



Future-ready Learning
-that truly prepares every student



THE
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ENGAGE | MEASURE | EMPOWER | TRANSFORM



Waitaha, Ngāti Māmoë, and Ngāi Tahu


“The purpose of education is to learn to contribute—not in a specific or standardized way, but in personally relevant, purposeful ways unique to individuals’ interests and goals.”



Mātauranga Māori (*Māori knowledge systems*)

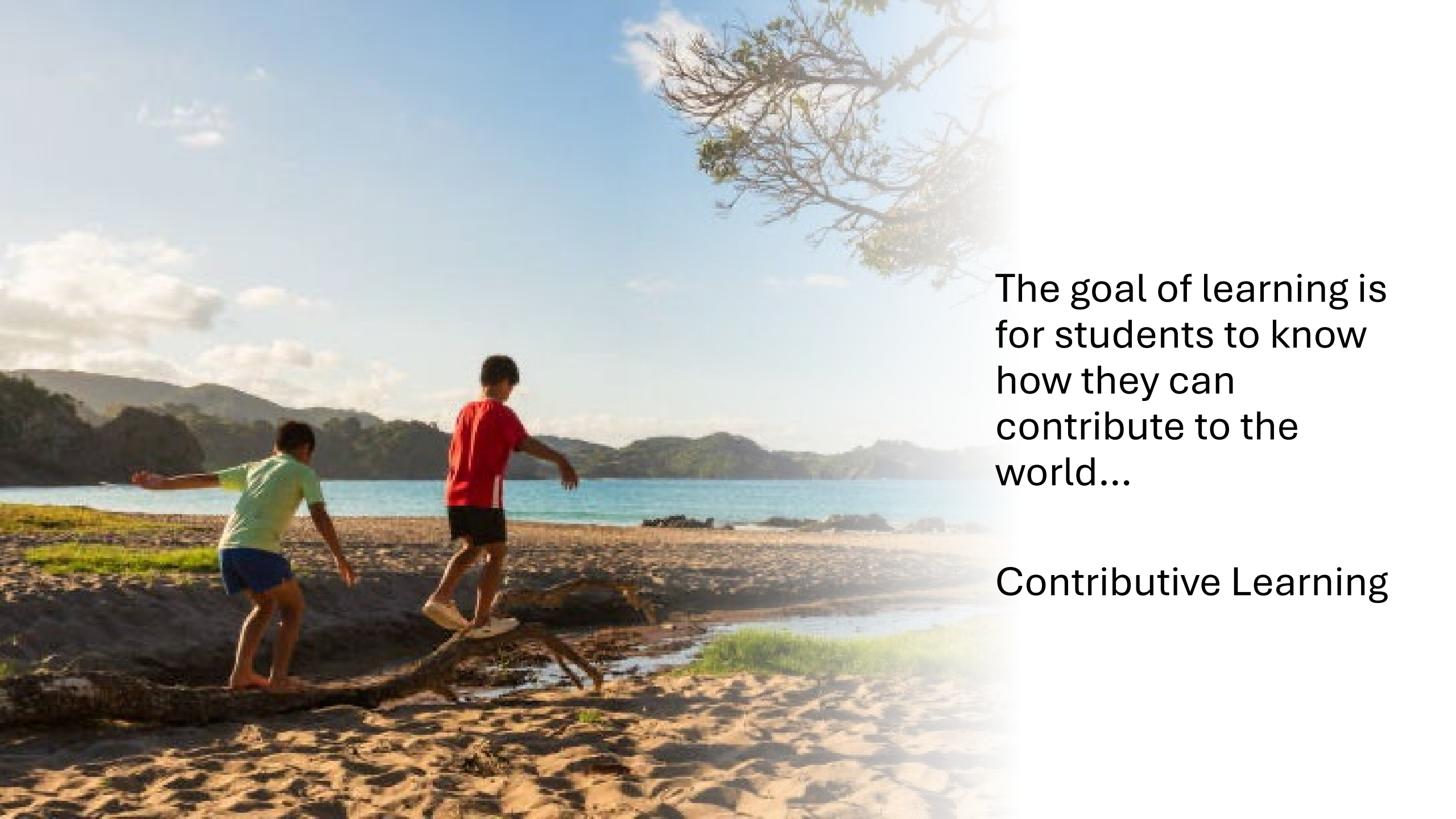
Four Core Values

- **Manaakitanga** – *Hospitality, care, and respect for others*
- **Whanaungatanga** – *Relationships and connectedness*
- **Kaitiakitanga** – *Guardianship and stewardship*
- **Rangatiratanga** – *Leadership, self-determination, and agency*



**Everyone has something to
contribute to make the world better**

Big or small, your contribution matters.



The goal of learning is
for students to know
how they can
contribute to the
world...

