



WiseLearn
EDUCATION

Creating the conditions for learning.

Educational consultancy · Professional learning · Student & parent education

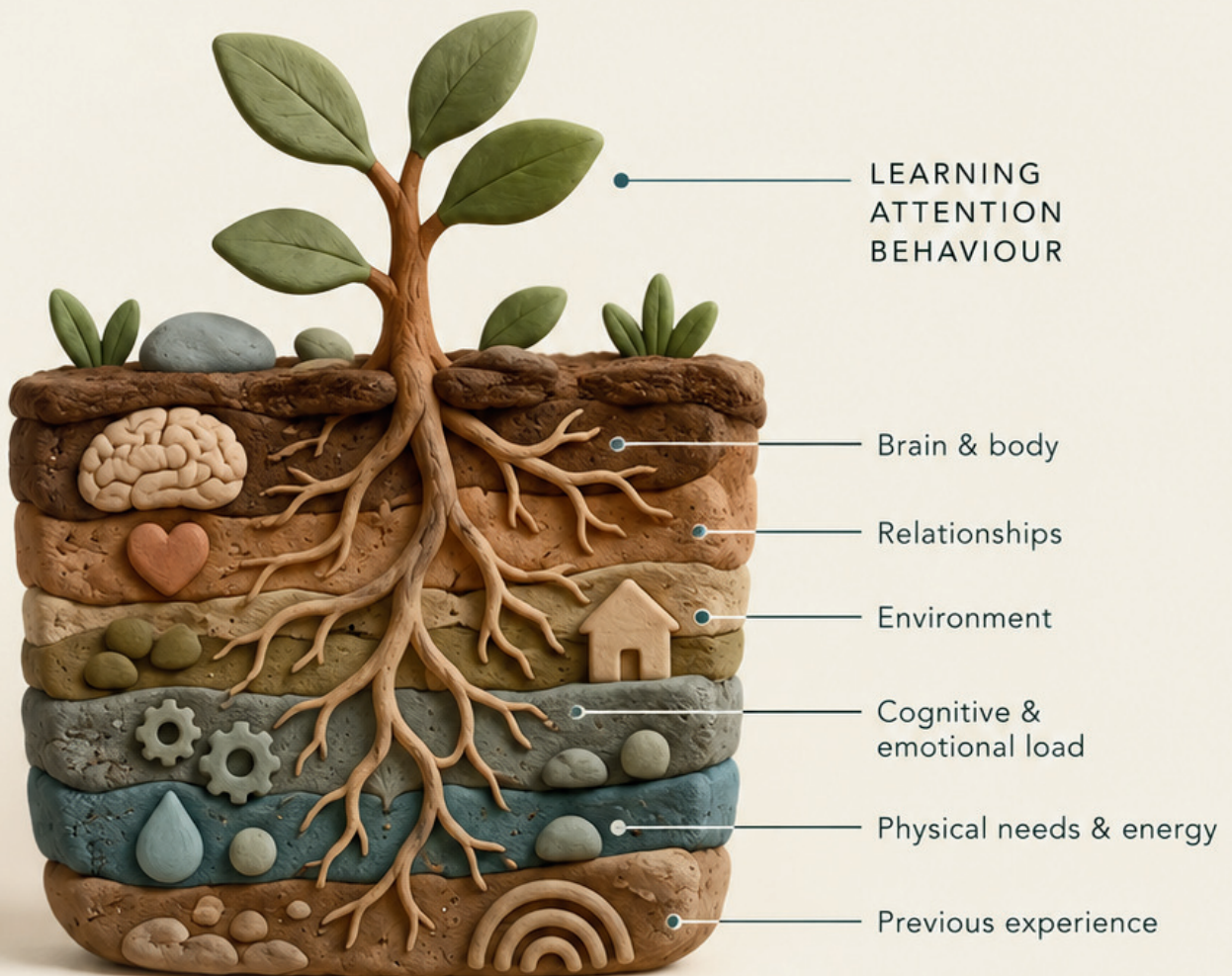




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What we see is only part of the picture.

Learning, attention and behaviour don't happen in isolation. What we see on the surface is influenced by what is happening across the brain and body, relationships, environment, cognitive and emotional load, physical needs and previous experience.



Understanding what may be sitting underneath gives us more choices about what we do next.



Making the invisible visible.

