



# the LEARNING BLUEPRINT™

WHERE LEARNING SCIENCE *meets* CLASSROOM IMPACT

## SUMMARY

Welcome to The Learning Blueprint, an award-winning PD program for teachers and educators. Developed by leading cognitive scientist Dr. Jared Cooney Horvath, the aim is to deliver the most impactful applications from the Learning Sciences, help teachers build a deep understanding of the learning process, and introduce a practical classroom innovation tool called Micro-Projects.

## DELIVERY

We recommend that The Learning Blueprint be completed simultaneously by all teachers within a school or learning cohort. This format requires scheduling five separate 90-minute live sessions with all participants present. If completing the program live is not feasible, parts-or-all of The Learning Blueprint can be done on an individual, self-guided basis.

## TIMELINE

The Learning Blueprint consists of four core modules. Each module is fully scaffolded, and includes approximately 8 hours of learning and guided application. While individual modules can be completed within a single term, the full program is designed for multi-year implementation by schools and learning communities to realize the full benefits.

## OUTLINE

We open The Learning Blueprint by exploring 11 key principles of learning (Mod1) and examining the foundations of how humans learn (Mod2). From there, we dive into specific topics and strategies aimed at boosting student performance (Mod3), before shifting our attention to factors that influence how students engage with the learning process (Mod4).

### MOD1 | From the Lab to the Classroom

In Module One, we begin by answering the question, “Why should teachers even care about the Science of Learning?”, before exploring the fascinating truth behind how the brain works to make sense of reality. From there, we examine eleven key principles of learning, and consider how scientific research can (and cannot) be meaningfully translated to the classroom.

- |                                  |                                  |
|----------------------------------|----------------------------------|
| S1  The Science of Learning      | S4  Learning Principles (Part 2) |
| S2  Learning Principles (Part 1) | S5  Learning Principles (Part 3) |
| S3  From Theory to Practice      | S6  Micro-Projects (Application) |

### MOD2 | The Learning Trajectory

In Module Two, we dive into the foundations of how human beings learn, remember and apply new knowledge. By pooling neuroscience, psychology, and personal development principles, we begin to understand how humans progress along a relatively predictable learning trajectory, and we consider how this is reflected in the performance of our students.

- |                               |                                  |
|-------------------------------|----------------------------------|
| S1  Skills, Talent, and IQ    | S4  Assessment at all Levels     |
| S2  The Transfer Dilemma      | S5  Feedback for Learning        |
| S3  Shallow vs. Deep Learning | S6  Micro-Projects (Application) |

### MOD3 | Impact Topics + Key Strategies

With the foundations in place, it's time to dive more deeply into specific topics and strategies aimed at boosting student performance. In Module Three, we examine the 'big boys' of educational topics and consider how they work, how they manifest in the classroom, and how we can leverage them within our daily practice.

- |                             |                                  |
|-----------------------------|----------------------------------|
| S1  Principles of Memory    | S4  Metacognition + Homework     |
| S2  Principles of Attention | S5  The Truth About Creativity   |
| S3  Cognitive Load Theory   | S6  Micro-Projects (Application) |

### MOD4 | Emotions + Wellbeing

With the 'hard skills' done-and-dusted, we shift our attention to those factors that influence how humans engage with the learning process. In Module Four, we explore the role that emotions play in learning, and consider ways to ensure our students are in the right 'head space' to perform effectively in the classroom.

- |                                 |                                  |
|---------------------------------|----------------------------------|
| S1  Kids, Teens, and Tech       | S4  Personal Wellbeing           |
| S2  Stress + Anxiety            | S5  Three Types of Engagement    |
| S3  Interpersonal Relationships | S6  Micro-Projects (Application) |

## APPLICATION

Throughout The Learning Blueprint, participants will complete several Micro-Projects. Rather than testing content knowledge, Micro Projects provide a low-stakes opportunity to test, assess, document and share relevant classroom strategies. These practical and easy-to-implement application tools are integral to changing teacher practice.

# the **LEARNING** **BLUEPRINT**™



**SELECT  
CASE STUDIES  
AND DATA**

# THE LEARNING BLUEPRINT SCHOOL IMPACT STUDY



**THE CHALLENGE** | How can an already high-performing school break through achievement plateaus to unlock even greater levels of student success?

**THE SOLUTION** | Teachers at Genazzano FCJ College, a prestigious all-girls school serving ~1,000 P-12 students, participated in The Learning Blueprint. The results? The median student ATAR score increased from 85.5 to 90, while the percentage whose ATAR score exceeded 90 rose from 36% to 50% (the highest in school history). At the same time, teachers showed a **marked improvement in their ability to apply key Science of Learning strategies** in the classroom.

