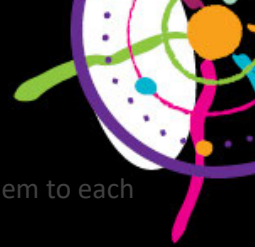
They also identified the need to understand the ground underneath the problems and what connects them to each other. If we change one what does this mean for another?

Along with the refined problem statement, three further themes also emerged:

- the increasing messiness between policy and practice
- the importance of building the enduring infrastructure and resource flows for place-based work to continues in the future, and
- Cultural misalignment of approaches, values, and services.

There was overwhelming support for the approach to:

- support the doing and learning of prioritised fields of experiments at different layers in the system,
- focus on leveraging and connecting existing initiatives, and
- convene learning events.

**The learning questions were identified as:**

- What systems innovation do we need to put in place now to create the conditions that will enable PBIs to support Queensland kids to thrive in the next 12 months?
- What infrastructure builds the necessary relationships for people at all levels of the system to do what needs to be done, so that the PBIs can support Queensland kids to thrive?
- How can practice-based learning flow between system actors and communities and across places in non-extractive ways to inform and strengthen innovation?

**The innovation opportunities for experiments and leveraging were identified as:**

To explore ideas about how to shift the problem areas, we undertook:

(i)     deep dive interviews with 17 key stakeholders

(ii)    design workshops with 23 backbone organisations, funders, researchers, and government representatives in the place-based ecosystem

(iii)   analysis of previously gathered data and evidence, and

(iv)   exploration of the best leverage points for the Queensland ecosystem, ensuring we were not duplicating work already underway at a state or national level.

Within the design of the Rivermap, we made concerted efforts to include representatives from diverse disciplines, subject matter areas and perspectives.

The quest of the Rivermap has been to understand the drivers, generate options, and align the resources and experience required to solve the challenges at hand. We acknowledge that it is not one project or activity that will make the systemic change needed. We also recognise the importance of understanding the ground underneath the problems, what connects them to each other, and what is hidden. Just as the river system changes with the different conditions and inputs, the Rivermap may need to continue to generate new options and reconfigure others; but here is a starting point.

# Systemic Experiments Opportunities

| | |
|---|---|
| Engaged Public | Partner with Local Government to explore their role in PBIs and opportunities to align governance with local needs and community rhythms. |
| Integrated Delivery | Design and implement a network model that develops and supports a pipeline of emerging community-led PBIs, connects them to supports and resources at a network-level, and codifies and documents learnings. |
| Smarter Investment | Trial an approach in place that engages communities and funders to develop shared implementation perspective that shifts investment in place to prioritise what matters. |
| Stronger Workforces | Develop a capability approach that closes the gap between understanding and practice, attributes and skillsets, and working in complexity. |

# System Leverage Opportunities

| | |
|---|---|
| Data and Evidence | Continue to facilitate the Place-Based Data Collaborative to build the content, resources and supports identified in the Place-Based Data Framework key components to support PBIs to use data to learn, act and show the impact of their work on improving the lives of the people and communities they serve. |
| Concerted Leadership | Build the social infrastructure mechanisms and engagements through which respectful relationships between PBI's, policy people, governments, service providers, and researchers can be developed and sustained.<br><br>Leverage the existing work around shared decision making to strengthen and extend system process to shift the locus of power to communities. |

# The Queensland Place-Based Rivermap: Details

The next section provides an overview of the following:

1. refined problem statement for each of the system levers,
2. early actions already emerging and developing, and
3. innovation opportunities for systemic experiments.

# Engaged Public

*A compelling, shared, public and systems-wide narrative about child and adolescent development is critical for effective parenting, safe and supportive communities and enabling systems. Effective public and community engagement, characterised by community-led initiatives, are genuinely sharing power and knowledge, and deeply engage with the lived experience and voices of children, young people and families."* (System Leadership for Child and Youth Wellbeing Report).

## Reframed Problem Statement

- Improving engagement with Local Government is seen to be critical for alignment, for enabling systemic change, and for the longevity and sustainability of PBIs. Local Governments provide some valuable infrastructure that helps children and families to thrive (eg. libraries and community events).

- They often have limited input, though, to decision making about other things that impact child and family wellbeing (e.g. childcare subsidies, schools, and jobs growth).

- Despite this, as the most physically accessible tier of government, which has been elected by people in that place, many stakeholders expect that Local Government is able represent their community on all decisions and in all processes.

