

MEET THE TEAM

Introducing Dr Rita Princi-Hubbard – Honorary CEO, Children and Media Australia

I am honoured to have been appointed Honorary CEO of Children and Media Australia (CMA). My professional career spans more than two decades as a **Clinical Psychologist and educational consultant**, with a consistent focus on child development, wellbeing, and the influence of media environments.

My association with CMA began in 2009 when I served as a Committee Member, contributing to conferences and parliamentary advocacy on age-appropriate media for Australian children. From 2009 to 2021, I also served as a **Consultant to the Australian Communications and Media Authority (ACMA)**, advising on the developmental suitability of children's television programming. These experiences have deepened my appreciation of CMA's unique role in advocating for children in a rapidly changing media landscape.

In addition, I have held **leadership roles within the Australian Psychological Society**, including State Chair of the College of Clinical Psychologists (2013–2015) and National Convenor of the Child, Adolescent and Family Psychology Interest Group (2003–2011). I am also **Founder and Director of the Institute for Neuroscience and Education**, where I develop and deliver evidence-based training that bridges psychology, neuroscience, and education.

My doctoral research, completed at the University of Queensland, examined compassion-informed and neuroscience-based approaches to emotional regulation and relational safety in schools. This work led to the creation of *Teaching with Insight*, a professional development program designed to strengthen teacher–student relationships and improve wellbeing outcomes. The program is now implemented in schools nationally and internationally, reflecting my commitment to translating high-quality research into practical strategies for educators and students.

Alongside these roles, I continue to practise as a **Clinical Psychologist in private practice**, to **publish journal articles and book chapters** based on my research, and to contribute regularly to **media discussions on issues affecting children, adolescents, and families**. These platforms provide opportunities to translate evidence-based knowledge into practice and ensure that the voices of children and families are represented in public dialogue.



As I take on this role, I wish to acknowledge the outstanding leadership of **Barbara Biggins, OAM**, who retires after 50 years of dedicated voluntary service as Founder and Honorary CEO. Barbara's vision, tireless advocacy, and commitment have established CMA as the leading national voice on children's experiences with media. On behalf of CMA's members and supporters, I extend sincere thanks for her extraordinary contribution and enduring legacy.

Looking ahead, my focus will be to **build on this strong foundation by strengthening CMA's advocacy, expanding our research-informed resources, and extending CMA's role in supporting parents and educators**, alongside its important influence on media policy. By widening our impact across both policy and practice, CMA can continue to play a vital role in ensuring the healthy development and wellbeing of Australian children.

PUBLICATIONS

Princi-Hubbard, R., & Gillies, R., (2025). Teaching the new teacher. Compassion in a Teacher Training Program. In *Compassion Pedagogy in Higher Education —Enhancing Social Justice and Student and Staff Wellbeing* (Manuscript in Preparation). The Learning in Higher Education Series.

Princi-Hubbard, R., Sherwell, C., Cunningham, R., & Gillies, R. (2025). Co-dysregulation to co-regulation: A qualitative analysis of improved teacher language and self-awareness. (Manuscript submitted for publication).

Princi-Hubbard, R., Sherwell, C., Cunningham, R., & Gillies, R. (2025). Understanding the Bi-Directional Effect of Emotions and Well-being Within a Closer Teacher and Student Relationship. (Manuscript submitted for publication).

Princi-Hubbard, R. (2024). The student and teacher relationship: exploring behavioural and neuroscience variables that impact upon student and teacher wellbeing. PhD Thesis, School of Education, The University of Queensland. <https://doi.org/10.14264/e5d67c2>

Princi-Hubbard, R. (2024). A Compassion Focused Approach to understand Teacher and Student Wellbeing. *The Science of Psychotherapy*, October-December.

Princi-Hubbard, R. (2020). Healthy Relationships: A Neuroscience Perspective. *Health & PE*, Volume 4, Issue 2.

Princi-Hubbard, R. (2019). Children: The Most Misunderstood Beings on the Planet! The Science of Psychotherapy, 40-49. *The Science of Psychotherapy*, 40-49.

Princi-Hubbard, R. (2019). The Neuroscience of Stress: Understanding the science to increase well-being and performance in high school. *Health and PE*. Volume 3, Issue 4.

EDUCATION HISTORY

1. 2020 – 2024; **Doctor of Philosophy (Education)** - University of Queensland – Awarded Full Scholarship – **Conferred 12 July 2024**
2. 2000-2002; **Master of Psychology (Clinical) Degree** – Flinders University of SA - **Conferred 18 December 2002**. (Masters' thesis in education)
3. 1998-2000; **Bachelor of Psychology (Honours)** – Flinders University of SA - **Conferred 13 April 2000**.

MEMBERSHIPS

1. Australian Psychological Society - Full Membership since December 2002
2. Fellow of the APS College of Clinical Psychologists since 2018
3. Ambassador of the APS College of Clinical Psychologists since 2018
4. Australian Association of Psychologists Incorporated since 2022

BOARD AND COMMITTEE ROLES

1. Honorary CEO – **Children and Media Australia** June 2025 to Present
2. SA Chair – **APS College of Clinical Psychologists** 2013-2015
3. Committee Member – **Australian Council of Children and the Media** 2009-2013
4. National Convenor – **APS Child, Adolescent and Family Psychology Interest Group** 2003-2011
5. Allied Health Member – **Podiatry Board of SA** – 2005 to 2010