the LEARNING BLUEPRINT™

BRING THE SCIENCE OF LEARNING TO YOUR SCHOOL!

40+ years of scientific learning research has taught us an immense amount about what works – and what doesn't work – in the classroom. Unfortunately, most teachers remain untouched by this knowledge, as it's rarely been translated into practical and digestible strategies … until now.

Developed by leading cognitive neuroscientist Dr. Jared Cooney Horvath, The Learning Blueprint is an award-winning PD program designed to bring key Science of Learning applications to teachers and schools.

Why should we care about the Science of Learning? Well, as the mission of education evolves, schools are shifting their focus from rote learning to equipping students with durable, lifelong skills like metacognition, critical thinking, resilience and self-efficacy.

In other words, the WHAT of *education* is becoming much more valuable and enriching for our youth. Unfortunately, the HOW and WHY of *teaching* are failing to keep up.

That's where the Science of Learning comes in. By pooling together established research and key ideas from multiple disciplines, it delivers a powerful framework for teachers to refine their pedagogy, hone their expertise, and deepen their professional agency – which inevitably helps them support higher levels of academic achievement.

With The Learning Blueprint, you can bring expertly-developed Science of Learning PD to your school. TLB is a plug-and-play solution designed to produce measurable results while accommodating the busy world of education.

Delivered over five 90-minute sessions, schools can tailor the delivery to suit their schedule. Each session can be done as a live cohort (collaborative group learning), or on an individual, self-guided basis (on-demand learning).

LEARNING MODEL

1. GENERATE INTEREST + ENGAGEMENT → 2. FOCUS ON NEW KNOWLEDGE → 3. MAKE SENSE OF NEW LEARNING → 4. PRACTICE + LIVE APPLICATION → 5. ASSESS, DOCUMENT AND SHARE

Every session is built around a series of bite-sized, interactive video lectures led by Dr. Jared Cooney Horvath, and is fully scaffolded with application exercises, reflection questions, recognition quizzes, and guided reviews.

Most importantly, all learning is contextualized via Micro-Projects. Rather than testing content knowledge, MPs provide an opportunity for participants to quickly test, assess, document and share pedagogical strategies.

Three reasons why you should bring The Learning Blueprint to your school:

- EVIDENCE-BASED | TLB is grounded in established research and clinical knowledge of effective teaching/learning practices, which studies show is a hallmark of quality PD.
- COLLABORATIVE + INTERACTIVE | The Learning Blueprint is not a passive, one-way information dump … it's explicitly designed to engage teachers and inform classroom strategies.
- ACCOUNTABILITY | After the program, participating schools receive a custom impact report prepared by our in-house data analyst … so you won't be left guessing whether or not it was effective.

Student Impact Case Study | From 2017-2019, the teachers at Genazzano FCJ School in Melbourne, Australia participated in The Learning Blueprint program. Genazzano is a private all-girls Catholic school serving ~1,000 K-12 students.

During this time, the median student ATAR score increased from 85.5 to 90.0, while the percentage of students whose ATAR score exceeded 90 rose from 36% to 50% (highest in school history). Meanwhile, their national school ranking climbed from 39th to 27th.

The Learning Blueprint delivers the latest and most impactful applications from the Science of Learning, helps teachers develop a contextual understanding of the learning process, and introduces an easy-to-use classroom innovation tool called Micro-Projects ... but will it clash with your existing teaching model?

The short answer is no. The Learning Blueprint is NOT a teaching 'model' or 'framework' ... but rather it will inform and amplify any teaching models you already have in place. Case in point: The Learning Blueprint has been successfully implemented at IB schools, Visible Learning schools, Marzano schools, PZ schools, and many more.

THE LEARNING BLUEPRINT WORKS FOR TEACHERS OF ALL EXPERIENCE LEVELS

NOVICE | 0 - 5 YEARS

Novice teachers will fast-track the steep learning curve and accelerate their path to classroom success by developing 'correct' skills based on sound, researched-backed principles. And, by participating in a collaborative, multi-session PD program, they'll be much less likely to feel unsupported in their new role (a leading cause of low-retention rates among new teachers).

