



Queensland

# Implementing Trauma Informed Practice in Education Youth Act 2024

**Youth Act No. 6 of 2024**

---

**A Youth Bill for a Youth Act to implement trauma informed for working with for young persons in educational institutions and alternative education settings.**

**[Assented to 4 November 2024]**





Queensland

# Implementing Trauma Informed Practice in Education Youth Act 2024

## Contents

---

		Page
<b>Part 1</b>	<b>Preliminary</b>	
1	Short title . . . . .	3
2	Commencement . . . . .	3
3	Main purposes of Youth Act . . . . .	3
4	Definitions . . . . .	3
<b>Part 2</b>	<b>Trauma-informed frameworks and practice</b>	
<b>Division 1</b>	<b>Definitions</b>	
5	When is practice trauma-informed practice . . . . .	4
6	When is an educational framework a trauma-informed framework . . . . .	4
<b>Division 2</b>	<b>Principles</b>	
7	General principles of trauma-informed practice . . . . .	4
8	Principles for working with First Nations young persons . . . . .	5
9	Principles for working with young persons with disability and neurodivergence . . . . .	6
10	Principles for working with for young persons who are LGBTQIA+ persons . . . . .	6
<b>Part 3</b>	<b>Training packages, programs or modules on trauma-informed practices and frameworks</b>	
11	Approval of training packages, programs or modules . . . . .	7
11A	Translating Trauma-Informed Educational Resources for Educational . . . . .	8
11B	Providing Trauma-Informed Support for Students with English as a Second Language Experiencing Trauma . . . . .	9
12	Approval of training packages, programs or modules for alternative education settings . . . . .	10
13	Requirement to use approved training packages, programs or modules . . . . .	11
14	Requirement to offer certain education professionals the option to undertake training remotely . . . . .	11

Contents

---

<b>Part 4</b>	<b>Implementing trauma-informed practices and frameworks</b>	
15	Obligations of employers of teachers, teachers' aides and teachers' assistants . . . . .	12
16	Obligations of employers of mental health support workers to . .	12
17	Obligations of employers of international student program coordinators . . . . .	12
18	Obligations of employer of other educational professionals . . . .	13
19	Record keeping . . . . .	13
<b>Part 5</b>	<b>Queensland Trauma Informed Education Board</b>	
20	Establishment . . . . .	14
21	Functions and functions are to be achieved . . . . .	14
22	Appointment of the board . . . . .	15
<b>Part 6</b>	<b>Annual review of State schools</b>	
23	Annual review of State schools . . . . .	16
<b>Part 6A</b>	<b>Support for Educational Professionals</b>	
26	Support for Educational Professionals returning from mental health leave . . . . .	17
27	Mentoring support for permission to teach Educational Professionals	17
28	Trauma informed training support for preservice educators on placement . . . . .	18
<b>Schedule 1</b>	<b>Dictionary . . . . .</b>	<b>19</b>

---

**The Youth Parliament of Queensland enacts—**

## **Part 1 Preliminary**

### **1 Short title**

This Act may be cited as the *Implementing Trauma Informed Practice in Education Youth Act 2024*.

### **2 Commencement**

This Youth Act commences on a day to be fixed by proclamation.

### **3 Main purposes of Youth Act**

The main purposes of this Youth Act are to—

- (a) address the current lack of resources for teachers to adequately support their students who suffer from diverse trauma; and
- (b) establish a general framework for educators to address trauma and its ramifications; and
- (c) ensure the creation of a board that will work to regulate and further improve the established trauma-informed practices stated in this act; and
- (d) ensure that educational professionals are supported while conducting trauma-informed practice.

### **4 Definitions**

The dictionary in schedule 1 defines particular words used in this Youth Act.

[s 5]

---

## **Part 2**                      **Trauma-informed frameworks and practice**

### **Division 1**                **Definitions**

#### **5**            **When is practice *trauma-informed practice***

The practice of an educational professional who complies with division 2 of this part is *trauma-informed practice*.