Contributive Learning

Understand who you are

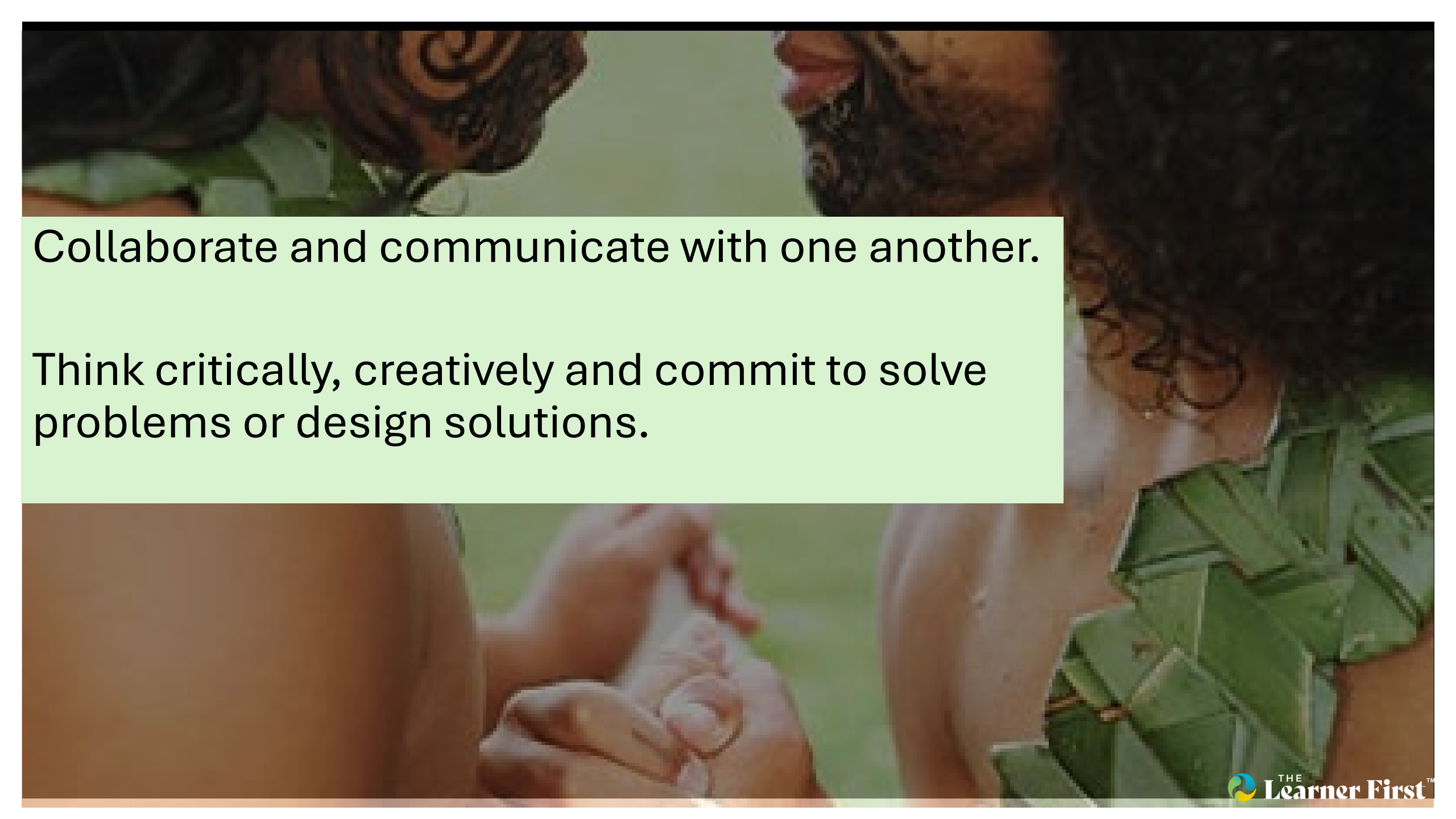


Connect with other
people and with
the world around
you



Develop knowledge about the world and its workings



A background image showing two people, a man and a woman, looking down at a plant. The man is on the left, wearing a green shirt, and the woman is on the right, wearing a green shirt. They are both looking at a plant with large green leaves. The image is slightly blurred, giving it a soft, artistic feel.

Collaborate and communicate with one another.

Think critically, creatively and commit to solve problems or design solutions.

SELF-UNDERSTANDING

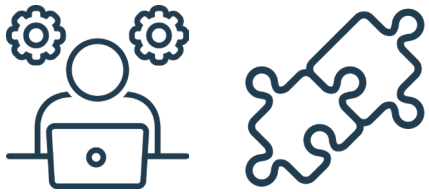
Understanding . . .

Who you are

How you fit into the world

How you can contribute

Your capacity for success



COMPETENCY

Developing . . .

Commitment

Collaboration

Creativity

Communication

Critical Thinking



CONTRIBUTIVE LEARNING

CONNECTION

Connecting with . . .

The people you know

Your environments

Your learning

The world



KNOWLEDGE

Knowing . . .