EXPERIENCED | 5 - 12 YEARS

Experienced teachers – who are more comfortable in their role and have an easier time integrating new ideas and strategies – are prime candidates to study the Science of Learning. They'll leverage all aspects of The Learning Blueprint as they grapple with new concepts, experiment and innovate in the classroom, and achieve mastery of key pedagogical skills.

VETERAN | 12+ YEARS

Veteran teachers – who may be less receptive to 'prescriptive' forms of PD – will appreciate the program's emphasis on contextualized practice, as they subtly refine their approach and reinforce their instincts. Perhaps more importantly, they'll embrace the practical model for coaching and influencing their less-experienced peers, as it will validate their status as an expert.

The Learning Blueprint has been hugely successful at Genazzano. The data has shown improvements in student study and exam performance, and teacher effectiveness. I highly recommend to any school serious about learning.

Catherine Brandon | Learning Director, Genazzano FCJ School, Australia (K-12)

The Learning Blueprint literally changed my life – not exaggerating at all. It honestly made me rethink my whole pedagogy. I loved learning about the leading science and research ... it's like a smorgasbord of geeky-teacher-coolness!

Ava Khalfaoui | K-12 Teacher, ESF South Island School, Hong Kong, China

I just want to say that Dr. Horvath is one of my heroes! I hope one day to meet him in person and show him how much his program has helped me transform my teaching practice, and how much it has impacted my students' learning.

Jean-Marie Molina | K-12 Teacher, United States of America @Teacher2DaBone

LEARN MORE

SCAN ME

the LEARNING BLUEPRINT™

SELECT CASE STUDIES AND DATA

THE LEARNING BLUEPRINT
SCHOOL IMPACT STUDY

ABSTRACT || From 2017-2019, the teachers at Genazzano FCJ College in Melbourne, Australia participated in The Learning Blueprint program. Genazzano is a private all-girls Catholic school serving ~1,000 P-12 students.

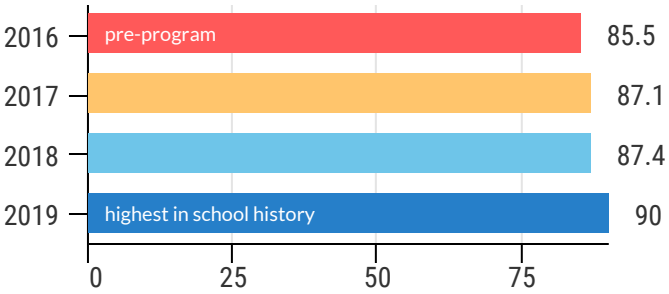
During this period, the median student ATAR score increased from 85.5 to 90.0, while the percentage of students whose ATAR score exceeded 90.0 rose from 36% to 50% (the highest in school history). Meanwhile, the teachers demonstrated a significant increase in their ability to effectively apply key Science of Learning principles in their practice.

ABOUT THE PROGRAM || The Learning Blueprint is an award-winning professional development program designed to bring key Science of Learning principles to teachers and schools.

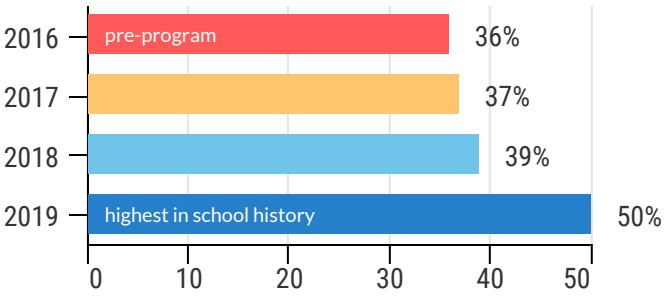
Developed by leading cognitive neuroscientist Dr. Jared Cooney Horvath, the aim is to deliver the latest and most impactful applications from the Learning Sciences; help teachers build a deep understanding of the learning process; and introduce an easy-to-use innovation tool called Micro-Projects. Through collaborative cycles of knowledge-building and evidence-gathering, teachers will identify and personalize those practices which maximize their impact within the classroom.

