



 **Ways of learning**  
Ngā ara ako

How people learn, how they learn differently to reach their potential, what their needs are at different life stages, level of ability. Topics of conversation may include learning settings and how these could change in the future. Ways of learning will inevitably also be about ways of living - now and in the future.

Te ako a tēnā, a tēnā kia taea ai ngā taumata nohopuku, ngā hiahia o ia taumata āheinga, Ko ngā take hei whakawhiti kōrero ko ngā wāhi ako me ngā rerekē tanga ka puta i ngā rā o muri. Ka heipū mai ki ngā huarahi ako, ko ngā huarahi ora - āianeī, ā ngā rā o muri hoki.

What role does play have in learning? Is play just for young children?

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 **Ways of learning**  
Ngā ara ako

Where might learning need to happen in 2050?

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 **Ways of learning**  
Ngā ara ako

It's the year 2050 - how do you learn and grow as a person?

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 **Ways of learning**  
Ngā ara ako

How will we see Maori language, culture and identity sustained in the way you learn in the future?

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 **Ways of learning**  
Ngā ara ako

What will learners need from their education in the future?

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 **Ways of learning**  
Ngā ara ako

What will successful learning look like for all learners?

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 **Ways of learning**  
Ngā ara ako

What will inclusion in learning mean for future generations of disabled people?

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What support will people need to learn, when life and work will be so very different from today?

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How will the way we support learning need to adapt?

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What creative ways of supporting learning will be needed to meet the diverse needs of people?

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How do you learn to learn?

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What will need to be easier to do for the next generations of teachers and learners to experiment with new ways of learning?

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What does future-oriented learning look like?

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What can you learn about learning by watching people exploring their environment?

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What does health and well-being have to do with learning?

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What does it take for people to change their thinking? Where was it, why did it happen, what shifted your thinking, what was your new realisation?

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What does our past and/or science tell us about how we learn? Where might this take us?

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How might 'digital learning' change people's learning?

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What do learners know about their teachers?

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What is the purpose of learning?

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How will we support teachers (and whanau, parents and other learners) as facilitators of learning in the future?

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This topic hub will focus of what our future needs from teaching will be and the future of teaching for every learner. It includes teaching as peers, teachers, parents and whānau, tradespeople, researchers, iwi and community members and anyone else who teaches. This topic hub will include conversations about what will make a teacher in the future of learning, effective teaching methods, and collaboration in the broadest sense.

Ko te aronga i konei ko ngā hiahia mō te whakaako ā ngā rā o āpōpō, me te whai take o te whakaako mo ngā ākongā katoa. Kei konei ngā whakawhiti kōrero mō te hoa ako, te kaiako, ngā mātua te whānau, ngā tangata mahi, ngā kairangahau, te iwi, te hapori me ērā atu tāngata e whakaako ana. Kei konei hoki ngā whakawhiti kōrero mō ngā āhuatanga te kaiako tōtika mō āpōpō, ngā huarahi ako whaihua me te whānuitanga o te mahi ngātahi.

How do people learn when they are on their own and with each other?

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How could we teach learners to be reflective thinkers?

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What new and different things will we want teachers to know?

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It's 2050 and you are recruiting or choosing a teacher - what questions are you asking them?

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Describe the imaginary life journey of someone who became New Zealand's greatest teacher in 2050.

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How do you teach yourself a new skill?  
What various senses do you employ?

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What skills or personal qualities do you think teachers will need in the future?

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Who is/was your most inspiring teacher and why?

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How will teaching be different, when learning, life and work could be so very different from today?

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How fast do you think changes that have a big impact on learning will come?

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What will need to be easier for the next generations of teachers and learners to experiment with new ways?

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What creative ways of teaching will be needed to meet the diverse needs of people?

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How do we ensure teachers learn from those they teach?

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What will make a great teacher or educator in the future?

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How will teaching need to adapt and how fast?

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How will young people and adults learn about life, study and work choices in the future?

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Conversations in the life-long learning hub will be about people's whole learning pathway starting at birth and running throughout their lives. These conversations will include how the system may need to support changes and transitions (of all types) in the future. This topic area will also enable conversations about how the education and training happens or needs to happen to help people pursue multiple careers and stay in touch with opportunities in a changing world.