English/Language Arts

Mathematics

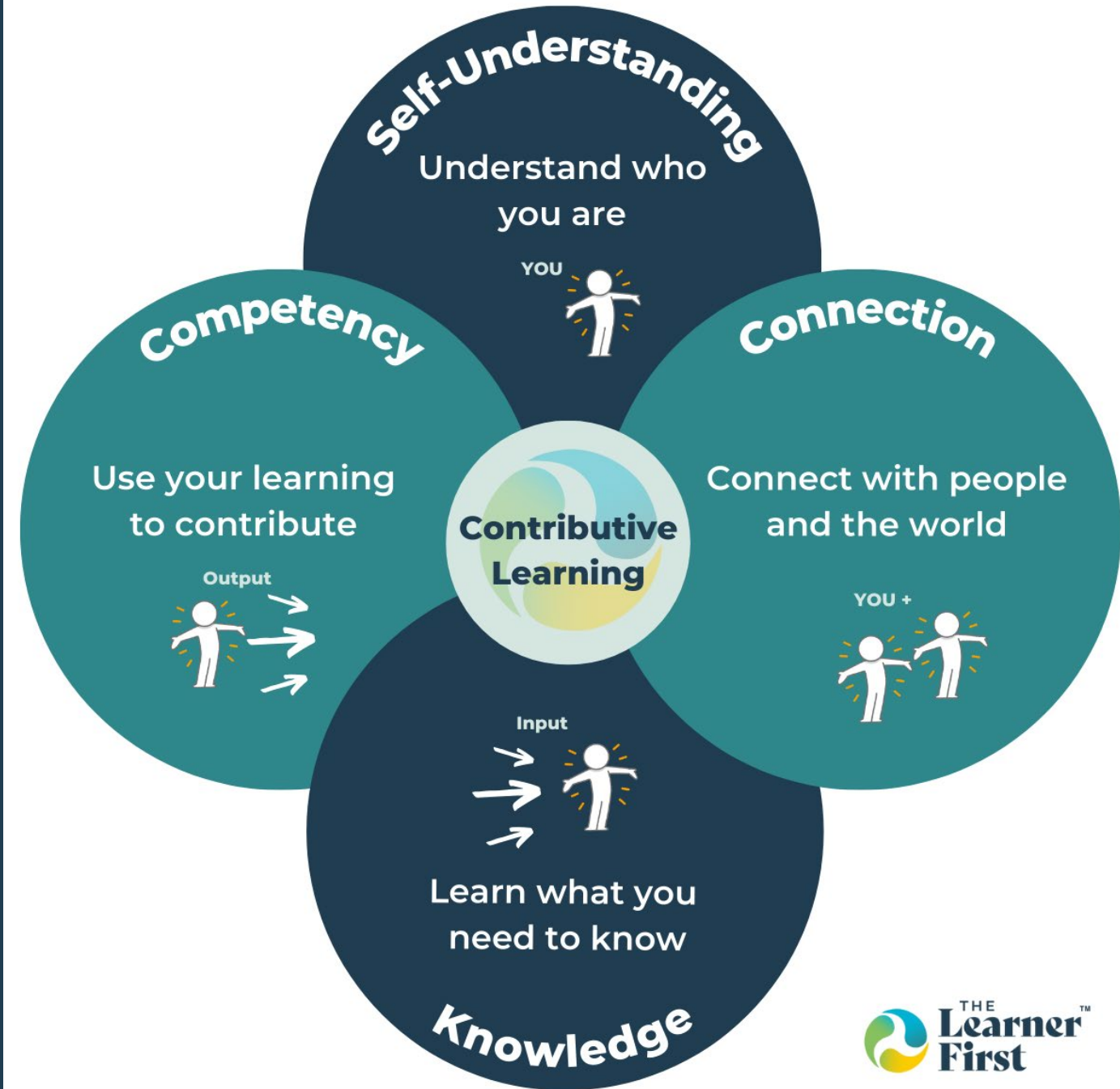
Science

History & Geography

The Arts, & more

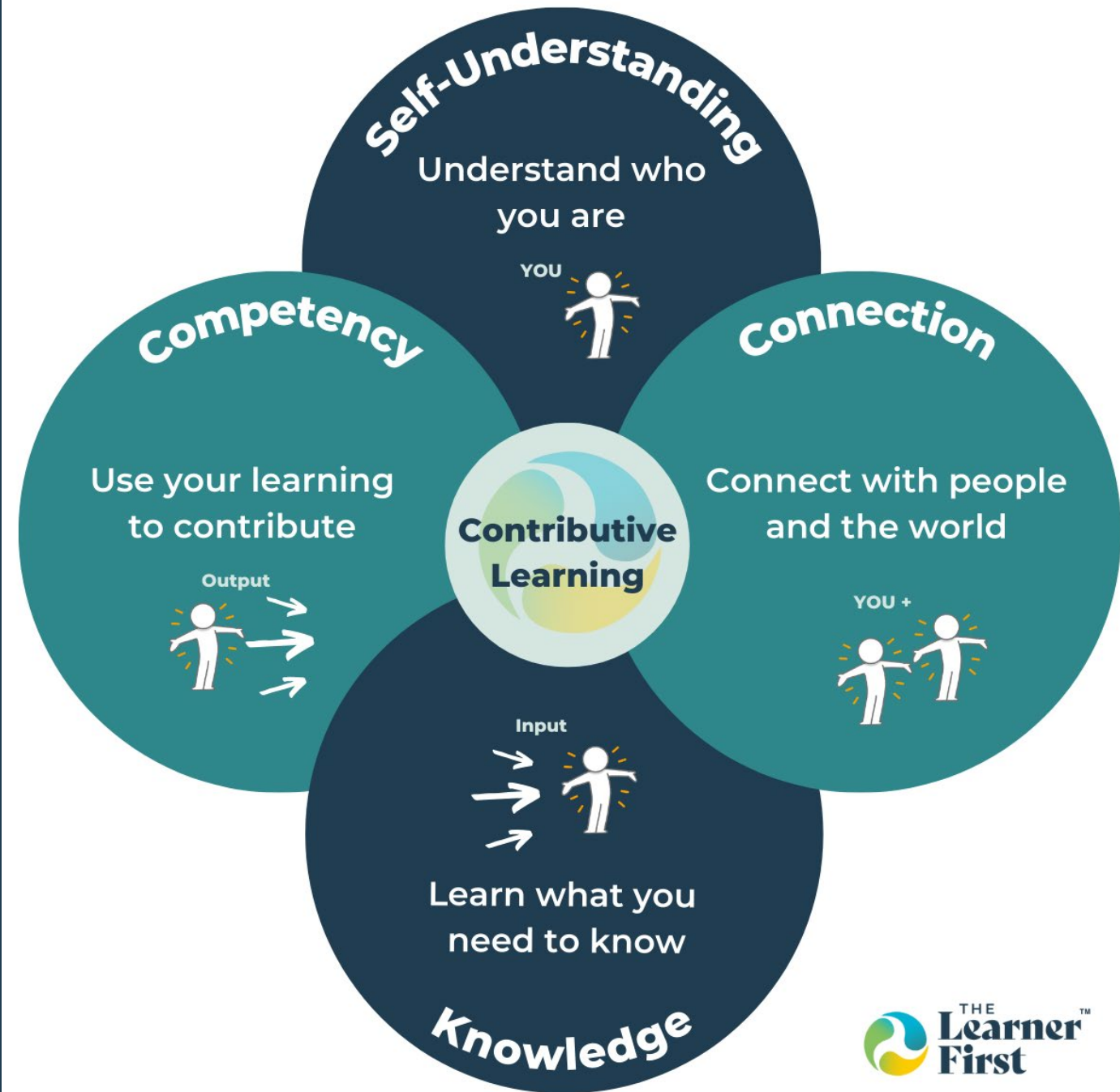
Contribution

Imagine a future where every child leaves school knowing **who** they are, **how they fit** into the world, and how they can uniquely **contribute** to humanity, planet, and prosperity.



Future Ready

Every child leaves school knowing **who** they are, **how they fit** into the world, and how they can uniquely **contribute** to humanity, planet, and prosperity.





WHAT DO OUR KIDS WANT?

**Supportive
&
Inclusive
Environments**

Flexibility in learning
Engaging content
Future relevance

Well-being supports
Put relationships first
Community & Connections

**Engagement &
Flexibility**

**Meaningful
&
Relevant Learning**

See themselves in learning
materials
Purpose & meaning
Real world connections

Socially based learning
opportunities
Variety of digital tools

**Collaborative
&
Digital Learning**

What does the world need?

Self-Understanding

Connections











Knowledge

Competency

Future of Jobs Report 2025

Core skills in 2025



1.  Analytical thinking
2.  Resilience, flexibility and agility
3.  Leadership and social influence
4.  Creative thinking
5.  Motivation and self-awareness
6.  Technological literacy
7.  Empathy and active listening
8.  Curiosity and lifelong learning
9.  Talent management
10.  Service orientation and customer service



You

Learning through
self-understanding



You +

Growing strong
connections

Input



Gaining
knowledge



Output



Driving our collective
competency

Contribution is the action most tied to well-being.

Contributive Learning Design

Learning environments and experiences that integrate academic and well-being...

Academic Learning

Academic objectives
Knowledge

- Mathematics
- Language arts
- Science, etc.



Well-Being

Skills and Objectives
Self-understanding
Connection
Competency



Contributive Learning

Contribution
Meaning
Fulfillment



...are the key to student success and holistic well-being.



Learning Progression



Learning Progression: Self-Understanding

Understanding who I am, how I fit into the world, my goals and aspirations, and my potential for success.



Dimension	Getting Started	Making Progress	Looking Promising	Well on Track	Geared for Success
Identity Understanding who I am	I'm trying to figure out what makes me "me"—my interests, talents, language, culture, beliefs, feelings, personality, values, and relationships. If someone asked me to describe who I am, I'm not sure what I'd say.	I know it's important to learn about myself, and I'm starting to think more about who I am and why. I'm discovering new things about myself that I wasn't aware of before, and I'm learning to recognize my feelings.	I'm good at discovering more about myself and what matters to me and my family. I'm gaining confidence in my language, culture, and beliefs and am uncovering interests and personality traits.	I know a lot about different pieces of my identity, like my interests, values, beliefs, and culture. I have a good understanding of my personality, and about how I'm feeling and why.	I know who I am, what matters to me as an individual, and how to nurture my own identity and others' identities. When asked, I can describe in detail what makes me "me."