Student Impact

MEDIAN ATAR SCORE

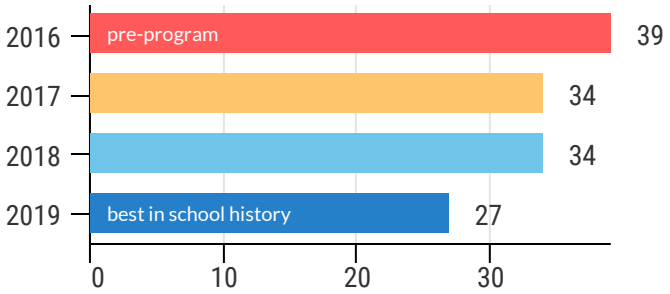


% OF STUDENTS WITH ATAR SCORE >90



School Impact

BETTER EDUCTION RANKING (AUSTRALIA)



2019 BETTER SCHOOL SURVEY (VICTORIA)

Academic Program: 8.30 (Similar School Mean: 7.48)
Learning Outcomes: 8.48 (Similar School Mean: 7.55)

2019 SCHOOL AWARDS

Australian Education Excellence Award: Best Professional Learning Program

LME GLOBAL
LEARNING MADE EASY
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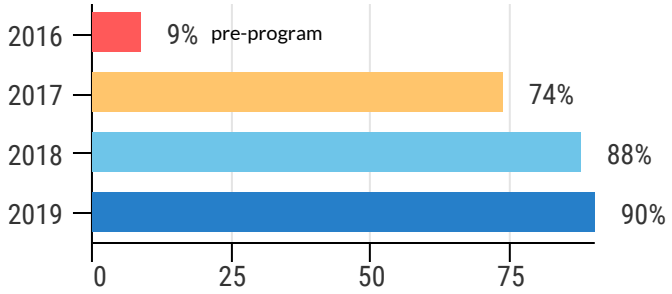
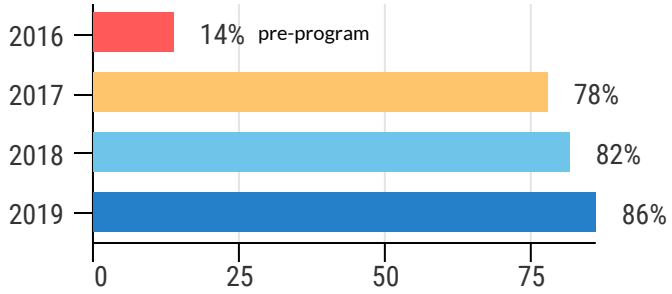
THE LEARNING BLUEPRINT

Teacher Impact

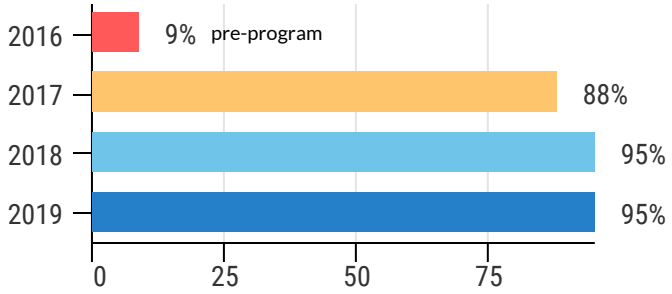
I understand how the brain works in relation to optimal learning. *



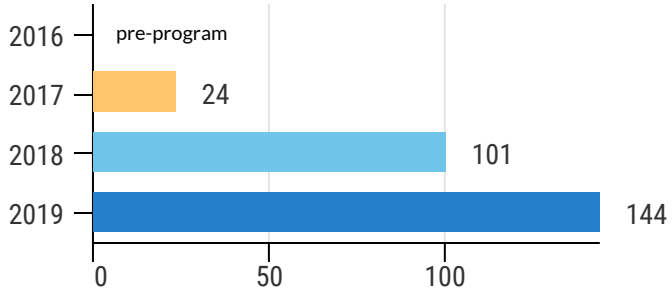
I understand how thinking processes impact learning, and how this relates to effective teaching. *



I have been able to effectively apply Science of Learning concepts in my practice. *



Number of Micro-Projects completed among the teaching staff (~75 teachers)



* These graphs represent the percentage of participating teachers who 'agree' or 'strongly agree' with the related statements.