- This can put significant pressure on councils to meet many, at times competing demands, often with shrinking rates bases, smaller workforces, reduced capacity for social policy/initiatives and highly variable opportunities and authorities to contribute to decision-making which happens away from the place, but which impacts the place.

| Early Actions | • Building connections with Southeast Queensland Council of Mayors, Moreton Bay City Council in the Olympics and Play project.<br>• Working with State Library of Queensland to facilitate the repurposing of Tasmania's evidence based B4 Early Years Resources. |
|---|---|
| Innovation Opportunities | • Partner with Local Government to explore their role in PBIs and opportunities to align governance with local needs and community rhythms. |

# Integrated Delivery

*"It is widely recognised that less fragmented, better integrated support for children, young people and families will improve their quality of life. This support needs to cross multiple sectors and respond to the six primary areas of wellbeing. A core focus on enabling human development, connection and agency in policy and practice will strengthen services across the universal, secondary and tertiary systems, especially to the children and families experiencing most vulnerability."* (System Leadership for Child and Youth Wellbeing Report)

## Reframed Problem Statement

- There is a proliferation of strategies, initiatives and pilots with no common language, collective approach, sharing of outcome, or alignment to community need. This is affecting place-based initiatives' ability to integrate service systems at a local level.

- PBIs offer an opportunity to understand the deep needs and aspirations of local community, allowing for shared decision making with the service system, along with developing a common language and a collective approach to shared outcomes.

- Local communities really understand their local content. If we bring them together and understand the root causes in community, then there can be a leverage point from which things can change.

| | |
|---|---|
| **Early Actions** | • The *Thriving Kids Integrated Service Systems Collaborative* is one of the ten TQKP initiatives that is seeking to support better connections and sharing across and between the child focused PBIs, and with state and national efforts. Part of this work has been the co-development of a practice framework for child and family hubs in the Queensland context to help inform their design, implementation and evaluation. |
| **Innovation Opportunities** | • Design and implement a network model that develops and supports a pipeline of emerging community-led PBIs, connects them to supports and resources at a network-level, and codifies and documents learnings. |

# Smarter Investment

*"Raising child and youth wellbeing requires the investment of sufficient financial and other resources, and their effective and efficient utilisation: well-balanced across the universal, secondary and tertiary systems; supporting innovation; informed by evidence; and driving value, impact and productivity from existing and new investments and assets, across all sectors".* (System Leadership for Child and Youth Wellbeing Report)

## Reframed Problem Statement

- The landscape of investment is still embedded in a proliferation of programs, projects, and pilots, resulting in time-limited, siloed and piecemeal investments in place.

- Funding is often driven more by government and the broader political agendas than by community priorities and is disproportionately skewed to the acute end of the service provision continuum rather than early intervention. This is driving high transaction costs and waste for all parties, with limited collaborative, cumulative or compounding value, pushing PBIs into becoming a mechanism for program and service delivery rather than being positioned as an activator and contributor to wellbeing across generations.

- There is also limited funding and support for PBIs in their early stages.

| | |
|---|---|
| **Early Actions** | • The TQKP Leadership Table has prioritised a *Roadmap for Smarter Investment*, which has place-based investment at its heart.<br><br>• The *TQKP Early Childhood Development Roadmap* also advocates for increased investment from state, federal and philanthropies, to expand PBIs infrastructure in Queensland. |
| **Innovation Opportunities** | • Trial an approach in place that engages communities and funders to develop shared implementation perspectives, which would shift investment in place to prioritise what matters. |

# Stronger Workforce

*"Our workforces do extraordinary work, but they also express concern about skills, conditions, the tools they operate with, and the siloes they work in. Further effort is required to build the capability of all child wellbeing workforces, especially in core, common and contemporary knowledge, skills and attributes".* (System Leadership for Child and Youth Wellbeing Report)

## Reframed Problem Statement

- There is an exciting and unprecedented level of interest in place-based work at a local and national level and an urgency to embrace the opportunities this brings for creating impact.

- Governments, philanthropists, intermediary organisations, and clusters of place-based leaders are codifying good practice and leadership to support impactful place-based work.

- A problem still exists in that this interest and codification is creating competition for workers as well as additional work for established PBIs, which are struggling to recruit suitably skilled, experienced, and aligned staff and to establish succession plans.

- There is a view that people are reluctant to take on the opportunities and challenges associated with stepping into place-based leadership roles, with some potential candidates not seeing a career in place-based work, as roles are considered short-term or a sideways step.