Place Understanding how I fit into the world	I'm trying to figure out how the place I live, my family, and other people in my life, past and present, have impacted who I am. I want to learn a lot more about my family history and the history of my land and community.	I know that who I am has a lot to do with my family and where I live. Our history is important to me. I'm starting to work out how I fit into others' lives and into the story of my family.	I'm learning the stories of my family and where I live, and they're teaching me about myself. When I think about who I am, I think about where I live, my family, and our relationships and experiences.	I can see how my own experiences, others' experiences, and the places we have lived all make me who I am. I respect myself, my family, the land I live on, and people who have helped shape me in the past and present.	I know my story—the story of where I live, my family, and how our experiences have made me who I am. I know why I matter and why other people matter to me. I'm proud of our history, who we are, and where we're going.
Purpose Understanding how I can contribute	I want to learn more about what gives my life meaning—what are my goals? What was I put in the world to do? I'm trying to figure out how to make myself, my family, and others happy.	I want to contribute to (improve) people's lives and the world. I'm discovering some of the ways, big and small, that I can do it. I have some short-term and long-term goals for my life.	I'm discovering specific things I can do to impact my family, my friends, other people, and the world in positive ways. My goals are developing as I learn about the unique ways I can "add" to the world.	I always think about whether my actions will add to (improve) or take away from (worsen) my life, the lives of my family and others, and the world. I have clear and exciting goals for my life.	I know the unique ways I can contribute, and I'm confident about how to live my life. Every day, my actions make the world a better place for myself and my family, friends, land and community.
Capacity Understanding my potential for success	I'd like to start being more active about finding ways to grow as a person and achieve my goals. I want to learn to be brave and to trust in my ability to succeed in the ways I want to.	I'm starting to believe in myself more, and in my ability to reach my goals. I'm trying to be brave and courageous about going for goals, rather than being discouraged when I face challenges.	I think a lot about what I want to achieve and how to make it happen. I'm starting to follow my instincts and to trust in my abilities. I believe I can achieve a lot of my goals.	I know that I have a lot of potential, and I'm always thinking about ways to achieve my goals. If I have a gut feeling or instinct about what's good for myself or others, I'm usually brave enough to try to make it happen.	I have the courage to take action and make decisions to improve my own life and others' lives. I believe that my hopes and dreams will come true—I know that I have what it takes to succeed in the ways I want to.