> I had the privilege of working closely with Jared for over four years while he guided our PD program. His passion and expertise are infectious, inspiring teachers to learn and discover more about the Science of Learning. **Teachers thrive on professional learning that has practical applications – and Jared delivers this in spades!**

Karen Jebb
Principal | Genazzano FCJ College

> The Learning Blueprint has been hugely successful at our school. The data has shown **improvements in student study practices and exam performance, as well as in overall teacher effectiveness**. I highly recommend Dr. Horvath to any school that wants to engage learners, boost performance and drive better outcomes for all.

Catherine Brandon
Director, Genazzano Institute of Learning & Brain Sciences

> Discovering *why* and *how* my brain actually works was **way more helpful and engaging than someone just handing me a random list of success tips**. I never studied much before The Learning Blueprint, but I now use many of the strategies taught by Dr. Horvath.

Carrington
High School Sophomore | Tallahassee, Florida

NOTES || The Australian Tertiary Admission Rank (ATAR) is a number between 0.00 and 99.95 that indicates a student's position relative to all other students in their age group across the nation.

The Learning Blueprint School Impact Data

SCHOOL NAME: Genazzano FCJ | Melbourne, Australia

SCHOOL DESCRIPTION: A private all-girls Prep-12 school in with ~75 teachers and ~1,000 students

PROGRAM DURATION: The teacher component of The Learning Blueprint was delivered over 3 years (2017-2019)

COMPLETION NOTES: 72 teachers completed full program

STUDENT RESULTS

MEDIAN ATAR

- 2016 (pre): 85.5
- 2017: 87.1
- 2018: 87.4
- 2019: 90.0 (highest in school history)

% STUDENTS WITH ATAR >90

- 2016 (pre): 36%
- 2017: 37%
- 2018: 39%
- 2019: 50% (highest in school history)

SCHOOL RESULTS

BETTER EDUCATION RANKING (Australia-wide)

- 2016 (pre): 39
- 2017: 34
- 2018: 34
- 2019: 27 (highest in school history)

2019 BETTER SCHOOL EFFECTIVENESS SURVEY (National: Victoria)

- Academic Program: 8.30 (Similar Schools Mean – 7.48)
- Learning Outcomes: 8.48 (Similar School Mean – 7.55)

SCHOOL AWARDS

- Australian Education Excellence Award – Best Professional Learning Program

TEACHER RESULTS

(Select Survey Results)

I understand how the brain works in relation to optimal learning (% agree / strongly agree)

2016 (pre): 9%

2017: 74%

2018: 88%

2019: 90%

I understand how thinking processes impact learning and how this relates teaching (% agree / strongly agree)

2016 (pre): 14%

2017: 78%

2018: 82%

2019: 86%

I can design a micro-project to test SOL concepts in my practice (% agree / strongly agree)

2016 (pre): 0%

2017: 68%

2018: 95%

2019: 95%

I can collect & interpret evidence and adapt strategies in response to this evidence (% agree / strongly agree)

2016 (pre): 14%

2017: 68%

2018: 95%

2019: 95%

I have been able to apply concepts from SoL to my practice (% agree / strongly agree)

2016 (pre): 9%

2017: 88%

2018: 95%

2019: 95%

Would you recommend this PL to other schools / colleagues?