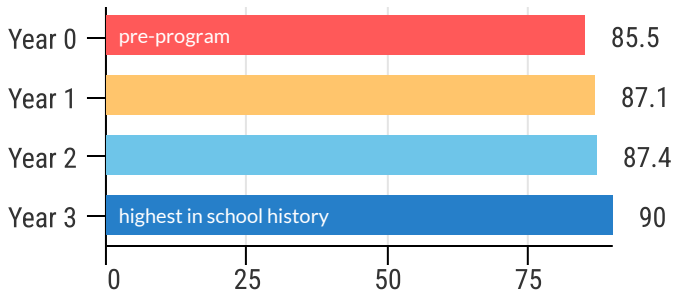
## THE LEARNING BLUEPRINT FOR TEACHERS | WHERE LEARNING SCIENCE MEETS CLASSROOM IMPACT

The Learning Blueprint is an **award-winning teacher PD program** that bridges the gap between theory and performance. Developed by leading cognitive scientist **Dr. Jared Cooney Horvath**, it's grounded in a deep understanding of how adult professionals *actually* learn and refine their practice. Rather than relying on fads or quick fixes, The Learning Blueprint delivers the *why* and *how* of core classroom principles, and establishes a **unified approach to exceptional teaching** built on proven learning science. The result is **instructional coherence** — a faculty that speaks the same language, applies the same standards, and elevates student achievement at every level.

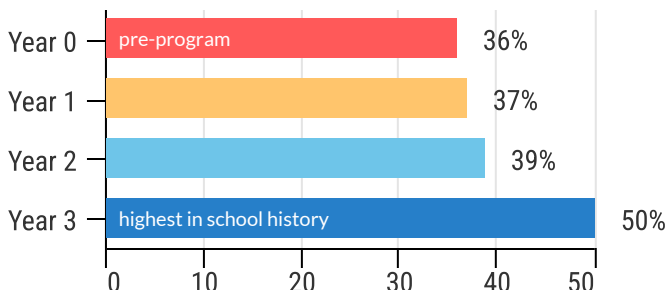


### Student Impact

#### MEDIAN ATAR SCORE

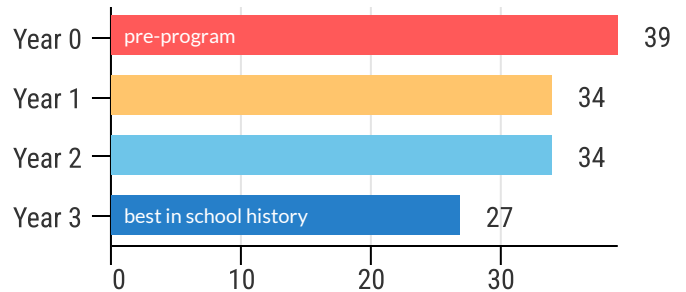


#### % OF STUDENTS WITH ATAR SCORE >90



### School Impact

#### BETTER EDUCATION RANKING (AUSTRALIA)



#### YEAR 3 BETTER SCHOOL SURVEY (VICTORIA)

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

#### YEAR 3 SCHOOL AWARDS

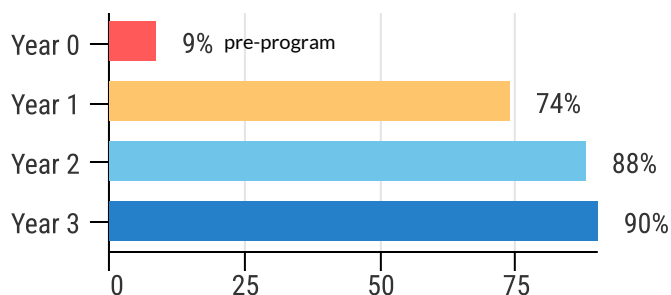
Australian Education Excellence Award: Best Professional Learning Program

# THE LEARNING BLUEPRINT

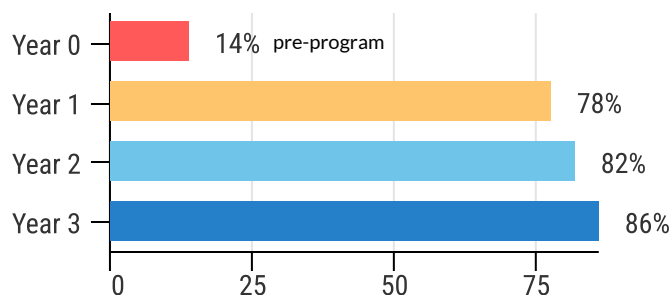


## Teacher Impact

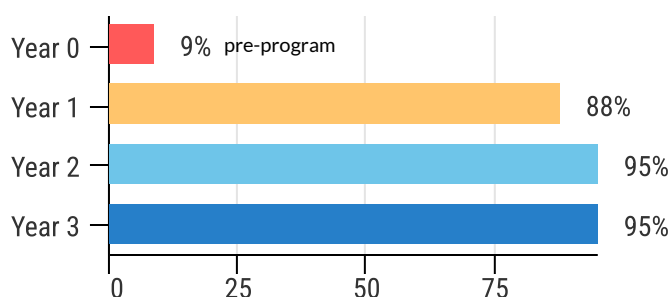
I understand how the brain works in relation to optimal learning.\*