#### **6**            **When is an educational framework a *trauma-informed framework***

The educational framework used by an educational professional who complies with division 2 of this part is a *trauma-informed framework*.

### **Division 2**                **Principles**

#### **7**            **General principles of trauma-informed practice**

- (1) An educational professional complies with this section if the educational professional has regard to and gives effect to the following principles—
  - (a) safe learning environments—young persons must feel a sense of physical and emotional safety in all environments they participate in;
  - (b) freedom of choice—young persons must be given the opportunity to express their right to self-determination;
  - (c) collaboration—education professional must collaborate with young individuals;
  - (d) trustworthiness—education professional form trusting relationships with young persons;
  - (e) healing—

- (i) where appropriate, programs must provide for healing and rehabilitation;
- (ii) educational professionals must remain vigilant of possible risks of re-traumatisation;
- (f) consideration of culture, gender, history and identity—
  - (i) educational professionals must have regard to culture, gender or other identity and history; and
  - (ii) without limiting subparagraph (i), inclusive language must be used which respects the cultural identity, gender identity or other identity of young persons.

## **8 Principles for working with First Nations young persons**

- (1) An educational professional complies with this section if the educational professional—
  - (a) has regard to the ongoing impacts of intergenerational trauma; and
  - (b) has regard to the following wellbeing domains—
    - (i) body;
    - (ii) mind and emotion;
    - (iii) family and kin;
    - (iv) Culture;
    - (v) Country;
    - (vi) spirituality and ancestors; and
  - (c) uses strengths-based approaches to culture and identity; and
  - (d) has regards to the differing presentations of trauma across cultures; and
  - (e) acts in a manner which makes self-determination central; and

[s 9]

---

- (f) has regard the varied cultural practices of First Nations peoples.

## **9 Principles for working with young persons with disability and neurodivergence**

- (1) Trauma informed practice must have compassionate, respectable and suitable consideration for youth with neurodivergence, physical, behavioural, developmental, and sensory disabilities.
- (2) Educational professionals must consider potential difficulties in communication when applying trauma-informed practice to youth with neurodivergence, physical, behavioural, developmental, and sensory disabilities.
- (3) The Department must develop strategies to assist students with—
  - (a) Participating in sports and physical activities; and
  - (b) Be provided with utilities and options to allow students to easily and efficiently carry their school equipment; and
  - (c) Resources to help with sensory overload from furniture placement, lights, spatial awareness.

## **10 Principles for working with for young persons who are LGBTQIA+ persons**

- (1) A person complies with this section if the person—
  - (a) acts with compassion and regard to the unique challenges faced by the young persons who are LGBTQIA+ persons;
  - (b) acts in the manner which makes identifying and mitigating the following issues central—
    - (i) bullying;
    - (ii) harassment;
    - (iii) traumatic forms of societal stigma;





- (c) confidently create a space that is physically and emotionally safe;
- (d) offer a strengths-based approach to handling and coping with trauma;
- (e) conduct frequent self-reflection;
- (f) identify and have regard to the educational professionals' personal biases, values, and judgments;
- (g) recognise how the educational professionals' personal biases, values, and judgments may influence relationships and interactions;
- (h) has regard to relevant considerations that must be had regard to having regard to a young person's intersectionality, lived experiences, intergenerational trauma, complex trauma or place in history;
- (i) minimise and resist re-traumatisation;
- (j) ensure the systems and frameworks they work respond to trauma in a trauma-informed way;
- (k) understand the significance of trauma on physical and psychological wellbeing;
- (l) understand that presentations of trauma may look different in alternative education settings;
- (m) understand that vicarious trauma is present and a risk for when they undertake training and engage with victims of trauma; and
- (n) identify and implement self-care strategies to mitigate risks of vicarious trauma, burn-out, stress and mental health issues.

## **11A Translating Trauma-Informed Educational Resources for Educational**

- (1) Linguistically diverse educational professionals from overseas who are currently living in Australia, must have access to translated online resources to better understand trauma

practice to effectively apply this knowledge in a classroom setting.