Koinei ngā whakawhiti kōrero mō te ako mutunga-kore o te tangata mai i tōna whānautanga mai ā, haere tonu ake puta noa i tōna oranga. Kei konei hoki he kōrero mō te kaha o te pūnaha hei tautoko i ngā panonitanga me ngā momo whakawhitinga katoa ā muri nei. Kei konei anō hoki he whakawhiti kōrero mō te whakahaere i te mātauranga me te whakangungu hei āwhina i te tangata ki te whai umanga maha kia taea ai hoki ngā ara i roto i te ao hurihuri.

When is the most important learning period of someone's life? Why do you say it is at that time of life?

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What do you like learning about for fun, do you think this will change for future generations?

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What will Māori learners need in the future?

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How will you see your language, culture and identity sustained in the way you learn in the future?

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What environments are conducive to continuous learning?

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Imagine you have just retired after a long and successful career. You would like to learn something new – what is it and why?

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What will disabled people need to support their learning in the future?

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What do you want the next generation of Māori learners to get from their learning? How will this change as they move through their lives?

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What do you want for future generations from lifelong learning?

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What will the changing nature of work mean for how people access learning, and at what life stages?

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Will the purpose of learning need to change in the future?

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What will be the role of early learning, schooling, tertiary education and training in the future?

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What will the changing nature of work mean for the skills that people will need (for well-being and life, as well as for work)?

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What role will work play in supporting disabled people to gain skills?

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What do you want the next generation of Pacific learners to get from their learning? How will this change as they move through their lives?

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When does learning begin and when does it end?

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As an adult how often and when have you been taken into new territories of exploration and deep learning?

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What signals should we send to young kids about their future choices and pathways?

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 **Skills, competencies & behaviours**  
Ngā pukenga, ngā āheitanga me ngā whanonga

What people should gain from their education. Conversations will include dispositions, skills, knowledge, competencies, behaviours and/or values that participants feel are needed now and from our future system. This topic hub could also include conversations about qualifications, ways of valuing and sharing an understanding of what people have gained from their education.

Ko ngā painga o te mātauranga mō te tangata. Ka whakawhiti kōrero mō te tuakiri, ngā pukenga, ngā mōhiotanga, ngā āheinga, ngā whanonga me ngā uara rānei e tika ana mō ēnei wā, mō āpōpō hoki. Kei konei hoki ngā whakawhiti kōrero mō ngā tohu mātauranga, ngā āhuatanga e whakanui ai, e tuari ai i tā te tangata i whiwhi ai i te mātauranga.

 **Skills, competencies & behaviours**  
Ngā pukenga, ngā āheitanga me ngā whanonga

How does a person find out, and know, what they are good at?

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How should education and employment interact in the future?

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How do we allow for a successful path that supports a contribution back to culture and/or society?

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 **Skills, competencies & behaviours**  
Ngā pukenga, ngā āheitanga me ngā whanonga

How does a disabled person find out, and know, what they are good at?

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 **Skills, competencies & behaviours**  
Ngā pukenga, ngā āheitanga me ngā whanonga

Which skills and competencies that are being taught and developed today won't be as essential tomorrow?

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**Skills, competencies & behaviours**  
Ngā pukenga, ngā āheitanga me ngā whanonga

Which skills that will be essential tomorrow are not being taught today?

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**Skills, competencies & behaviours**  
Ngā pukenga, ngā āheitanga me ngā whanonga

What is a lesson you have learnt that you wish you'd learnt many years ago?

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**Skills, competencies & behaviours**  
Ngā pukenga, ngā āheitanga me ngā whanonga

What do learners find out about other learners in early childhood education, schooling, tertiary education and training and their community?

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**Skills, competencies & behaviours**  
Ngā pukenga, ngā āheitanga me ngā whanonga

What do you want for future generations for their learning beyond the early years (0-5)?

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**Skills, competencies & behaviours**  
Ngā pukenga, ngā āheitanga me ngā whanonga

Beyond skills, what behaviours and abilities are critical to develop early?

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**Skills, competencies & behaviours**  
Ngā pukenga, ngā āheitanga me ngā whanonga

Who is the most inspiring person in your life and why?

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**Skills, competencies & behaviours**  
Ngā pukenga, ngā āheitanga me ngā whanonga

What do you want for future generations from learning in their early years (0-5)?

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**Skills, competencies & behaviours**  
Ngā pukenga, ngā āheitanga me ngā whanonga

What will people be doing in the future? What skills, competencies and behaviours will they need?

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**Skills, competencies & behaviours**  
Ngā pukenga, ngā āheitanga me ngā whanonga

What role will work play in supporting people to gain skills?