2016 (pre): N/A

2017: 93%

2018: 95%

2019: 93%

(Micro-Projects)

Number of Micro-Projects Completed by Teaching Staff

2016 (pre): 0

2017: 24

2018: 101

2019: 144

Select Micro-Projects (Full Projects Available Upon Request)

Project Name	SOL Principles/ Learning Strategies	Year Levels/ Subject	No. of teachers
Improving confidence and achievement levels when solving exam style problems under test conditions	Embracing Error; Repetition; Leveraging learning context	Year 11 Maths	1
Building children's confidence with taking risks to climb trees in a natural bush setting	Scaffolding skills; Building resilience	Early Learning Centre Personal Development	3
Navigational Skills: If students are exposed to learning in a variety of forums how will this impact their application to a camp setting?	Learning transfer of learning to new context	Year 10 Outdoor Education	1
Exploring High Impact Writing Strategies - practice based evidence	Priming; Goals; feedback; Recall; Self-regulation; Modelling; Different writing approaches: Explicit teaching	P-Year 6	10
Visual scaffolding of pair oral story retelling in French to bridge the gap between whole class and pair oral work	Images and spoken word combine for better learning	Year 7 French	2
Increasing the rate of appropriate analytical words and phrases used by students when writing a comparative text response	Learning Trajectory - guiding surface knowledge to deeper level learning and consolidation; Concepts application	EAL class	1
Increasing student engagement in peer presentations	Active recall v passive review; Pre-activate strategies to guide learning	Cross - Curricular: Year 9 Geog VCE History Year 10 ECOS VCE Physics Year 7 English	5
Provide structures to reflect on feedback after assessments. How will it impact students' understanding of their learning progress and what they need to do next to move forward?	Engaging with feedback; Priming; Embracing error; Goal setting	VCE Psychology	1

THE LEARNING BLUEPRINT
LOW SES IMPACT STUDY

ABSTRACT || From 2016-2019, the teachers at St. James Parish School in Ballarat, Australia participated in The Learning Blueprint program. St. James is a low SES Catholic primary school serving approximately 200 P-5 students.

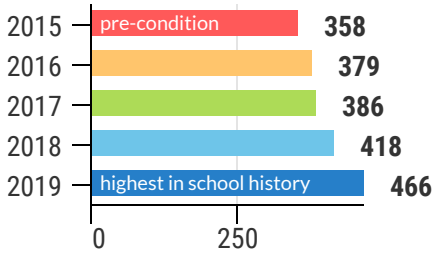
During this period, average student NAPLAN* reading scores increased from 358 to 466 (the highest in school history), while Year 3 to 5 reading, writing and numeracy growth scores significantly outpaced national averages. Meanwhile, the teachers demonstrated a significant increase in their ability to effectively apply key Science of Learning concepts in their practice.

ABOUT THE PROGRAM || The Learning Blueprint is an award-winning professional development program designed to bring key Science of Learning principles to teachers and schools.

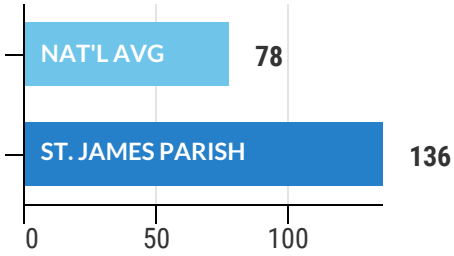
Developed by leading cognitive neuroscientist Dr. Jared Cooney Horvath, the aim is to deliver the latest and most impactful applications from the Learning Sciences; help teachers build a deep understanding of the learning process; and introduce an easy-to-use innovation tool called Micro-Projects. Through collaborative cycles of knowledge-building and evidence-gathering, teachers will identify and personalize those practices which maximize their impact within the classroom.

STUDENT IMPACT

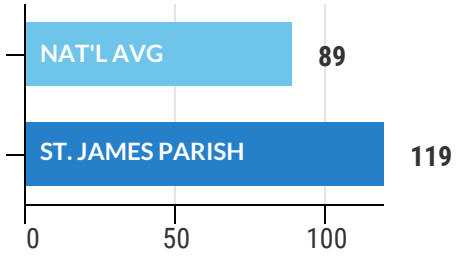
Year 3 NAPLAN Reading Scores. *



Year 3 to 5 Reading Growth Scores.