- (2) In this section, linguistically diverse educational professionals includes educational professionals who hold—
  - (a) working rights in Australia;
  - (b) a study visa; or
  - (c) a permanent residence Permit, or an educational professional who is eligible to apply for one.
- (3) The department must translate approved online resources, such as pamphlets and posters, related to trauma-informed training into languages other than English.

## **11B Providing Trauma-Informed Support for Students with English as a Second Language Experiencing Trauma**

- (1) An educational professionals must utilise their skillset to create a restorative culture in their classroom to meet the needs of ESL students affected by trauma, though the following—
  - (a) holistically addressing student well-being;
  - (b) providing cognitive reinforcement in the form of attention training tasks and mindfulness;
  - (c) supporting physical health and the body through lessons such as health literacy sessions and mindful practice.
- (2) Educational professionals may use explicit teaching methods which include but are not limited to the following—
  - (a) being clear with what is being taught and teaching how to use the specific skill in context.
  - (b) combining teaching methods with hands-on activities for students to practice the skills that have been directly taught.
  - (c) placing a particular focus on cultural relevance and cultural reality to the students.

## **12 Approval of training packages, programs or modules for alternative education settings**

- (1) The chief executive may approve a training package, program or module for use to train educational professionals in alternative education settings on the following—
  - (a) trauma-informed practice;
  - (b) trauma-informed frameworks.
- (2) The chief executive may only approve a training package, program or module if it complies with subsection (3).
- (3) A training package, program or module complies with this subsection if it—
  - (a) is designed to equip educational professionals who work in alternative education settings with the knowledge and skills necessary to do all the things mentioned in section 13(3); and
  - (b) provides particular emphasis on—
    - (i) for educational professionals who work in online settings—liaising with parents and difficulties associated with a lack of face to face interaction; and
    - (ii) for educational professionals who work in short-term alternative education settings—communication between education providers; and
    - (iii) for educational professionals working in short-term alternative education settings—communication during and after a young person’s reintegration into traditional education settings; and
    - (iv) tailoring programs to address the unique challenges and needs of young persons in alternative education settings.

---

**13 Requirement to use approved training packages, programs or modules**

A person who is required to deliver training under this part must—

- (a) for training delivered to educational professionals who work in alternative education settings—use a training package, program or module approved under section 14; or
- (b) otherwise—use a training package, program or module approved under section 13.

**14 Requirement to offer certain education professionals the option to undertake training remotely**

- (1) A person who is required to deliver training under this part must give an educational professional the option to undertake the training remotely if—
  - (a) the educational professional works more than 30km from the place the training will be delivered; or
  - (b) the educational professional requests to undertake the training remotely because of—
    - (i) the educational professional’s trauma and the potential for re-traumatisation;
    - (ii) a past experience with vicarious traumatisation and the potential for vicarious traumatisation;
    - (iii) a concern about the impacts on undertaking the training face to face on the educational professional’s mental wellbeing.

[s 15]

---

## **Part 4** **Implementing trauma-informed practices and frameworks**

### **15 Obligations of employers of teachers, teachers' aides and teachers' assistants**

- (1) This section applies if a person (the *employer*) employs a teacher, teacher's aide or teacher's assistant.
- (2) The employer must ensure that the teacher, teacher's aide or teacher's assistant undertakes at least 2 hours of training every calendar year on trauma-informed practice and trauma-informed frameworks.
- (3) The employer must ensure that the teacher, teacher's aide or teacher's assistant applies a trauma-informed practice and uses trauma-informed frameworks.

### **16 Obligations of employers of mental health support workers to**

- (1) This section applies if a person (the *employer*) employs a mental health support worker.
- (2) The employer must ensure that the mental health support worker undertakes at least 3 hours of training every quarter on trauma-informed practice and trauma-informed frameworks.
- (3) The employer must ensure that the mental health support worker applies a trauma-informed practice and uses trauma-informed frameworks.

### **17 Obligations of employers of international student program coordinators**

- (1) This section applies if a person (the *employer*) employs an international student program coordinator.
- (2) The employer must ensure that the international student program coordinator undertakes at least 2 hours of training

---

within the first 4 weeks of each school term on trauma-informed practice and trauma-informed frameworks.