Complex ideas become more useful when people can connect them with something they already understand. WiseLearn uses simple animal metaphors to help make brain-body processes easier to notice, discuss and remember.



PROTECT

Alert to potential threat, change and uncertainty. Our protective systems help prepare us to respond when something feels important or unsafe.



THINK

Represents the thinking capacities we rely on to pause, focus, plan, solve problems and make considered choices.



REMEMBER

Represents memory and previous experience — what we have learned before can influence how we interpret and respond to what is happening now.



For younger learners, metaphor becomes story and experience.

With younger children, the meerkat, owl and elephant become Mika, Omar and Esme. Through stories, discussion and hands-on resources, children can connect abstract ideas with characters, sensations and experiences they recognise in their own world.



Omar

THE THINKER

Mika

THE PROTECTOR

Esme

THE MEMORY KEEPER





Understanding matters. What we do with it matters too.

WiseLearn translates understanding into practical ways of noticing, planning and responding. The aim isn't to add another program to an already crowded day, but to strengthen the conditions that support learning, regulation and connection.

01

DAILY NEEDS

The everyday conditions that build capacity.

Our work considers the interconnected needs that influence how available a child may be for learning — while recognising that schools cannot control everything children bring with them. The focus is on the conditions educators can influence.

02

STILL · MOVE · FLOW

Working with energy and attention.

Regulation isn't about keeping children still or calm all day. Energy and attention naturally shift, and different moments call for different states. By recognising and working with these shifts, we can support greater focus, flexibility and engagement.

03

PAUSE · NOTICE · REFLECT

Creating space before responding.

A simple process for stepping out of automatic reaction, noticing what is happening and considering what may be influencing it. This builds self-awareness, more considered responses and stronger relationships.

04

KEEP · MODIFY · SUBTRACT · ADD

Change doesn't always mean adding more.

What is already helping? What might be modified to work better? What might be creating unnecessary load? What, if anything, needs to be added? This simple framework helps us make intentional choices that support sustainable change.





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Working with schools

Every school community is different. WiseLearn work is shaped around the people, priorities and context of the school rather than delivered as a one-size-fits-all program.

01

Leadership & school consultancy

Working alongside leaders and teams to explore the conditions shaping learning, wellbeing and school experience. This may include identifying existing strengths, sources of unnecessary load, and practical opportunities to strengthen environments, routines, relationships and ways of working.

02

Professional learning

Practical, evidence-informed learning that helps educators connect understanding of the brain, body, relationships and learning with everyday classroom practice.

03

Student learning & wellbeing

Age-appropriate learning experiences that build understanding of the brain and body, regulation, learning and relationships through discussion, metaphor, story and hands-on experiences.

04

Parent & community education

Accessible learning that helps families understand the factors influencing behaviour, regulation and learning, while building shared language and stronger connections between home and school.

CONSULTANCY • PROFESSIONAL LEARNING • WORKSHOPS • STUDENT PROGRAMS • PARENT EDUCATION • RESOURCES





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Nicole Nolan

EDUCATOR • CONSULTANT • SPEAKER

I'm an educator and consultant with over 30 years' experience working with children, educators, leaders and families across early childhood, primary and secondary settings.

My work is grounded in an understanding of how the brain, body, relationships and environment influence learning, behaviour and wellbeing. I translate this understanding into practical, realistic approaches that support calmer, more connected and more available learners — at school and at home.

Qualifications & Training

- Bachelor of Arts (Psychology & Communications)
- Primary and Early Childhood Teacher Education
- Teaching Certificate in the Science of Social and Emotional Learning (Northwestern University)
- Certified Professional Neuroplastician (ION)
- ION Founding Fellow (2026)
- Relax Kids trained
- Registered Teacher (Queensland)

Selected Experience

- 30+ years in education across K–12, with a strong focus on early childhood and primary
- Former K–2 Leader
- Classroom teaching, school leadership and multi-sector roles
- Consulting and professional learning (including international remote work)
- Development and delivery of student workshops, parent evenings and educator professional learning
- Ongoing study and application of neuroscience, explicit teaching and relational practice



My work brings together



Education

30+ years across classroom, leadership and learning contexts.



Brain & behaviour

Psychology, social and emotional learning, neuroplasticity and ongoing study.



Translation into practice

Turning complex ideas into practical approaches educators, children and families can actually use.