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**Skills, competencies & behaviours**  
Ngā pukenga, ngā āheitanga me ngā whanonga

What do you want for future generations of Pacific learners for their learning?

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 **Kōrero Mātauranga**

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**Enabling self-fulfilling lives**  
E whāia ana te iti kahurangi

The range of ways that learners should expect education to support them as individuals. Conversations will include education that enables learners to be able to grow and progress, to being able to participate fully through earning, learning, caring or volunteering, pursue work employment aspirations and be prosperous, pursue their potential in ways other than employment, how education can help them participate and lead healthy and happy lives.

Ko te whānuitanga o ngā ara e tautoko ai te mātauranga i te ākonga takitahi. Ka whakawhiti kōrero mō te mātauranga e tipu ai e neke whakamua ai te ākonga kia whai wāhi atu mā te ako, te manaaki, mahi tūao, te whai kia rite ōna moemoeā mō te mahi, kia whai oranga hoki i roto i ngā kaupapa kē.



**Enabling self-fulfilling lives**  
E whāia ana te iti kahurangi

How do you measure a fulfilled life?

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**Skills, competencies & behaviours**  
Ngā pukenga, ngā āheitanga me ngā whanonga

What do you want for future generations of Māori learners for their learning?

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**Skills, competencies & behaviours**  
Ngā pukenga, ngā āheitanga me ngā whanonga

What do you want for future generations of disabled people for their learning?

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**Enabling self-fulfilling lives**  
E whāia ana te iti kahurangi

How can learning contribute to a fulfilling life?

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**Enabling self-fulfilling lives**  
E whāia ana te iti kahurangi

Which types of learning can help unlock potential?

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Who is the most inspiring person in your life and why?

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When learning is fully inclusive, what does success look like for Māori learners?

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What makes you excited about learning for the next generation of Pacific learners?

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As whānau, a teacher, a parent, or whatever role you have, how do you support people to be capable of living a fulfilling life?

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What do you think people in the future will need to know and be able to do to lead healthy and successful lives?

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What makes you excited about learning for the next generation of learners?

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What makes you excited about learning for the next generation of disabled people?

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What role does the future play in preparing students for a fulfilling life?

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How do we foster connection to whānau, society, and humanity?

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Thriving as a society  
Mauri mahi, mauri ora

What things contribute to a thriving society?

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Thriving as a society  
Mauri mahi, mauri ora

How do you measure a thriving society?

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Thriving as a society  
Mauri mahi, mauri ora

Imagine you had enough money to support your family, eat and live comfortably. How would you spend your days (be honest!)?

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Thriving as a society  
Mauri mahi, mauri ora

How education needs to help people contribute to New Zealand now and in the future - to communities, to their iwi, to their culture, through their labour, ideas, entrepreneurship, civic commitment and support for others.

Ko tā te mātauranga hei āwhina i te tangata kia whai koha a ia ki Aotearoa āianeī, ā, ā muri ake nei - ki ngā hapori, ki ngā iwi, ki te ahurea, mā ā rātou mahi, ō rātou whakaaro, te kaipakihitanga me te tautoko i ētahi atu.



Thriving as a society  
Mauri mahi, mauri ora

As a teacher or parent, how do you help support learners to be capable of contributing to a thriving society?

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Thriving as a society  
Mauri mahi, mauri ora

What would a better world look like, and how can learning contribute to it?

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Thriving as a society  
Mauri mahi, mauri ora

Imagine an old and wise person shared the secret to her wisdom with you. What would she say?

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What is the hardest lesson you have learnt in life?

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Who is the most inspiring person in your life and why?

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What do you think people in the future will need to know and be able to do to lead happy and successful lives?

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What will disabled people want and need from education in the future?

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What is a lesson you have learnt that you wish you'd learnt many years ago?

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How do you learn how to be an engaged citizen?

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What will future generations want and need from education?

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What will the place of our learners be in the world?

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What difference do you think advances in science will make to learning?

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What will be the role of the community in supporting learning in the future?

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Who will we be worried about leaving behind in the future, why?

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What will future learner – educator relationships look like?

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What will people want from learning?

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What will New Zealand as a society want from learning?

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What will future educator-whānau/parent relationships look like?

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Who needs to be involved to ensure everyone can and is learning?

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Who will help the next generation of learners feel safe (at school/early learning/tertiary/training)?

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What is the purpose of education for our future?

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What would it look like and feel like for students if schools were embedded in the life of the community and were an active part of it?

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