- (3) The employer must ensure that the international student program coordinator applies a trauma-informed practice and uses trauma-informed frameworks.
- (4) The employer must ensure that the international student program coordinator has sufficient resources to—
  - (a) address the needs of the international students through the use of linguistically diverse resources;
  - (b) address racial trauma that may arise;
  - (c) address separation anxiety international students experience, whether or not the separation anxiety is experienced at the start and end of the international student's time in Australia;
  - (d) address the distress of international student's about the treatment they receive by their host families.

## **18 Obligations of employer of other educational professionals**

- (1) This section applies if—
  - (a) a person (the *employer*) employs an educational professional; and
  - (b) no other section of this division applies.
- (2) The employer must ensure that the educational professional undertakes at least 2 hours of training every calendar year on trauma-informed practice and trauma-informed frameworks.
- (3) The employer must ensure that the educational professional a applies a trauma-informed practice and uses trauma-informed frameworks.

## **19 Record keeping**

- (1) Records demonstrating completion of the training required by this part must be created and maintained by—





- (a) auditing a person's compliance with this Youth Act;
- (b) providing counselling at no cost to education professionals;
- (c) providing up to date evidence-based resources;
- (d) providing curriculum of strategies on implementation of trauma-informed practice;
- (e) provide feedback to the Minister; and
- (f) develop strategies in collaboration with the Minister.

## **22 Appointment of the board**

- (1) The board consists of the following members (each a board member)—
  - (a) 16 part-time teachers, comprising the following—
    - (i) one teacher from each of the eight of the educational regions of Queensland;
    - (ii) one teacher who works in a school of distance education;
    - (iii) one teacher who works in a special school;
    - (iv) one teacher who works in a detention centre;
    - (v) one teacher employed by TAFE Queensland;
    - (vi) one guidance officer;
    - (vii) one person employed by a boarding school;
    - (viii) one teacher's aide or teacher's assistant;
  - (b) an academic whose academic specialisation is in the field of trauma-informed practice in educational settings;
  - (c) an academic whose academic specialisation is in the field of trauma-informed practice in a clinical setting;
  - (d) an Elder;



- 
- (b) information on the number of teachers who were trained in trauma-informed practice in State schools;
  - (c) information the level of application by educational professionals of trauma-informed practice in State schools;
  - (d) the strengths and weaknesses of trauma-informed practices applied by educational professionals in State schools;
  - (e) information on whether academic, behaviour and engagement outcomes in State schools have changed and whether this is related to the application of trauma-informed practices;
  - (f) information on whether student well-being in State schools has changed and whether this is related to the application of trauma-informed practices.

## **Part 6A                      Support for Educational Professionals**

### **26            Support for Educational Professionals returning from mental health leave**

A manager of an educator who has taken leave primarily related to mental health leave must provide the educator a check-in meeting the day before the educator returns to work, and one check-in per week for a minimum of 4 weeks thereafter.

### **27            Mentoring support for permission to teach Educational Professionals**

- (1) A school with an educator who is practicing under the permission to teach program must provide access to the following to the educator—
  - (a) a teaching mentor who is a senior teacher in their respective teaching area; and

[s 28]

---

- (b) opportunities for the teacher to further their development as a teacher.
- (2) A person appointed as a teaching mentor must provide the following to the educator
  - (a) a meeting with them at least every 4 weeks;
  - (b) resources to support the mentee to improve in their ability to teach respective subjects.

## **28 Trauma informed training support for preservice educators on placement**

- (1) A public school with a pre-service educator attending a placement at that school or placement must, prior to their placement commencing, arrange for them to complete mandatory trauma informed training.
- (2) The training must be conducted in person by a member of the school leadership prior to the pre-service teachers interacting with any students on school premises.