A Learning Progression is a description of learning at varying stages of development.

It shows us where learners are in their learning journeys, and what we might want to focus on to move forward.

It helps to facilitate conversation, and to develop a shared language and understanding of the social-emotional learning outcomes that are critical for well-being.



KEY PRINCIPLES OF CONTRIBUTIVE LEARNING



Contributive Learning is grounded in the belief that education should not only build knowledge, but also instill a strong sense of purpose, responsibility, and character in every learner.



HOLISTIC DEVELOPMENT

Supporting the development of responsible, thoughtful, and resilient young learners—equipped with strong character, sound reasoning skills, and a deep respect for others.

REAL-WORLD RELEVANCE

Through hands-on learning and real-world problem solving, students gain practical knowledge and the confidence to navigate life's challenges and contribute to a strong, self-reliant society.

STUDENT AGENCY

When students take ownership of their learning, they develop stronger motivation, discipline, and commitment to their own growth and future success.

COMMUNITY & COLLABORATION

Learning thrives in strong communities where students, families, and educators work together—building mutual respect, shared values, and better outcomes for all.

Cultural Iceberg

**What We
Officially Do**

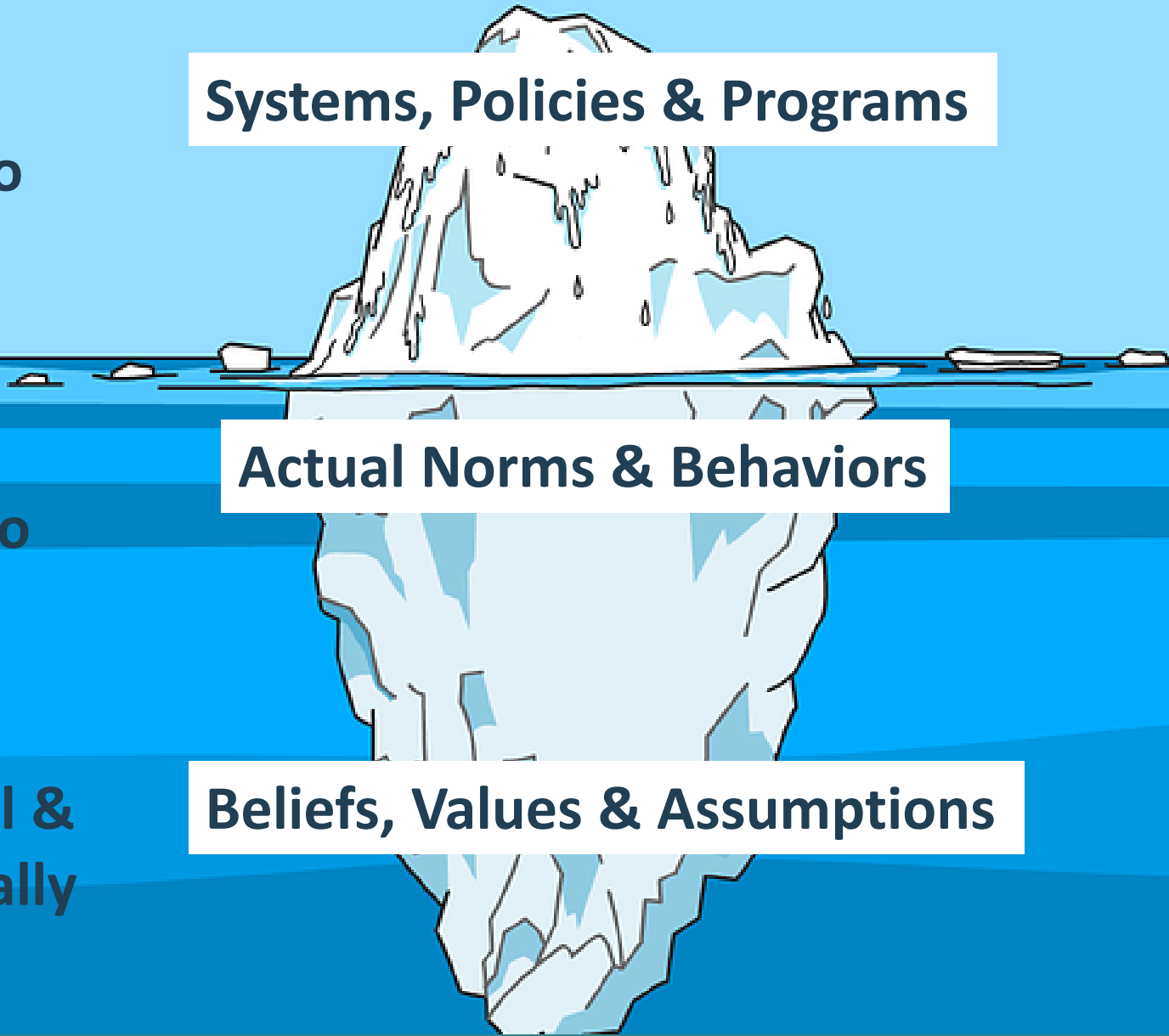
Systems, Policies & Programs

**What We
Actually Do**

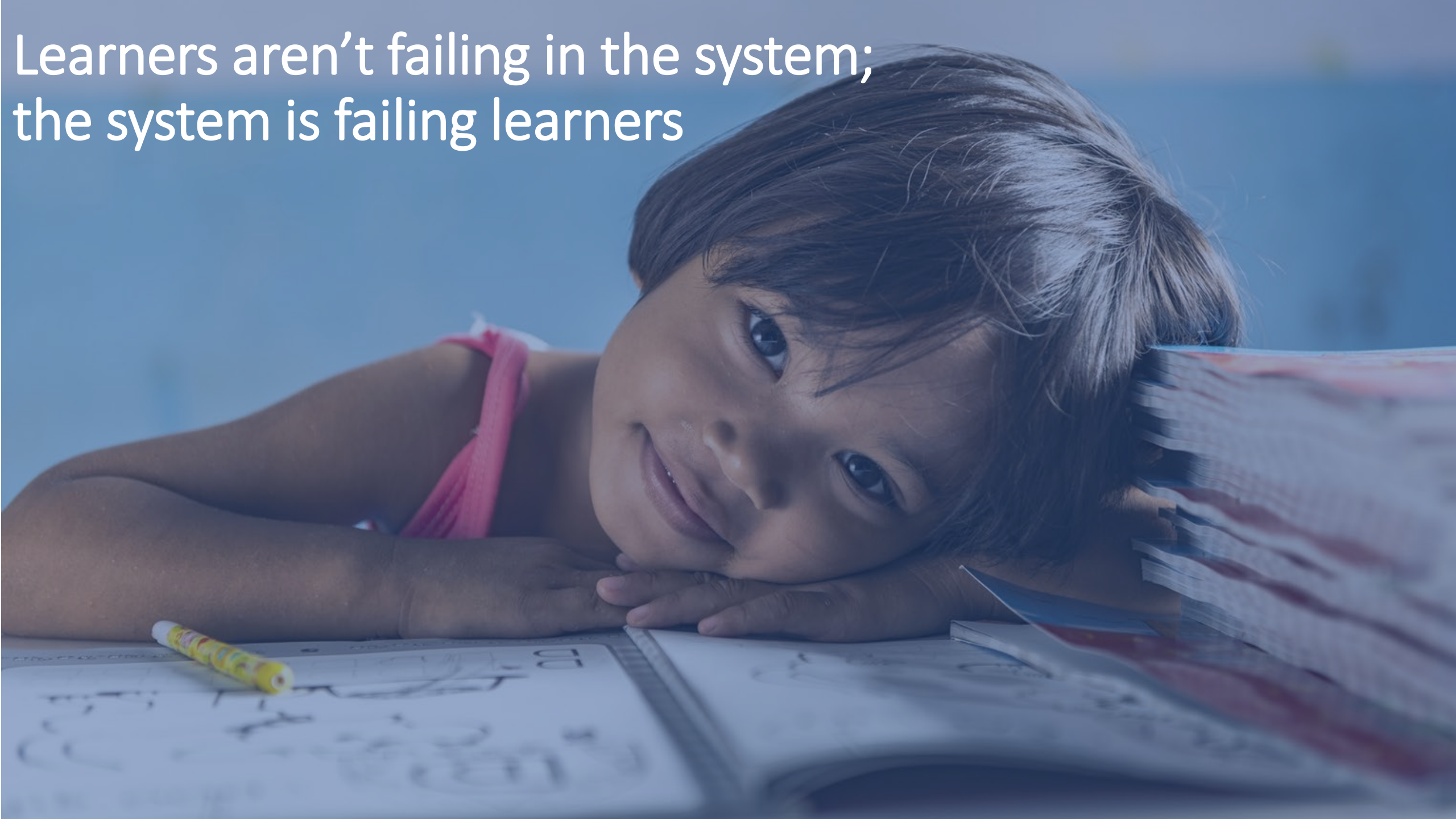
Actual Norms & Behaviors

**How we feel &
what we really
care about**

