

Brain Building in Queensland

Years 2 & 3 in Review

2024 – 2025





Acknowledgement of Country

The University of Queensland (UQ) acknowledges the Traditional Owners and their custodianship of the lands on which we meet. We pay respects to their Ancestors and their descendants, who continue cultural and spiritual connections to Country. We recognise their valuable contributions to Australian and global society.

Artwork: *A Guidance Through Time* by Quandamooka artists, Casey Coolwell and Kyra Mancktelow

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Message from Michael Hogan

Every Queensland child and young person deserves every adult in their life to be brain-aware and committed and skilled to enable their development, health and wellbeing. For that reason, the Thriving Kids Brain Builders Initiative (TKBBI), a collaboration with Queensland Brain Institute and other partners and collaborators, is one of priority initiatives of the Thriving Queensland Kids Partnership.

As we know, who and what surrounds us in our formative years, what happens to us, and what we consume, shapes our lives. From the outset of TQKP, it has been clear that 'human capability development', especially 'brain building', ought to be one of the core elements of our systems change work.

Building and sharing knowledge, language and skills about brains is a key to shifting key settings and capabilities in our systems, programs, investments, organisations and workforces that engage with children and young people and their families.

Thriving Queensland Kids Partnership (TQKP) is a Queensland-based intermediary and relationships broker focused on systems change for the benefit of children, young people, and families.

Instigated and hosted by ARACY, TQKP brings together a cross-sectoral coalition of Queensland leaders, organisations, practitioners, and collaborators working together with the shared purpose of catalysing systems to change the odds for Queensland children and young people to thrive.





Our 2030 outcomes

Families, caregivers, workforces and communities are applying science-based knowledge, skills and tools for building healthy brains and bodies so that children, young people, their families and communities thrive.

What success looks like

- An increase in leaders, practitioners, caregivers and organisations that are engaging in building thriving childhoods.
- An increase in strategies, policies, programs, investments and practices that are explicit about developing the capabilities and relationships children, young people, families and communities need to be connected, resilient and thriving.



TQKP will convene & enable

Convening the **Thriving Kids Brains and Bodies Collaborative** to

- translate insights from science, evidence and experience about the social, economic, environmental and systems conditions and relationships that build or harm healthy brains and bodies.
- advance initiatives that enable children, young people, families and communities to have enough resources for life's necessities, and that address the factors and conditions that shape child and youth development, wellbeing and resilience.



TQKP will facilitate investment & engagement

Supporting the next stage of the **Thriving Kids Brain Builders Initiative** to build and deepen neuro-informed capabilities and connections across caregivers, communities, organisations and workforces.

Providing curated learning and development through **Childhood Builders Capability Initiatives** to strengthen core, common and contemporary knowledge, skills and tools across Queensland workforces and organisations.

Supporting collaborative initiatives that provide the building blocks for healthy brains and bodies by supporting play, early language and literacy development, good sleep and nutrition.

Supporting **First Nations Growing Deadly Brains and other wellbeing and healing initiatives**, led by First Nations community organisations and enterprises, so they can:

- engage with Aboriginal and Torres Strait Islander children, young people, families and communities
- support capability and wellbeing in First Nations organisations, workforces and communities.



TQKP will amplify the work of others

Generating and translating knowledge and enabling systems change that is informed by science, evidence and experience.

Growing collaborative networks and capacities for research, development and translation.



Building a sturdy foundation in the earliest years provides a good base for a lifetime of good mental function and better overall health.

How Brains are Built: The Core Story of Brain Development video, Alberta Family Wellbeing Initiative



Thriving Queensland Kids Partnership

As we've previously stated, 'brain building' is not a silver bullet, but is an essential in order to maximise the chances of children and young people thriving, and to address the inter-generational transmission of trauma and adversity and disrupt enduring cycles of disadvantage.

TQKP is a Queensland-based intermediary and coalition focused on systems change for the benefit of all Queensland children, young people, and families.

Instigated and hosted by ARACY, TQKP brings together a cross-sectoral coalition of willing Queensland leaders, organisations, practitioners, and collaborators working together with the shared purpose of catalysing systems to change the odds for Queensland children and young people to thrive.

TQKP is thrilled at the innovative work undertaken and the reach and impact continuing to be built by the team lead by Associate Professor Sally Staton at the Queensland Brain Institute—and growing band of partners and collaborators across other Queensland universities, not for profits, schools, ECECs and libraries—through the Thriving Kids Brain Builders Initiative.

We are deeply appreciative of the ways so many organisations have engaged and are applying this knowledge about neuro-informed policy and practice.

We look forward to advancing this with QBI and many others—to scale up, out and deep—so that every child across Queensland benefits from mobilising what we know about what children need to be resilient and to flourish.

With our host ARACY and its national and inter-state partners, we will look at opportunities to have this work taken forward across Australia.

Michael Hogan

Executive Convenor, TQKP
ARACY

Industry Fellow, UQ Queensland Brain Institute
Adjunct Professor, QUT Centre for Justice

Message from the QBI TKBBI team



The Thriving Kids Brain Builders Initiative (TKBBI) aims to enhance child development in Queensland by applying neuroscience to improve practice and connection across the systems that support children, young people and their families.

Over the past two years we've strengthened relationships across research, workforce and community sectors throughout Queensland, turning knowledge about brain development into real-world impact.

Our focus has been to create a common language, shared understanding, and collective purpose among all those who support children, young people and their families. This has been achieved through consultation and co-design, translating scientific evidence into practical insights, and developing adaptable, strengths-based tools. These resources empower professionals across diverse health, education and social services community settings to integrate brain-building into everyday practice.

In Years 2 and 3, we worked closely with communities, experts and systems to co-design frameworks and tools that are already breaking down silos across sectors. TKBBI has become more than a project — it's a growing movement across Queensland and beyond, transforming how we collaborate to support children at every stage of development. Together, we're building something larger than any single organisation or sector could achieve alone: a united approach to supporting brain health and wellbeing for everyone.

We are deeply grateful to our many partners and collaborators, whose unwavering support and commitment continue to drive meaningful change. We feel deeply humbled and privileged to work in partnership, united in purpose to give every child and young person the best chance to thrive.

Warm regards,

QBI Brain Builders Team

A/Prof Sally Staton
Dr Sandy Houen
Dr Laetitia Coles
Dr Bonnie Searle
Dr Grant Webb
Dr Carina Capra
Dr Veronica Graham
Dr Shaun Kanowski
Ms Rebecca Shaw (Crompton)
Ms Lucy Bryce

TKBBI Overview



The Thriving Kids Brain Builders Initiative (TKBBI) is a collaborative effort led by the Thriving Queensland Kids Partnership (TQKP) and the Australian Research Alliance for Children and Youth (ARACY), in partnership with The University of Queensland's Queensland Brain Institute (QBI), and a range of research, government, non-government and social enterprise partners across Queensland.