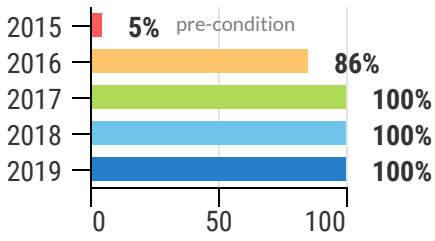
Year 3 to 5 Numeracy Growth Scores.



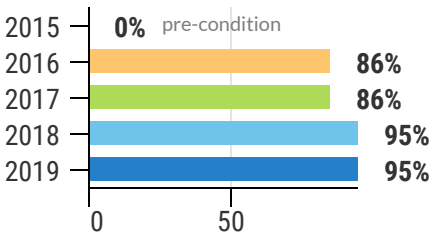
* The National Assessment Program – Literacy and Numeracy (NAPLAN) is a national standardized test administered annually to Australian students.

TEACHER IMPACT

I understand how the brain works in relation to optimal learning. *



I can collect/interpret evidence and adapt strategies accordingly. *



* These graphs represent the % of participating teachers who 'agree' or 'strongly agree' with statements.

"Since Jared began working with St. James in 2016, our staff has operated as a cohesive, agile collective – so difficult to achieve in a profession filled with competing ideas. They are now 'researchers in action', and much more active in the education community. I'll forever be indebted to Jared!"

Peter Fahey
Principal | St. James Parish

See the following pages for a full summary of The Learning Blueprint program impact at St. James Parish.

The Learning Blueprint Low SES School Impact Data

SCHOOL NAME: St. James Parish School | Ballarat, Australia

SCHOOL DESCRIPTION: A low SES Catholic primary school serving ~ 200 P-5 students.

PROGRAM DURATION: The teacher component of The Learning Blueprint was delivered over 4 years (2016-2019)

COMPLETION NOTES: 25 teachers completed full program

STUDENT RESULTS

AVERAGE YEAR 3 NAPLAN SCORE (READING)

- 2015 (pre): 358
- 2016: 379
- 2017: 386
- 2018: 418
- 2019: 466 (highest in school history)

YEAR 3 to 5 READING GROWTH SCORES (5-YEAR AVG)

- 136 (national average = 78)

YEAR 3 to 5 WRITING GROWTH SCORES (5-YEAR AVG)

- 71 (national average = 61)

YEAR 3 to 5 NUMERACY GROWTH SCORES (5-YEAR AVG)

- 119 (national average = 89)

TEACHER RESULTS

(Select Survey Results)

I understand how the brain works in relation to optimal learning (% agree / strongly agree)

- 2015 (pre): 0%
- 2016: 86%
- 2017: 100%
- 2018: 100%
- 2019: 100%

I understand how thinking processes impact learning and how this relates teaching (% agree / strongly agree)

- 2015 (pre): 5%
- 2016: 86%
- 2017: 95%

2018: 100%

2019: 100%

I can design a Micro-Project to test Science of Learning concepts in my practice (% agree / strongly agree)

2015 (pre): 0%

2016: 100%

2017: 100%

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2019: 100%

I can collect and interpret evidence, and adapt teaching strategies in accordance to this evidence (% agree / strongly agree)

2015 (pre): 0%

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I have been able to effectively apply Science of Learning concepts to my practice (% agree / strongly agree)

2015 (pre): 0%

2016: 86%

2017: 86%

2018: 95%

2019: 95%

I would recommend this PL program to other schools/colleagues? (% yes)

2015 (pre): 5%

2016: 100%

2017: 100%

2018: 100%

2019: 100%

(Micro-Projects)

Number of Micro-Projects Completed by Teaching Staff (~25 Teachers)

2015 (pre): 0

2016: 22

2017: 32

2018: 34

2019: 39

Note: Select Micro-Project Examples Available Upon Request

The Learning Blueprint Low SES School Impact Data

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