Beliefs, Values & Assumptions



Learners aren't failing in the system;
the system is failing learners



The only morally defensible mindset is 100% success



Equal treatment leads to inequitable outcomes:
one size fits one





Measure what matters for your learners



Students are partners in instructional practice

A man and a young girl are sitting together, looking at a laptop screen. The man is on the left, and the girl is on the right, leaning her head on his shoulder. They are both looking at the laptop screen with interest. The image has a blue tint. In the top right corner, there is a dark blue box with white text.

**The journey to system-wide
change is together**

Exemplars



Te Pā o Rākaihautū

Building the Future: The
Learning Village Project



<https://rakaihautu.org.nz>



KO AU TE WHENUA, KO TE WHENUA KO AU
I am the land, the land is me

HE PĀ

A LEARNING VILLAGE

WANANGA

- seamless education from early childhood to tertiary on one site.
- eliminates transitions between ECE, primary, secondary and tertiary education,
- full wrap-around support to whānau (families) in a village setting.
- activates the power of the whole village to boost educational success.
- Te Pā is less of a school and more of a living pā that engages whānau, embedding our values, traditions, and practices.
- **We believe whānau are the most underutilized resource in education,** so Te Pā is designed to include everyone, from ngā pēpi (babies) to ngā kaumātua (elders).
- We also see pā as Aotearoa's original "natural classrooms," where learning was rooted in the rhythms of the taiao (environment).