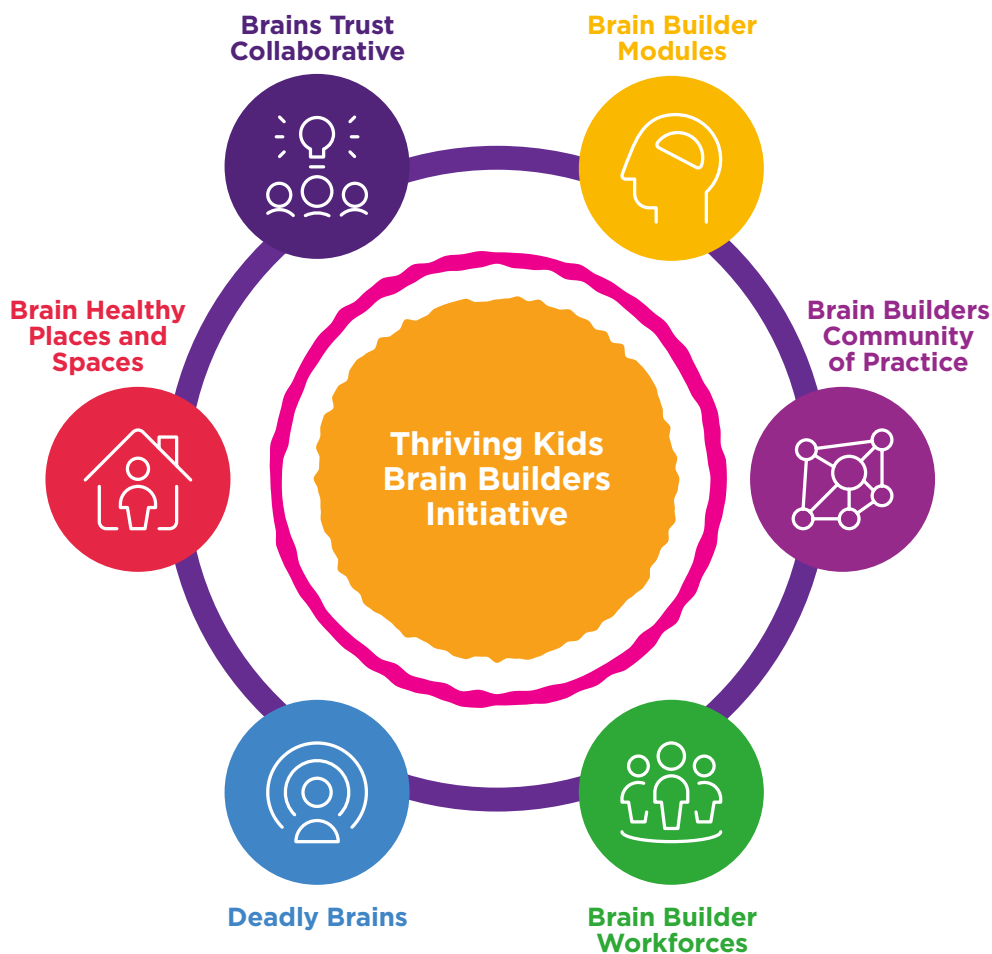
TKBBI is dedicated to generating, translating, and applying knowledge from neuroscience and related child and adolescent sciences to improve outcomes for Queensland's children, young people, their families and communities.

TQKP is a Queensland-based intermediary and relationship broker focused on driving systems change to improve the lives of children, young people and families. Initiated and hosted by ARACY, TQKP brings together a diverse, cross-sector coalition of leaders, organisations, practitioners and collaborators, all working toward a shared goal: to shift the odds so that all children and young people in Queensland can thrive.

The University of Queensland's (UQ) Queensland Brain Institute (QBI) serves as TKBBI's key knowledge and implementation partner, working alongside TQKP and ARACY to:

1. Strengthen understanding of brain development among workforces, organisations, caregivers and the broader public;
2. Build the capability of practitioners, communities and systems to apply neuroscience knowledge across diverse settings and sectors;
3. Leverage the collective expertise of researchers, leaders and practitioners across Queensland to drive large-scale, sustainable changes in practice and systems that support children and young people.

TKBBI Elements

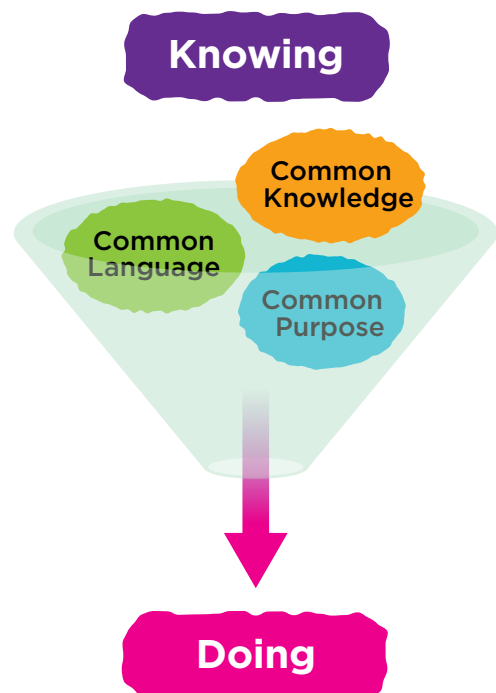


Over the past two years TKBBI has grown from an initial focus on six core elements designed to provide a shared language, knowledge and purpose across sectors, services and workforces, to now include new elements that go deeper. These additions are helping to move us beyond awareness and understanding, towards real, practical action — bridging the gap between knowing and doing.

The Queensland Brain Institute at The University of Queensland

is a leading Australian centre for brain research, devoted to a fundamental understanding of how the brain works from its smallest components through to the integrated networks that underpin human thought and behaviour. QBI's vision is to improve lives through a deeper understanding of the brain in health and disease.

Our investment in discovery and translation, and in nurturing tomorrow's research leaders, is directed at making these possibilities a reality. QBI recognises the early years of life as critical in brain development, and positive early experiences across childhood as setting the foundation for lifelong health, learning and wellbeing.



TKBBI Guiding Principles

TKBBI is guided by six key principles:

Project Guiding Principles



Genuine co-design – including listening to, consulting and enacting the perspectives of stakeholders



Respectful partnerships – with workforces, communities, service providers and government and non-government organisations



Non-replication – utilising and drawing from, where available, existing resources, tools, and opportunities



Application of the highest quality scientific knowledge and evidence – regarding brain health, professional development, learning, neurosciences & implementation science



Focusing on pragmatic solutions – recognising the real world challenges faced across workforces, communities, places and systems within Queensland



Identifying opportunities for scaling and sustainability – to ensure the best chance of the greatest impact of this project within the short and long-term



Brain Building

Year 2–3 Highlights

Neuro-informed Policy and Practice Framework implementation

Over the past two years TKBBI has been implementing the [*Neuro-informed Policy and Practice Framework*](#) (NPP) across Queensland's child-focused systems to strengthen workforce development. Built on a guiding definition and 12 core knowledge areas, the framework helps policymakers and practitioners connect their work with neuroscience, identify gaps and apply strategies that support brain health and improve outcomes for children, young people and communities.

Brain Building Community of Practice launch

In partnership with Children's Health Queensland, the TKBBI launched its first online *Communities of Practice* (CoP) series, bringing together allied health and education practitioners to deepen their understanding of brain development and explore how to apply brain-building principles in their everyday interactions with children.

Queensland Child and Youth Clinical Network (QCYCN) Brain Builder event, Cairns

In May 2024 the Queensland Child and Youth Clinical Network hosted a full-day Brain Builder event in Cairns for health professionals across Queensland. The event highlighted the vital connection between brain development and health, and the importance of working together as an integrated system to support the wellbeing of all children.

Brain Building Professional Development workshops

The TKBBI has delivered professional development workshops for policymakers, system leaders, and practitioners, including with the Benevolent Society's Early Years Centres and the Gladstone Region in Action Together initiative. These sessions strengthened understanding of healthy brain development and promoted neuro-informed policies and practices that support children's wellbeing.

Online Resilience Game launched

We developed and launched the Resilience Game to support professionals working with children and families in deepening their understanding of brain development and the key factors that contribute to resilience. The game has been successfully trialled in professional development training sessions for frontline practitioners, managers and decision-makers. The game is freely available, complete with full instructions for [download](#), print and assembly on our website.

Foundational Brain Building Modules adapted

Originally developed by Emerging Minds and TKBBI, the *Foundational Understanding of Brain Development* modules were adapted by Early Childhood Australia (ECA) and launched on their learning platform in May 2025. Since then, over 7,000 practitioners have registered to complete the training — demonstrating strong sector-wide engagement and demand for accessible, evidence-informed professional learning.