- To ensure a robust future workforce there is a pressing need to ensure staff can both understand the concepts of place-based practice and work effectively within the complex realities of places.

| | |
|---|---|
| **Early Actions** | - The *Thriving Kids Brain Builders Initiative* (TKBBI) is translating and mobilising the burgeoning insights from neuro- & related sciences, in order to uplift the capabilities of workforces, organisations, sectors, systems, caregivers and communities. PBIs are a focus of this initiative.<br><br>- The *TQKP Childhood Builders Initiative* is working alongside PBIs to facilitate access to robust learnings and development opportunities in leadership, partnership and systems stewardship, and on child, youth, family and community development. |
| **Innovation Opportunities** | - Develop a capability approach that closes the gap between understanding and practice, attributes and skillsets, and working in complexity. |

# Data and Evidence

*"Improving child and youth wellbeing requires a more systematic approach to putting data, insights, learnings, and expertise to work. Digital transformation and inclusion can enable citizens and practitioners to navigate systems and systematically revamp outdated models and inequitable barriers. There is considerable scope to: improve data matching and data sharing; keep fostering innovation and continuous improvement; improve reform implementation; and balance the focus on accountability arrangements with 'human learning systems' approaches".* (System Leadership for Child and Youth Wellbeing Report)

## Reframed Problem Statement

- Data content knowledge is not always available in place, which is hindering and slowing down the understanding and quantifying of the local problem. This decreases the ability to take action in a timely manner.

- Data capability challenges exist both within and outside of government, and training is not currently available to build the right place-based data skills.

- The heart of the problem and inhibitor to progress and measuring impact is the lack of ability in place for understanding and making sense of the data cycle. The data capacity is too big for one person in place to ensure timelessness and robustness.

- There is a need to reduce the barriers for collecting, understanding and sharing data and evidence in place, in terms of practice, capability and access.

| | |
|---|---|
| **Early Actions** | • In 2023 the Thriving Queensland Kids Partnership brought together people and organisations with a deep understanding of PBIs, data, and change processes to co-design a Place-Based Data Framework that would support PBIs to overcome the systemic data barriers experienced by many. |
| **Innovation Opportunities** | • Continue to facilitate the Place-Based Data Collaborative to build the content, resources and supports identified in the Place-Based Data Framework key components; supporting PBIs to use data to learn, act and show the impact of their work on improving the lives of the people and communities they serve. |

# Concerted Leadership

*"Improved child and youth wellbeing requires priority and focus, political leadership and cross-sectoral collaboration. It requires a shared public purpose mission of enabling child and youth wellbeing and reducing adversity and disparity."* (System Leadership for Child and Youth Wellbeing Report)

## Reframed Problem Statement

- There are many people working together to create change in many places through many different layers. We need to have creative ways to celebrate and work through tension points, so there is learning and value. We need to see how we can strengthen the ecosystem and value the different contributions of each.

- The problem is that leadership does not focus on relationships and connections. Leaders are invested in status quo and incentivised to disconnect. There is no infrastructure to enable leaders to learn together, to develop shared language and to become a powerful collective for systems change.

- We can get genuine and impactful buy-in when we are collectively chasing a target, but we need a discussion on which targets to chase, otherwise we risk repeating what has already been done.

- There needs to be a common and unifying cross-sectoral call about how we care for kids in place. Concerted efforts to align leadership in place should recognise the importance of both institutional and informal contributions in supporting a place to thrive. Too institutional means that we are trying to fit things into boxes where they do not belong; too informal means we lose the structure needed to create impact. We need to consider how we might oxygenate this space and build social capital to harness the resourcing in the informal relationships of PB leaders, scope and spaces to explore new and tailored solutions.

- There is a lack of systemic, coherent thinking about place-based approaches, leading to a lack of clarity in their definition and therefore a compromised ability to conceptualise, implement and evaluate solution/s effectively.