OUR MISSION

Aoraki Matatau

RESTORE

- Our Language
- Our Culture and Identity
- Our Mātauranga, knowledge, traditional practises, stories
- The health and wellbeing of our whenua, wai and whānau

RECONNECT

- Our Whānau and communities
- Our places
- Our Marae, Hapū and Iwi

REIGNITE

- Ahikaa - home fires
- Mana Motuhake - self-determination
- Passion for lifelong Learning

RESET

- Raise our sights to our highest mountain
- Every child will experience success in their school lives
- Sporting, academic and cultural brilliance is the norm
- Māori succeeding as Māori



CHANGING THE NARRATIVE – MĀORI SUCCEEDING AS MĀORI.



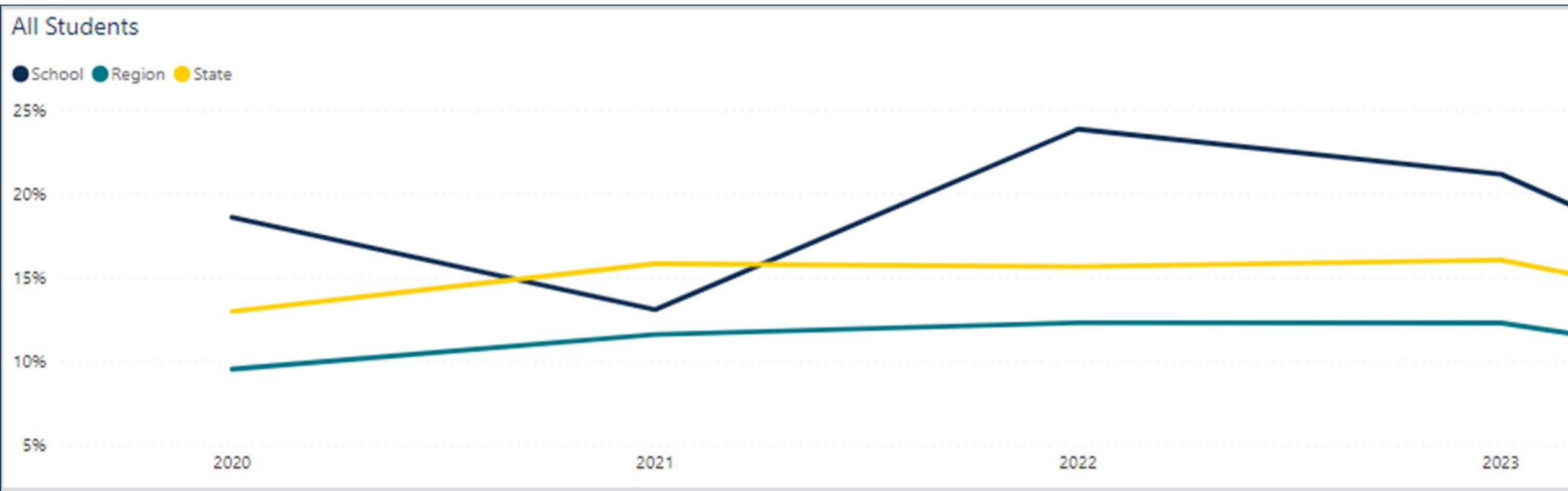
"Te Pā o Rākaihautū – The Future is Here"

Visit www.rakaihautu.com to learn more and support our community.



CAN MĀORI WISDOM HEAL THE LAND?

<https://www.youtube.com/watch?v=xW9sXVNWsk8>



“We needed to change how we connected with our students.”

*John Searle
Principal
Mitchelton State High School*

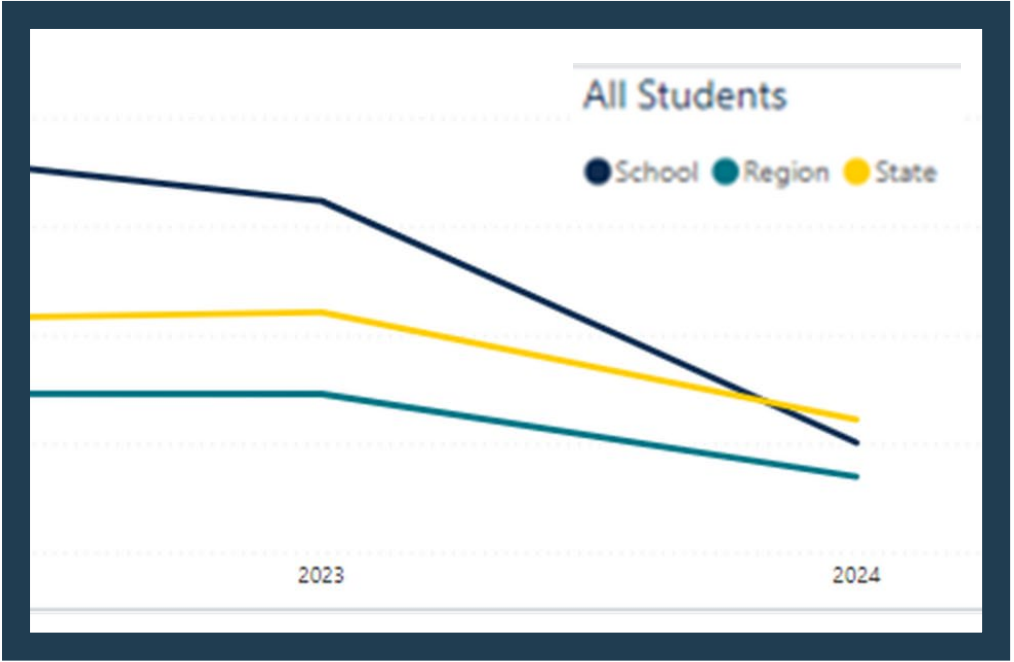


"We are proud at Mitchie to be where all students can find their place "