Brain Healthy Schools Project funded by the Tim Fairfax Family Foundation

With generous support from the Tim Fairfax Family Foundation, the *Brain Healthy Schools Project* was launched to embed neuro-informed practices across Queensland's education system. As part of this initiative, system leaders, educators and students participated in full-day events held in Brisbane and Townsville, focused on integrating brain health into every Queensland school. The project aims to promote wellbeing for learning by co-designing and developing practical, accessible, and purpose-built professional learning packages tailored to the needs of education workforces.



Brain Building in Education Forum, Tuesday 24 June 2025, funded by the Tim Fairfax Family Foundation.

Shared stories of brain building Across workforces in Queensland

In response to part of our [*Embedding Brain Building in Queensland*](#) implementation strategy, a clear need emerged to showcase real-life examples from the workforce. In response, we developed [*Shared Stories of Brain Building Across Workforces in Queensland*](#) — a powerful collection of experiences from professionals who are applying brain-based approaches in their everyday work with children and families. These stories highlight how individuals first engaged with brain-building concepts, how they've shared this knowledge with others, and how they've successfully translated it into meaningful practice and policy.

National Library Forum



In May 2025, the State Library of Queensland and the Queensland Brain Institute co-hosted the [*Now and for their futures: Libraries brain building in the early years forum*](#), focusing on how libraries can support brain development in the formative years. Bringing together 80 experts from across Australia, the forum fostered bold, cross-sector conversations to strengthen the foundations all children need to thrive. A key outcome of this forum was the new [*National Alliance for Libraries and the Early Years - Statement of Commitment*](#).

Brain Building environments

In 2024 and 2025, two new projects were awarded funding through the Education Horizon Grant Scheme and the Australian Research Council Mid-Career Industry Fellowship scheme. Both projects focus on creating brain-healthy environments for Queensland's children. Researchers at QBI, in partnership with the Queensland Department of Education, the Thriving Queensland Kids Partnership, and international architecture firm HKS, are leading detailed studies into how physical places and spaces shape children's learning opportunities and development. The outcomes of these projects will provide evidence-based guidelines to inform the design of physical environments in Australian early childhood services and deepen understanding of how physical settings can best support brain health in our youngest citizens.



Brain Builder Modules

Building a common language and knowledge for brain building in Queensland

TKBBI is dedicated to enhancing neuro-informed policy and practice across diverse stakeholders by offering accessible eLearning modules. Since their launch in 2023, the [Brain Building Foundational eLearning Modules](#), developed in partnership with Emerging Minds, have seen rapid and widespread uptake. We are now creating a second series of modules with Early Childhood Australia (ECA), focusing on how brain development underpins outcomes on the Australian Early Development Census (AEDC). All TKBBI eLearning modules are freely available.

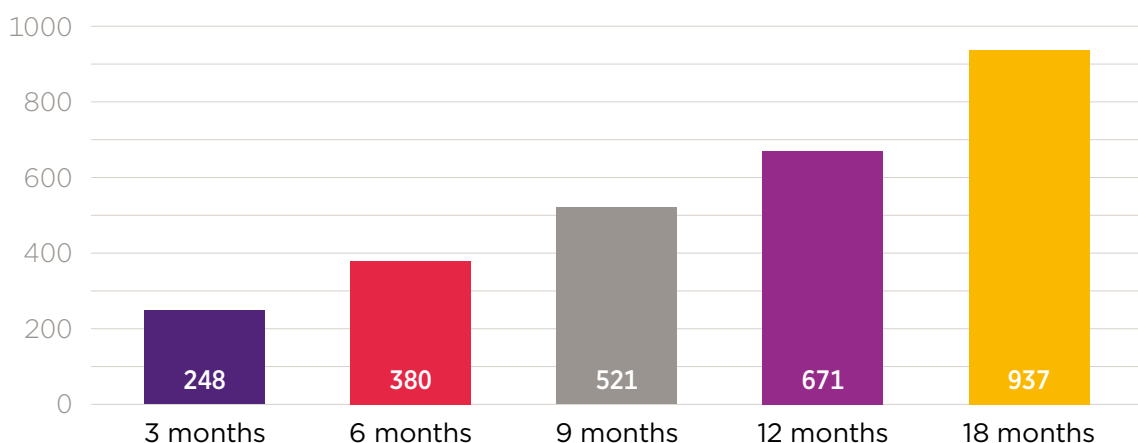
Foundational eLearning modules

In 2023, in partnership with Emerging Minds, four foundational eLearning modules titled *Understanding Brain Development* were launched to boost awareness and understanding of key neuroscience and child development concepts among both the workforce and the general public. The four modules take approximately 5–6 hours to complete and explore how children’s brains develop in response to experiences, stress, and relationships, and how knowledge of brain development can be applied across families, communities, education and services.

Thanks to Emerging Minds, these modules remain freely accessible to anyone interested in learning about brain development. Emerging Minds has also created course guides aligned with various curricula, mapping their content to numerous VET and university undergraduate programs (see [Emerging Minds Universities and VET](#)). Insights from these modules have been integrated into the [TQKP Enabling Workforces Toolkit](#).

The number of module completions has increased by 160% over the past year, rising from 361 completions within the first six months to 937 by the 18-months (Figure 1).

Figure 1: Total course completions (Understanding Brain Development) at 3, 6, 9, 12, 18 months



There is engagement from a broad number of sectors including: Human services (41%), Health and emergency services (21%) and Education (18%) (Figure 2).

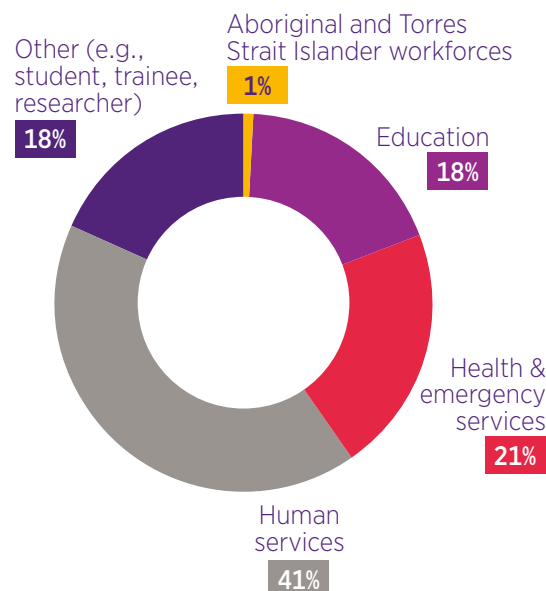


Figure 2 Proportion of total course completions at 18 months, by sector.

After completing the course, participants reported increased knowledge and confidence in key areas of brain development, particularly how experiences, relationships, stress and adult support, shape children’s brains. The greatest shift was in participants’ confidence to talk with families about how the brain’s ability to change can support children’s recovery from difficult experiences.

National launch

In May 2025, the Foundational Understanding Brain Development modules were successfully adapted and launched on Early Childhood Australia’s professional development platform, marking a major step in extending the reach of this vital content nationwide.



Thanks to the collaboration and generous support of Early Childhood Australia (ECA), Emerging Minds, the Thriving Queensland Kids Partnership (an initiative of ARACY), UQ's Queensland Brain Institute, and philanthropic partners, the course is freely accessible — empowering educators, caregivers and professionals across Australia to better understand and support healthy brain development in children.

Since then, over 7,000 practitioners have registered to complete the training, demonstrating strong sector-wide engagement and a high demand for accessible, evidence-informed professional learning.