- Instead, there is a proliferation of geographically defined programmatic work that does not adopt the population approach required to achieve lasting change. This is causing fragmentation, rubs, competition and duplication, along with increasing costs and collaborative effort.

| | |
|---|---|
| **Early Actions** | - The *TQKP Childhood Builders Initiative* has undertaken research that identified and mapped the current child, youth and family or place-focused leadership and partnership development offerings available in Queensland and across other Australian jurisdictions that may provide components of an integrated 'Childhood Builders' learning and development program. |
| **Innovation Opportunities** | - Build the social infrastructure mechanisms and engagements through which respectful relationships between PBIs, policy, people, governments, service providers, and researchers can be developed and sustained.<br>- Leverage the existing work around shared decision making to strengthen and extend system process to shift the locus of power to communities. |

# Next Steps

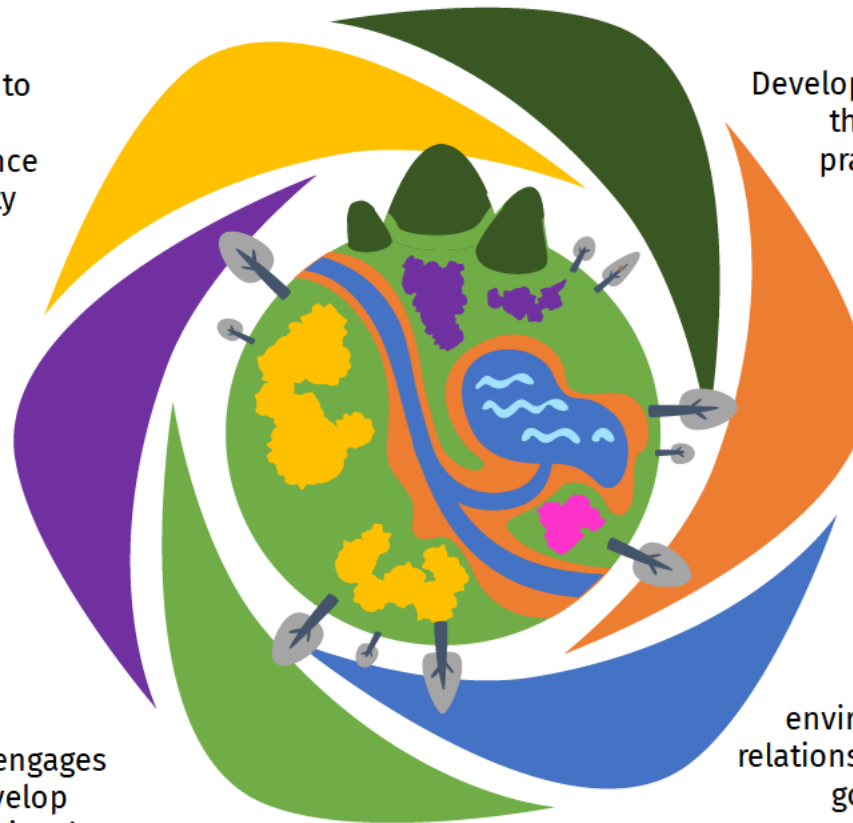TQKP will work with the TPTK Collaborative, along with GCSI (our learning partner) to:

- support the development and implementation of the portfolio of innovation opportunities,

- run a series of learning experiments, layered and at different levels,

- build on, support and leverage the emerging early actions (early casts),

- facilitate the TPTK Collaborative to provide strategic direction to the Rivermap, and

- continue to build the social infrastructure and engagement in and across the place-based ecosystem.

**Thriving PLACES, Thriving KIDS Collaborative planned engagements in 2024**

- Wednesday 28 February 2024, 10am–11.30am

- Wednesday 29 May 2024, 10am–11.30am

- Wednesday 28 August 2024, 10am–11.30am

- Wednesday 27 November 2024, 10am–11.30am

# The innovation opportunities for experiments and leveraging.

**01 Engaged Public**

Partner with Local Government to explore their role in PBIs and opportunities to align governance with local needs and community rhythms.

**02 Intergrated Delivery**

Design and implement a network model that develops and supports a pipeline of emerging community -led PBIs, connects them to supports and resources at a network -level, and codifies and documents learnings.

**03 Smart Investment**

Trial an approach in place that engages communities and funders to develop shared implementation perspective that shifts investment in place to prioritise what matters.

**04 Stronger Workforce**

Develop a capability approach that closes the gap between understanding and practice, attributes and skillsets, and working in complexity.

**05 Data and Evidence**

Continue to facilitate the Place -based Data Collaborative to build the content, resources and supports identified in the Place -based data framework to support PBIs to use data to learn, act and show impact

**06 Concerted Leadership**

Support the mechanisms and environments through which respectful relationships between PBI's, policy people, governments, service providers, and researchers can be developed and sustained.

Leverage the existing work around shared decision making to strengthen and extend system process to shift the locus of power to communities.

Level of intervention across the system

Place Level- in one or more PBI

Network Level- across PBIs

System Level- at the system