Mitchelton State High School

+21.4% I like being at my school

+15% I feel safe at my school



SDA data for 2024 shows a drastic decrease in suspensions.



2022-2024

Key Findings and Affirmations
2024 review by the Department of Queensland Education.

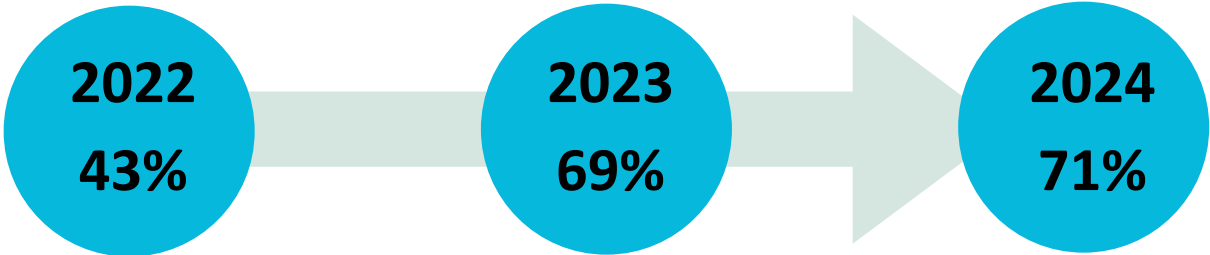
Staff highlight the importance of student wellbeing and engagement as prerequisites for successful learning.

Staff, students, parents and stakeholders praise staff for placing 'students at the centre of the work.'

Students discuss the impact of having their voice heard in strategic planning and decision-making...express feeling valued and having a stronger sense of connection and belonging.

Staff, students, parents, and community partners highlight how unique programs and specialist facilities cater to student interests and aspirations.

I am interested in my schoolwork

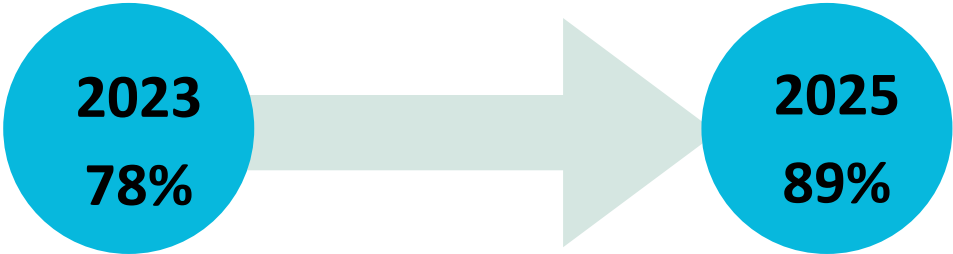


2022-2024



+10% Attendance

of students in grades 7-9 passing Mathematics:



Key Findings and Affirmations

2024 review by the Department of Queensland Education.

Teachers recognise the importance of knowing their students to differentiate and meet the diverse range of needs in their classes.

Staff describe how an array of student achievement, wellbeing and engagement data is collected through a range of systems and platforms.

Students discuss the impact of having their voice heard in strategic planning and decision-making...express feeling valued and having a stronger sense of connection and belonging.

Middle leaders' express appreciation for the support provided by their line manager to drive improvement within their faculty.

*“Overall, this experience has **boosted my professional confidence** and emphasized the significance of fostering a safe and supportive learning environment.”*

AIS Change Team Member/Teacher

Teacher confidence in ability to **design learning experiences** that integrate student academic and well-being outcomes increased for all participants.

12%

Teacher confidence increase in ability to **create a Learning Culture** that promotes Contributive Learning.

10%



AMERICAN
★ INTERNATIONAL SCHOOL ★



2023-2025

“This work has enabled us to progress our motto of creating tomorrow together and create engaging student experiences in our community.”

Chrissie Coogan, Principal

COORPAROO SECONDARY COLLEGE

Creating
Tomorrow
Together



2024
Leaders'
Induction
Ceremony



First Nations Outdoor Learning Area and the work we have done with our elders,



The school adopted an innovative and flexible approach in 2023 for students and staff. meeting the needs of their students.

95%

Of all students, staff, and community surveyed for the Department of Education annual School Opinion Survey in May 2024 rated Coorparoo as a “good school.”

Parent Advisory Group and our Student Advisory Group are helping us to shape what collaboration can achieve in our learning community.



Join me for the breakout session where we will co-design a lesson using the Self Understanding LP and an academic subject of your choice.

Self Understanding: *understanding who I am, how I fit into the world, my goals and aspirations and my potential for success.*

info@thelearnerfirst.com



Develop **self-understanding**.
Cultivate **knowledge**.
Foster **competency**.
Make **connections**.

Don't bring down, **lift** people up.
Don't subtract, **add** to the world.

Learn to **contribute**, in your way, every day.