“ARACY, from its earliest days, has worked to connect evidence to practice, we encourage anyone working across the early years sector to explore this excellent learning program.”

Prue Warrilow
CEO, Families at Work

“TQKP are thrilled to collaborate with ECA to develop this version of Understanding Brain Development modules. Building on the collaboration with Emerging Minds, the Queensland Brain Institute at the University of Queensland, Palix Foundation and our philanthropic funders. Where we start matters. When our workforces, caregivers and communities are informed by neuroscience we can build healthier brains and bodies and improve learning, wellbeing and resilience for everybody.”

Michael Hogan
Executive Convenor, Thriving Queensland Kids Partnership

Upcoming early childhood development modules

The TKBBI team, in collaboration with Early Childhood Australia (ECA), is currently developing a suite of practical materials including eLearning modules, animations, videos and printable resources, to enhance the neuro-informed capabilities of the Early Childhood Development (ECD) workforces across Queensland and Australia. These resources focus on the neuroscience underpinning the five key indicators of the Australian Early Development Census (AEDC), with an emphasis on the domains of Eat, Sleep, Interact and Explore.

The cornerstone of this initiative is a five-hour, free-access eLearning course designed to deepen ECD practitioners' foundational knowledge of developmental neuroscience and best practices that support children's development. The course explores how everyday activities such as eating, sleeping, interacting, and exploring, play crucial roles in shaping brain development. By integrating scientific insights into daily practices, the course aims to empower educators to foster environments that promote optimal brain health and well-being for young children.

The modules are due for release in early 2026 and will be freely available for access through the Early Childhood Australia Website.



Brain Builders Community of Practice

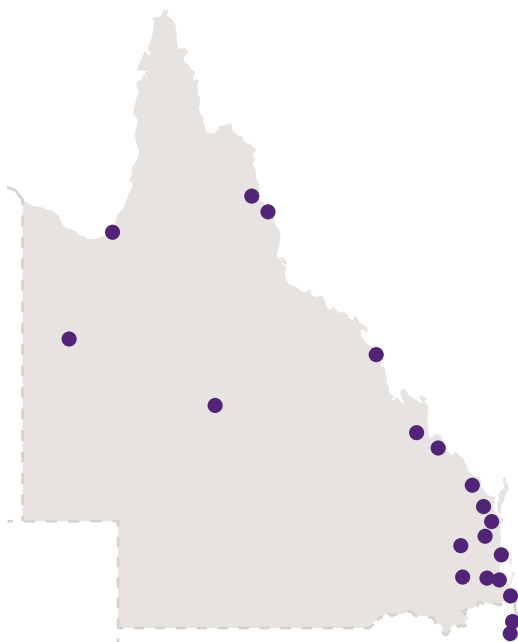
Building the foundations

Throughout 2024, the Thriving Queensland Kids Brain Builders Initiative (TKBBI), in collaboration with Children's Health Queensland Project ECHO and the Thriving Queensland Kids Partnership (TQKP), hosted its inaugural Brain Building Community of Practice (CoP). The sessions focused on four core themes: Brains and Community, Brains and Health, Brains and Learning and Brains and Behaviour.

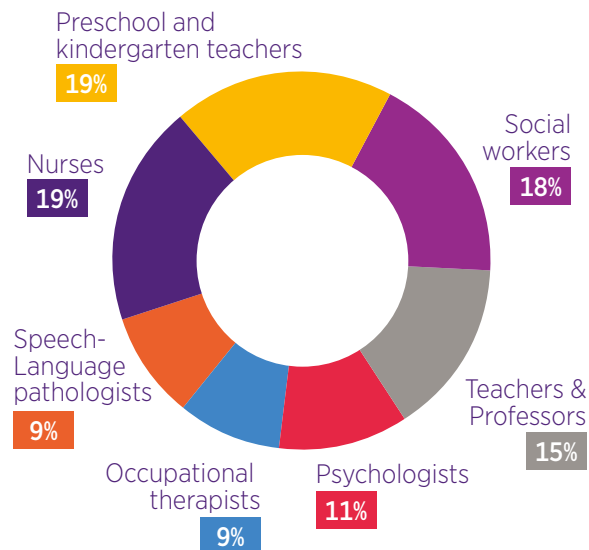
Due to overwhelming interest, sessions were expanded to twice monthly on Mondays and Wednesdays. Each session featured a short presentation by a subject-matter expert, followed by guided discussions and practical reflections led by CoP panel members. Participants also received curated resources and further reading to support ongoing learning after each session.

The Brain Builders CoP attracted professionals from diverse sectors including health, education, early childhood education, disability and human services. Over the year, the CoP engaged a total of 240 active participants, with an average monthly attendance of 50 professionals per session. Participants came from a broad spectrum of professional backgrounds across health, education and multiple disciplines, as well as from diverse geographical areas in Queensland, Australia and around the world, reflecting the CoP's wide-reaching impact.

Geographic Distribution



Top 7 participant roles



Impact of the Brain Builders Community of Practice on professional practice

Participation in the Brain Builders CoP led to tangible changes in professional practice. Attendees reported implementing new strategies such as adjusting sensory environments for children, engaging families in conversations about neuroscience, and incorporating brain breaks into their own routines to support wellbeing.

The CoP exceeded its impact target, with 61% of participants stating that the content shared directly informed their work with children and families. Following their involvement, participants reported significantly improved understanding and confidence in applying neuroscience. Notably, the percentage of respondents who said they regularly applied neuroscience in their practice increased from 38% to 88%, demonstrating a powerful shift from awareness to action.

Extending impact beyond individual practice

The influence of the Brain Builders CoP extended well beyond individual participants. Attendees actively shared their new knowledge with external services, health districts, training providers and colleagues — helping to build a broader, neuro-informed culture across sectors. This knowledge-sharing occurred through staff meetings, professional development sessions and the distribution of CoP resources. These resources, provided after each session, were seen as particularly valuable and were widely shared, with 72% of participants sharing them with colleagues, 41% with children and families, and 27% with other organisations. In addition, participants reported that the CoP helped them connect with like-minded professionals outside their own organisations, fostering new relationships and strengthening cross-sector collaboration.

Shifts in practice: What participants planned to keep, stop, and start

As part of the evaluation, participants were also asked what they planned to keep, stop, and start doing as a result of their engagement in the CoP sessions.

- **Keep:** Participants intended to continue working in genuine partnership with colleagues, children and families; apply and share neuroscience knowledge; and consciously integrate neuroscience principles into their daily interactions.
- **Stop:** A common theme was the intention to stop neglecting their own brain health and wellbeing, highlighting a growing awareness of self-care as a foundation for effective practice.
- **Start:** Participants planned to use neuroscience to better understand the needs of children and families; consider the full context of their sensory environments; and actively share their learning more broadly with colleagues, families and communities.

"Thank you—it was a pleasure to join these sessions. I learned so much and was inspired to seek further learning: I feel the ECHO sessions have had a positive impact on my practice and have/will continue to lead to improved outcomes for students I teach."

CoP participant

What's next?

We are currently launching our second 12-month CoP in partnership with Children's Health Queensland—designed specifically for early childhood development practitioners.

This new CoP will deepen participants' understanding of developmental neuroscience and support the application of evidence-based practices aligned with the Australian Early Development Census (AEDC) indicators. Core learning will be grounded in everyday moments of early childhood—eating, sleeping, interacting, and exploring—making neuroscience both relevant and practical for those working with young children.

To find out more, click [here](#).

"It has been a wonderful resource for myself and my clinicians, excellent sessions and the bank of resources to draw on is amazingly helpful."

CoP participant

"I walk away from every session energised and thankful to be able to connect with such passionate people with a common goal: Supporting parents and children to thrive."