---

# Schedule 1      Dictionary

## section 4

***alternative education setting*** means an educational institution delivering a non-standard education program, including, for example—

- (a) a boarding school;
- (b) a detention centre;
- (c) a school co-located with a hospital;
- (d) a school of distance education;
- (e) a remote and regional school;
- (f) a special school;
- (g) TAFE Queensland.

***complex trauma*** means repeated, ongoing, and often extreme trauma between persons which may encompass violence, abuse, neglect, or exploitation experienced as a child or adult.

***detention centre*** see the *Youth Justice Act 1992*, schedule 4.

***educational professional***—

- (a) means a person who works in an educational institution and teachers or directly supports young persons; and
- (b) includes, for example, the following—
  - (i) a guidance officer;
  - (ii) a leader within a school including, for example, a principal, assistant principal or another individual who is responsible for the daily instructional leadership and managerial operations of any educational institution;
  - (iii) a nurse;
  - (iv) a psychologist;
  - (v) a social worker;

- (vi) a teacher;
- (vii) a teacher's aide
- (viii) a teacher's assistant

***Elder*** means a leader or member of a community of First Nations persons who—

- (a) is recognised as an important representative within the community; and
- (b) holds a position of power and respect within the community; and
- (c) has knowledge of the culture and history of the community; and
- (d) has the ability to disclose the knowledge and beliefs of the community where culturally appropriate.

***english as a second language (ESL) student*** means a student whose first language is a language or dialect other than English.

***Executive*** means the body established in section 20.

***First Nations person*** means an Aboriginal and Torres Strait Islander person.

***First Nations people*** means an Aboriginal and Torres Strait Islander people.

***host family***, for an international student, means the family that is responsible for providing food and housing to the international student while in Queensland

***intergenerational trauma*** means the production, reproduction, and continuance of traumas brought into being over time by the violence of colonisers and colonising practices in the past and present.

***international student program coordinators***—

- (a) means an educational professional who is responsible for the wellbeing of international students;

- (b) includes, for example, an educational professional who is responsible for coordinating an international homestay program.

***international student*** means a person from overseas temporarily studying at an educational institution in Queensland, including, for example, a person who holds a Subclass 500 (Student) visa within the meaning of the *Migration Regulations 1994* (Cwlth).

***intersectionality*** means the unique forms of discrimination, oppression and marginalisation that may result from the interplay of two or more identity-based grounds of discrimination.

***Knowledge Holder*** means a First Nations person who is equipped to provide a safe learning environment to explore First nations teachings and culture and is given the authority to teach First Nations truth-telling and cultural appreciation in state schools.

***LGBTQIA+ person*** means who identifies as lesbian, gay, bisexual, transgender, intersex, questioning and more broadly refers to the queer community.

***lived experience*** means knowledge based on a person's perspective, personal identities and history, beyond their professional or educational experience, that is gained through direct, first-hand involvement.

***mental health support worker***—

- (a) means a person who works in an educational institution and supports young persons with mental wellbeing concerns or issue; and
- (b) includes, for example, guidance officers, nurses, psychologists and social workers.

***neurodivergence*** means an individual whose brain processes information in a manner different to the manners what are considered typical or normal.

***racial trauma*** means mental and emotional injury caused by encounters with racial bias and ethnic discrimination, racism, and hate crimes.

***re-traumatisation*** means when a person who has experienced trauma has a physiological and emotional stress response triggered by a thought, sense activation, event, circumstance or interaction that causes trauma.

***school of distance education*** see the *Education (General Provisions) Act 2006*, schedule 4.

***senior teacher*** means an educator who is well versed and experienced in their respective subject areas and is accredited as competent by their respective school.

***separation anxiety*** means typical anxiety manifested by excessive concern, worry, and even dread of the actual or anticipated separation from an attachment figure, like a parent.

***special school*** see the *Education (General Provisions) Act 2006*, schedule 4.

***State school*** see the *Education (General Provisions) Act 2006*, schedule 4.

***trauma-informed practise*** see section 5.

***trauma-informed framework*** see section 6.

***vicarious trauma*** means secondary traumatic stress affecting those engaging empathetically with victims of trauma.

***young person*** means an individual who is 25 years old or younger.