CoP participant





Brain Builder Workforces

Building neuro-informed workforces in Queensland

In collaboration with government, non-government, and tertiary education partners, TKBBI is supporting the development and rollout of neuroscience-informed training programs across child-focused sectors. This work includes identifying, developing and sharing key frameworks to support curriculum reviews in tertiary education and to guide the integration of neuro-informed practices into frontline services.

In Year 2 and 3, all workforce initiatives have been underpinned by the [Neuro-informed Policy and Practice Framework](#) developed in Year 1 of TKBBI — ensuring a consistent, evidence-based foundation for systemic change.

Shared stories of brain building Across workforces in Queensland



In response to the need for real-life examples demonstrating the integration of neuro-informed policy and practice across services in Queensland, TKBBI collaborated with key stakeholders to collect and share implementation stories from a diverse range of workforces.

To illustrate how neuro-informed policy and practice are being integrated across services in Queensland, professionals, including frontline workers, educators and public servants, shared their stories. These stories were collected during one-hour interviews which were recorded, transcribed and analysed to identify key themes and insights.

These narratives were synthesized into the report, [Shared Stories of Brain Building Across Workforces in Queensland](#), highlighting how professionals are applying neuroscience and brain health knowledge to support children's development.

Neuro-informed policy and practice (NPP)

is the method and outcome of translating and applying current evidence from neuroscience and related fields about the process underpinning human development and behaviour to guide policy and practice actions.

The intent of neuro-informed policy and practice is to create and promote optimal conditions for brain health* and related positive physical, social and community outcomes.

***Brain Health** is defined by the World Health Organisation as: “the state of brain functioning across cognitive, sensory, social-emotional, behavioural, and motor domains, allowing a person to realise their full potential over the life course, irrespective of the presence or absence of disorders.”

Reference: The Brain in Context: A Scoping Review and Concept Definition of Neuro-Informed Policy and Practice. *Brain Sciences*. 2024; 14(12):1243.

Insights from Queensland's brain building storytellers

The storytellers offered profound insights into integrating brain building knowledge into daily practice. Their narratives underscored the significance of establishing personal connections to brain development concepts, understanding the unique contexts of children and families, and recognizing the broader impact of brain building on communities. They also emphasized the necessity for a unified understanding and language around brain building, the creation of supportive environments and the importance of making everyday interactions meaningful.

To effectively communicate these stories, we adopted the *Heart, Head, Hand* framework. This model emphasises the importance of engaging the emotional (Heart), cognitive (Head), and practical (Hand) aspects of learning and practice. Within the collected stories, we identified exemplars that corresponded to each of these domains:

- **Heart:** Motivation inspired by feelings and values.
- **Head:** Knowledge that supports informed action.
- **Hand:** Environments and practices that empower action.



The Heart

is a gateway to motivating change.

Their stories tell us that: we can achieve buy-in across systems and workforces when we (1) make personal connection to the knowledges, (2) see the child in their context, and (3) understand the ripple effect of our interactions on children and their communities.



The Head

directs attention to why brain building is important and how interactions impact children's development and wellbeing.

Their stories tell us that: we can support knowledge acquisition of brain building principles, when we (1) know why brain building is crucial for children, young people, and families to thrive, and (2) distil complex scientific concepts in ways that are accurate and accessible to all.



The Hand

supports application of knowledge of brain building principles within day-to-day interactions with children and families.

Their stories tell us that: we can achieve brain building in practice when we (1) adapt and share common knowledge and language through messages, metaphors and resources, (2) create authorising and supportive environments, (3) make time to embed brain building principles into everyday moments and interactions.

Enabling workforces and organisations for thriving kids

The *Enabling Workforces* initiative was established to identify and embed critical learnings about the impacts of adversity and trauma, empowering organisations to better support children, young people, and families throughout Queensland.

Led by the Thriving Queensland Kids Partnership (TQKP) in collaboration with Emerging Minds, Yiliyapinya Indigenous Corporation, UQ's Queensland Brain Institute, and Dovetail — and supported by the Queensland Mental Health Commission (QMHC) — this initiative adopted a co-design and consultation approach to tailor the Neuro-informed Policy and Practice Framework for practical use.

A key achievement of the initiative was the development and launch of the Enabling Workforces Toolkit.

This comprehensive resource offers over 100 free and low-cost training opportunities, designed to be accessible to every worker in every community. The Toolkit organises learning options by:

1. **Length** — from brief videos or modules (just a few minutes) to longer sessions
2. **Intended impact**:
 - **Heart**: brief, emotive content to share core messages and build a common language.
 - **Head**: deeper understanding of why things matter, offering actionable insights and reflective opportunities.
 - **Hand**: practical guidance on how to apply knowledge with ongoing supports.

The Toolkit is currently being piloted across workforce organisations and systems in Queensland, ensuring it effectively meets diverse training needs.

For more information and to access the toolkit, click [here](#).



Deadly Brains



YILIYAPINYA

Brain Health and Healing for Young People, Families, and the Workforce

[Yiliyapinya](#) is an Indigenous led, not for profit organisation focused on brain health and healing for children, young people, their families, and the workforce. Yiliyapinya combines cultural wisdom with neuroscience to improve holistic wellbeing.

Since its inception in 2019, Yiliyapinya has supported over 3000 children, young people, parents/carers and employees across three key programs:

- *Deadly Brains Playgroups* for culturally and linguistically diverse and Indigenous 0-5 yr olds and their families.
- *The Yili* program for Indigenous 7-17yr olds who are disengaged from school and/or recently exited youth detention.
- *The Workplace Brain Health* program for practitioners to better understand their own brain so they can better understand the brains and behaviours of the children they are working with.

The Yiliyapinya team has seen the value of using shared, plain language to communicate both the importance of neuro-informed practice and of the content of neuro-knowledge.

One of key outcomes of *Yili*'s work is the change in behaviour management strategies among adults working with children or young people. Workshop participants often tell Yiliyapinya staff that they now understand young people's behaviour more, understanding the why and using more restorative approaches rather than punitive responses. Some recipients of Yiliyapinya's work, particularly in the education sector, expressed their desire to push back on their organisation's status quo regarding punitive approaches.

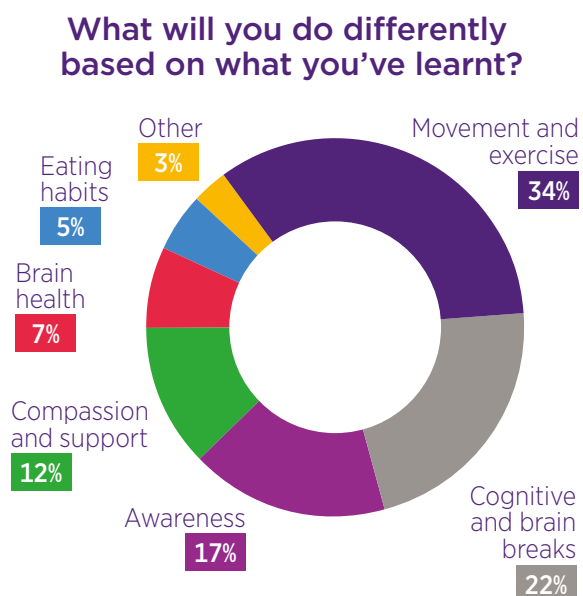
Quotes from participants in Yili's behaviour management workshops include:

"Explanation about executive functioning was the most valuable."

"This would be excellent for the childcare workforce."

"The most important for me was understanding how the brain deals with stress and actions to help with resolving this."

Participants shared that they intend to change their practice in the following ways as a result of Yili's behaviour management workshops:



Over the course of the year, the Yiliyapinya team delivered a wide range of brain health and neuroplasticity workshops, presentations, train the trainer sessions and media interviews to:

- Aboriginal and Torres Strait Islander **Medical Centre Staff** in Cairns.
- **Allied Health Professionals** within the Queensland Education Department.
- **Government and non-government staff** in Gladstone including Library staff, social workers, case managers and coordinators.
- Deadly Brains **playgroups** Yerrabi Yurwang Aboriginal Corporation in Canberra and Peach Tree Perinatal Wellness in Brisbane.
- To over 120 **child safety staff** in Queensland.
- Neuroplasticity training module for specialist communications and **Policelink** as a Domestic and Family Violence Specialist Course:
 - “Understanding your own brain health so we can help others” workshop with all staff from Laidley District **State School** including office staff, maintenance and cleaning staff, and teacher aides.
 - “Know your Brain” curriculum to young people in Brisbane, and West Moreton **Youth Detention Centres**.
 - **Broncos staff** — First Nations Program at Caloundra, Kingscliff, Red Hill and Toowoomba.
 - NPY **Women’s Council** in Alice Springs in 2025.
 - **Justice Forum** — Melbourne, Social and Emotional Wellbeing Forum.
 - Community Education Councillors – Department of Education.
 - Drug Court of Victoria .
 - ABC Radio Townsville, and B105 Radio Brisbane.





Brain Healthy Places and Spaces

Strengthening community connections through neuro-informed practices

In collaboration with place-based initiatives across Queensland, this project investigates the driving forces, enablers, barriers, and opportunities for implementing place-focused, neuro-informed practices. Through this effort, resources and examples have been developed and implemented to support the establishment and enhancement of brain-healthy practices in communities.

The TKBBI team has developed a suite of resources and tools to support professional development and foster shared knowledge, language and purpose across child, youth and family-focused workforces in Queensland. This suite includes:

- **Foundations of Brain Development Workshop:** An in-depth workshop exploring how a child's brain develops and what influences healthy growth, learning and emotional resilience.
- **The Nested Resilience Game:** A collaborative game designed to deepen understanding of the Resilience Scale and the Nest Wellbeing Framework, allowing professional teams to explore how to apply these frameworks to everyday practice.
- **Activity for mapping local services to the Resilience Scale and the Nest Wellbeing Framework:** An activity that helps professionals map local services to these frameworks, enhancing understanding and application in community settings.

These resources aim to equip professionals with the tools and knowledge necessary to implement neuro-informed practices that support the well-being and development of children, young people and families in communities.

The Nested Resilience Game: Bridging knowledge and practice

The Nested Resilience Game is an innovative tool designed to enhance workforce development by deepening practitioners' understanding of brain development and the complex elements that build resilience. Specifically crafted to promote cross-disciplinary collaboration, the game helps break down siloes and fosters integrated service delivery, while keeping children and families firmly at the centre.

Intended for professionals working with children, young people and families, the game enables participants to explore two key frameworks, the Resilience Scale and the Nest Wellbeing Framework, and how to apply them actively in their everyday practice. Drawing from sources including the Alberta Family Wellness Initiative, Harvard's Center on the Developing Child, UNICEF's Core Capacities for Living and Learning, ACES/PACES literature, and ARACY's Nest, the game offers a rich, evidence-informed experience aimed at fostering deep engagement, thoughtful reflection and rich cross-disciplinary dialogue.

More information on the game, instructions for use, and free resources to download and play the game are available [here](#).



Mapping local services through the lens of resilience and wellbeing

The mapping local services to the Resilience Scale and The Nest activity empowers professionals working with children, youth and families to discover and understand community services through a resilience and wellbeing focused framework. During this activity, participants worked together to characterise local services based on their purpose for resilience-building:

- Services that reduce adversity
- Services that provide positive experiences
- Services that enhance skills and capacities or provide supports

These services are then aligned with the six interconnected domains of the ARACY Nest Wellbeing Framework — loved and safe, healthy, learning, material basics, identity and culture, and participating — providing a structured, evidence-informed way to identify support resources that match families' needs.

Once mapped, these insights are collaboratively refined into a shared community resource, guiding effective service choices and promoting integration across local systems.



Interactive workshops on brain development and resilience

In 2024, the QBI team delivered professional development sessions to over 90 practitioners across Queensland. Participants included team leaders, child and family practitioners, child development specialists and community connect workers from the Benevolent Society's Early Years Centres, and 70 allied health professionals, community service workers, public sector employees and educators from the Gladstone Region in Action Together (GRT) collective impact initiative who engaged in a professional development training session as part of the Thriving Queensland Kids Partnership's Childhood Builders program.

Both sessions featured a presentation on the foundations of neuro-informed policy and practice underpinning healthy brain development. Participants then engaged on one or both of the following interactive games to deepen their understanding:

- **The Brain Architecture Game:** This tabletop game illustrates how early experiences influence brain development and lifelong outcomes. See more information [here](#).
- **The Resilience Game:** This interactive game helps professional teams understand and apply the Resilience Scale and the Nest Wellbeing Framework in their practice. See more information [here](#).

Participants also took part in a mapping activity to explore how local services contribute to building resilience within their communities.

To evaluate impact, professional development workshops included pre and post-session surveys, as well as follow-up interviews, to assess acceptability, usefulness and potential for practice change. The results of this evaluation showed positive outcomes, with statistically significant improvements in participants' understanding, confidence in applying the frameworks and actual application in their work.

Brain building for better futures in Logan

The Thriving Queensland Kids Partnership (TQKP), in collaboration with Logan Together and other partners, successfully secured a grant from the Queensland Mental Health Commission in 2025. This funding is supporting the development of local, place-based brain-building tools aimed at enhancing child health, wellbeing, and development.

These tools have been co-designed with the Logan community, incorporating insights from individuals with lived experience of mental ill-health, First Nations leaders, community members, and service organisations. The co-design process follows a *Scan, Focus, Act* methodology to ensure that the tools developed are relevant and effective in supporting the community's needs.



The co-design team comprised individuals with lived experience of mental ill-health, First Nations leaders, community members and service organisation representatives. Together, they developed a comprehensive understanding of Logan's existing strengths in brain-building and the evidence supporting effective knowledge translation. This collaborative effort established a shared understanding and language around brain development.

Through this process, the team identified key messages and approaches for knowledge translation, laying the groundwork for Logan's brain building movement. These messages and resources are currently being tested within the community, with feedback being collected to assess how effectively they are being understood and applied across different sectors and groups within Logan.

This initiative exemplifies a community-led approach to embedding brain development knowledge, ensuring that strategies are relevant, culturally appropriate and impactful for the local context.



It's too early for outcomes related to the roll-out of the above metaphors in the community, but feedback and insights about the co-design process collected from the co-design team throughout the project demonstrate:

What was done well throughout the co-design process?

"What was done really well was keeping Logan's families and children at the centre."

"Feeling genuinely heard in this process, valued and contributing so that was motivating."

What the co-design team members gained from this process

"Shared way of thinking is really important and absolutely made me confident to go and talk to others about this and know what it is they are exactly trying to do."

"100% it impacted my skills, understanding and confidence. It was the right progression in how it organically came to the metaphors that have been developed by the co-design team."

The co-design Team's feedback on the shared understanding and language chosen for Logan:

"The metaphors are written in a way that we can share knowledge about neuroscience without going deeper into that. It provides equity of access—we're not choosing who has access to this information. It's available to everyone."

"It's really amazing to hear that it's starting to spread in the Logan and Pasifika community."



Brains Trust Collaborative

Expanding public awareness and engagement in brain building (Years 2–3)

In Years 2 and 3 of TKBB, public awareness of brain development and neuroscience continued to grow across Queensland and beyond. This momentum was driven by a wide range of engagement activities, partnerships and collaborative events that reached diverse sectors and communities.

Key highlights of brain building engagement activities from Years 2–3:

- Launch of the first online *Brain Building Community of Practice* session, in partnership with Children's Health Queensland - **February 2024**
- *We Are All Brain Builders* professional development delivered in person at the Queensland Child and Adolescent Mental Health (QCAMH) Conference - **March 2024**
- *We Are All Brain Builders* professional development delivered in person with the Gladstone Region in Action Together (GRT) community - **April 2024**
- *We Are All Brain Builders* professional development delivered online for the Paul Ramsay Foundation - **April 2024**
- *We Are All Brain Builders* professional development delivered online for the Australasian Professional Society on Alcohol and other Drugs (APSAD) - **April 2024**
- *Families in Focus Town Hall* presentation hosted by the Paul Ramsay Foundation - **May 2024**
- Full-day Brain Building event hosted by the Queensland Child and Youth Clinical Network (QCYCN), Cairns - **May 2024**
- Understanding Brain Development presentation at the Queensland Catholic Education Commission (QCEC) Student Wellbeing Forum - **May 2024**
- Launch of *What Surrounds Us Shapes Us*, an animation developed by Emerging Minds combining the Resilience Scale and Nest - **May 2024**
- Release of Juice TV's *Brain Builder* video for children in hospitals - **May 2024**
- *Families Thriving: Using Neuroscience to Catalyse Change* presentation at the Australian Institute of Family Studies Conference - **June 2024**
- Brain Building professional development workshops with the Gladstone Region in Action Together (GRT) - **August 2024**
- Brain Building presentations at the Early Childhood Australia (ECA) Conference and Trauma Aware Schooling Conference - **September 2024**
- Full-day *Brain Building in Education* event hosted in Brisbane - **October 2024**
- Presentation at QUT's Trauma Aware Education Conference - **October 2024**
- Release of *Building Your Baby's Brain* podcast by Words Grow Minds - **March 2025**
- *The Brain in Context* presentation as part of the Child Development Connect online education series by Children's Health Queensland - **April 2025**
- Presentation on Neuro-informed Curricular Review for TAFE Queensland - **April 2025**
- *Now and for their Futures: Libraries Brain Building in the Early Years* national forum, co-hosted with the State Library of Queensland - **May 2025**
- Brain Builders panel featured at the National Early Childhood Summit, Brisbane - **June 2025**
- *Brain Building in North Queensland* forum, co-hosted with James Cook University, Townsville - **June 2025**





Brain healthy schools symposiums

In October 2024 in Brisbane and June 2025 in Townsville, QBI partnered with the Thriving Queensland Kids Partnership (TQKP) to host the *Brain Healthy Schools* symposiums, exploring what it takes to strengthen neuro-informed policies and practices within Queensland's schools. Supported by the Tim Fairfax Family Foundation and James Cook University, the events drew over 150 stakeholders — including representatives from schools, education systems, school-based services, health and community services, science translators and academic institutions. These symposiums were a key part of QBI's broader *Brain Healthy Schools* initiative, which is advancing a co-designed, flexible workforce development package for primary and secondary school staff (see *Brain Health in Schools*).

Presenters and attendees shared inspiring examples of accessible neuro-informed practices already enhancing student wellbeing and learning in schools in Queensland, demonstrating that practical application is both possible and impactful across school communities. Attendees recognised that brain health is foundational to student wellbeing, learning, and engagement, and identified a major opportunity in promoting this throughout schooling, from early years through to Year 12. Participants emphasised that integrating brain health should not be seen as an add on to educators' existing workload. Instead, a coordinated effort is needed to align policy strategies and upskill both new and existing teachers, making implementation practical and sustained.

"There is a ground swell of momentum for this work progressing across departments and organisations."

Dept of Ed Qld Regional office

"Sharing of evidence and the why with service and curriculum leaders. We can have a dedicated PD for schools and services in this in 2025."

State leader, Independent school community

Brain building with the State Library of Queensland

In May 2025, QBI and State Library Queensland (SLQ) co-hosted a national forum titled *Now and for their futures: Libraries – brain building in the early years*, bringing together around 80 participants including library leaders, researchers, practitioners, and philanthropic partners from across Australia.

The forum highlighted the unique role public libraries can play in supporting children's health and wellbeing through place-based early years engagement, recognising libraries as vital learning hubs in community ecosystems. Key aims included:

- Sharing the latest insights from brain research and applying these findings within the public library setting.
- Exploring opportunities for cross-sector collaboration and the radical sharing of expertise to enhance national efforts.
- Learning from each other's practices and building an evidence-informed, national approach to how libraries champion early childhood development.

The forum program was curated by a national committee that included representatives from SLQ, QBI, state libraries and library associations across Australia, driving a strong collaborative foundation for ongoing work.

Queensland Brain Builders Summit #2

The *Queensland Brain Builders Summit* is a pivotal initiative led by QBI, in collaboration with the Thriving Queensland Kids Partnership (TQKP) and ARACY, aimed at embedding neuroscience-informed policy and practices across Queensland's systems and communities. This summit serves as a platform to unite leaders from various sectors — including education, health, social services, and community organisations — to foster shared understanding and collaboration in promoting brain health for children and young people. By facilitating dialogue and knowledge exchange, the summit seeks to align policies, practices, and strategies that support optimal brain development, thereby enhancing the well-being and resilience of Queensland's future generations.

The second bi-annual *Queensland Brain Builders Summit* will be held on Tuesday 11 November 2025.

For more information, please see [here](#) and navigate to the Resources page.

Thriving kids, active brains

A collaborative for early childhood development workforces in Queensland

Launched in January 2024, *Thriving Kids, Active Brains* is a five-year collaborative initiative co-led by QBI and the Thriving Queensland Kids Partnership (TQKP), generously funded by the Ian Potter Foundation. It brings together academic institutions, philanthropic organisations, government agencies, nonprofits, and community partners to strengthen and support the application of neuroscience in practice for Early Childhood Development (ECD) workforces across Queensland, and beyond.

This project is about implementing and assessing the real-world application of neuroscience-informed approaches through co-designed, collaborative approaches. We are

grateful to the many partners and supporters of this work including Tafe Queensland, The State Library of Queensland (SLQ), Play Matters, Goodstart Early Learning, Early Childhood Australia, G8 Education, The University of the Sunshine Coast, Queensland University of Technology, and Pathways to Resilience.

In addition to the new *Eat, Sleep, Interact, and Explore* e-learning modules and tools being developed with Early Childhood Australia (see *Brain Building Modules*) and the Early Childhood-focused Communities of Practice (see *Brain Building Communities of Practice*), the TKBBI team is collaborating with key partners to embed brain building across the early childhood development workforces. Examples of these activities are highlighted below.

Serve-Return-Rally-Learn framework



The term 'serve and return' is often used to describe the type of interactions that best support child development. The term draws on the metaphor of a ball game such as tennis or volleyball — where one person serves an 'interactional ball' and the other returns it. This metaphor helps us to picture the kind of responsive, back-and-forth interactions that children need to thrive. Although the 'serve and return' metaphor is widely used, Dr Sandy Houen, Professor Karen Thorpe and colleagues at QBI have expanded it to Serve-Return-Rally-Learn (SRRL). This framework builds onto the serve and return metaphor but intentionally highlights the importance of sustained interactions (rallies) between adults and children to promote learning.

SLQ, with their Ambassador (Ash Barty), have utilised this metaphor in a [social media campaign](https://www.facebook.com/First5Forever/videos/1590134338356987/) to communicate the importance of adult-child interactions.

Screenshot sourced from
<https://www.facebook.com/First5Forever/videos/1590134338356987/>

Making Moments Matter project

The *Making Moments Matter* project is currently being implemented with our partner, The State Library of Queensland. The project aims to boost *First 5 Forever* facilitators' confidence, competence and capability to implement brain building interactions with children and model to carers the interactional strategies that promote optimal child development. To do this, we are translating research evidence of interactional strategies that can promote sensitive, responsive and enriching interactions, in the preferred formats of end-users (i.e., *First 5 Forever* facilitators). The goal is to make every interactional moment matter to support a child to thrive. This project has been made possible through the generosity of the Ian Potter Foundation and a Knowledge Transfer grant from the ARC Centre of Excellence for Children and Families across the Life Course.

Applying neuroscience through the library leaders program

The *Library Leaders* program, coordinated by the State Library of Queensland (SLQ) in partnership with the Queensland Public Library Association (QPLA), offers emerging library professionals' mentorship, professional development and networking opportunities. Participants work with mentors to develop and implement project ideas that enhance local public library services and support their career growth.

Jemima, a *First 5 Forever* facilitator, chose to work with her mentor, Dr Sandy Houen from the QBI TKBBI team, to further develop her understanding of neuro-informed policy and practice and how these relate to her own practice reflections. Mapping revealed strong alignment with many of the 12 neuro-informed knowledge areas, demonstrating that *First 5 Forever* facilitators can (and do) embed brain protecting and building practices during *First 5 Forever* programs. These practices support children's brain development and model brain building interactions to caregivers.

"Thank you to Dr Sandy Houen for deepening my knowledge and shifting my perspective from 'I just read books for a living' to 'I have the privilege of being a brain builder'."

Jemima, State Library of Queensland employee and *First Five Forever* facilitator

Jemima's *Making Moments Matter* journey was shared through a presentation at the Australian Library and Information Alliance (ALIA) 2025 conference and a poster display at the State Library of Queensland and The University of Queensland's National Early Years Forum: *Now and for their Futures: Libraries brain building in the early years*. The findings from Jemima's mapping are actively informing the broader implementation of the *Thriving Kids, Active Brains* project.



Advancing neuro-informed education: Curricular reviews across Queensland

The *Neuro-informed Tertiary Education Curricular Reviews* project unites Registered Training Organisations (RTOs) and universities to assess how neuroscience and brain development principles are integrated into training programs for child and family-focused workforces in Queensland. Aligned with the *Thriving Kids, Active Brains* Project, these reviews focus on certificate, diploma, degree, and postgraduate courses for early childhood development professionals, including nurses, midwives, allied health practitioners, early childhood educators, teachers, dietitians, lawyers and family support workers.

In 2024, a collaborative process commenced to co-design a methodology for these curricular reviews. The co-design group comprises 17 academic and research partners from four Queensland tertiary institutions: TAFE Queensland, University of the Sunshine Coast, Queensland University of Technology, and The University of Queensland. Between May 2024 and February 2025, six co-design workshops were conducted to develop a six-step *Neuro-informed Curricular Review: Implementation and Evaluation Protocol*.

Project partners are currently conducting curricular reviews and regularly connect via bi-monthly curricular review team workshops. The curricular reviews being conducted are examining the application of neuro-informed policy and practice within national and state competency requirements, training programs, and individual courses. Additionally, evaluations are being carried out to assess the uptake of these practices, sharing among academic teaching staff and student learning outcomes.



Brain Healthy Schools



Embedding brain health in Queensland schools

The Brain Health in Queensland Schools (BHiQS) initiative

In May 2024, the Tim Fairfax Family Foundation (TFFF) generously funded the *Brain Health in Queensland Schools* (BHiQS) initiative, which recognises schools as vital environments for enhancing brain development and mental health among Queensland children. BHiQS is led by Queensland Brain Institute (QBI) and a partnership between Murdoch Children's Research Institute (MCRI) and the University of Melbourne (UoM) and is supported by the intermediary expertise of Thriving Queensland Kids Partnership (TQKP). BHiQS aims to create enabling environments for healthy development through the school years.

BHiQS is currently developing and piloting: a rural pilot of the *Mental Health in Primary Schools* initiative (MCRI/UoM) and a brain healthy schools workforce development package for primary and secondary schools (QBI). Together, these projects seek to:

- promote, trial and evaluate whole school wellbeing approaches.
- build the education workforce neuro-informed capability and common language to support healthy child development and future mental health.
- collate, map and synthesise existing resources and neuro-informed practice.
- support student learning about brain health and development.

Brain healthy schools

Building upon the momentum and partnerships established through TKBBI, the *Brain Healthy Schools* project is working to develop a rigorous, practical and fit-for purpose resource package to enhance educators' understanding of brain health and its application in the classroom. This project responds to the growing interest across the education sector in embedding brain health principles within primary and secondary schools throughout Queensland.

By aligning with professional standards and curriculum frameworks, the project aims to establish a shared language and practical tools to support healthy child development. Grounded in co-design, evidence-based practice, and a commitment to scalable solutions, this project is working on creating sustainable and embedded resources and tools to support school staff and students across Queensland.

The TKBBI team are currently working in partnership with Independent Schools Queensland, and the Catholic Dioceses of Townsville and Rockhampton to co-design a flexible, modular brain health workforce development package that will enable teachers and schools to tailor professional learning to their specific contexts. These fit-for-purpose learning episodes are designed to be directly embedded within existing learning platforms and will be gifted to the education systems at the end of the project.

To inform the development of the workforce training package, the TKBBI team has conducted a global scoping review examining programs, resources and initiatives designed for primary and secondary school students and educators, with a focus on brain health and neuroscience. This comprehensive review synthesises international evidence to identify effective strategies and resources that support the integration of neuroscience-informed practices into educational settings. The findings are being used to guide the creation of a tailored, evidence-based training package aimed at enhancing educators' understanding and application of brain health principles, with the aim of fostering wellbeing for learning for Queensland students.

Expanding Horizons: Scaling Brain Building Across Queensland



The Thriving Kids Brain Builders Initiative (TKBBI) is poised to expand its impact by deepening existing efforts and scaling new initiatives that support children, young people, families and communities throughout Queensland. As a collective endeavour, TKBBI's success depends on distributed leadership across the many exceptional organisations, leaders and communities across the state.

Building on three years of developed tools, resources, and methodologies and the ongoing work within early childhood development and education, the initiative is forming new partnerships to broaden the scope, reach and influence of brain building in Queensland and beyond. The immediate focus of this next phase includes five key areas:

- **Adolescents** – Develop tools and resources that prioritise this critical stage of development to support lifelong health, learning and wellbeing.
- **Health system integration** – Embed brain building principles across Queensland's health services through strong, collaborative partnerships.
- **Parents and caregivers** – Co-design neuroscience-based, practical and accessible resources that empower families to nurture brain health through everyday interactions.
- **Communities** – Strengthen engagement by developing locally led tools and resources that foster brain health-friendly places and spaces for children, young people and their families.
- **Brain healthy environments** – Promote and sustain environments that actively support brain health and development.

Together, these focus areas will drive TKBBI's mission forward — scaling impact while staying grounded in community-led, evidence-informed practice. If you would like to learn more about, get involved or support these initiatives, please contact the TKBBI or TQKP teams.

How to Get Involved

We invite you and your organisation to stay in touch and engage in the Brain Builders Collaborative, be a Brain Builders Champion and/or share your Brain Building story.

Thriving Kids Brain Builders Initiative website

qbi.uq.edu.au/brain-builders



Join the Brain Building
Community of Practice
through the Project
ECHO platform



Join the **Brain Builders**
event and mailing list



Get engaged with
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Contact us

Queensland Brain Institute

qbi.uq.edu.au/brain-builders

E: brainbuilders@uq.edu.au

Thriving Queensland Kids Partnership

www.aracy.org.au/the-nest-in-action/thriving-queensland-kids-partnership-tqkp

E: TQKP@aracy.org.au



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