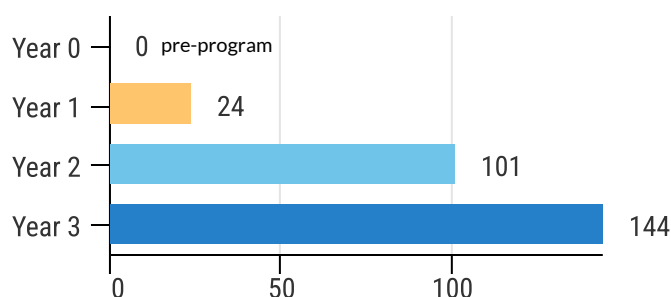
I understand how thinking processes impact learning, and how this relates to effective teaching.\*



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

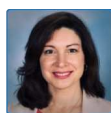


Number of Micro-Projects completed among the teaching staff (~75 teachers)



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

"The Learning Blueprint has been hugely successful at Genazzano. The data shows **improvements in student learning practices and exam performance ... and overall teacher effectiveness**. I highly recommend the program to any school that wants to **engage teachers and boost performance** across the board."



**Catherine Brandon**  
Director of Learning –  
Genazzano FCJ College

"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 TLB delivers this in spades!**"



**Karen Jebb**  
Principal –  
Genazzano FCJ College

"The Learning Blueprint is a **game-changer for schools**. Dr. Horvath makes the learning sciences so accessible for busy teachers ... and his program **does an incredible job of bridging the gap between theory and classroom practice** in a way that makes these important principles and ideas come to life!"



**Nikki McGuire**  
Education Consultant –  
Victoria, Australia

The Australian Tertiary Admission Rank (ATAR) is a number between 0 and 99.95 that indicates a student's relative national rank versus all students in their age range.

## The Learning Blueprint School Impact Data

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**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



**ST. JAMES PARISH SCHOOL**

**THE CHALLENGE** | How can a school serving a disadvantaged community dramatically improve student learning outcomes while building teacher capacity?

**THE SOLUTION** | Teachers at St. James Parish, a low-SES Catholic primary school serving 200 students, participated in The Learning Blueprint. The results? Student NAPLAN reading scores rose to the highest level in school history, while Grade 3 to 5 reading, writing, and numeracy growth significantly outpaced national averages. At the same time, teachers showed a marked improvement in their ability to apply key Science of Learning strategies in the classroom.

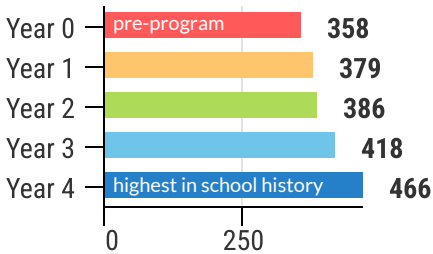
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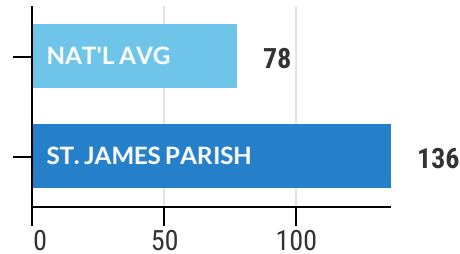


### STUDENT IMPACT

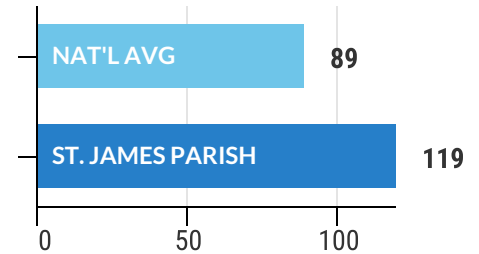
Grade 3 NAPLAN Reading Scores \*



Grade 3 to 5 Reading Growth Scores



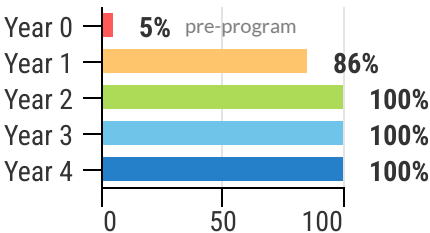
Grade 3 to 5 Numeracy Growth Scores



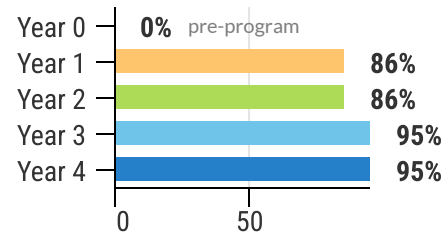
\* The National Assessment Program – Literacy and Numeracy (NAPLAN) is a national standardized test administered annually to Australian students.

### 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 these statements.

"Since Jared began working with St. James, 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

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**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%

2018: 100%

2019: 100%

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

2015 (pre): 0%

2016: 86%

2017: 86%

2018: 95%

2019: 95%

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 UNIVERSITY IMPACT STUDY



**THE CHALLENGE** | How can a large university provide quality, research-backed PD to hundreds of faculty members while ensuring consistency and measurable impact?

**THE SOLUTION** | LME Global teamed up with Monash University to produce a fully-digital version of The Learning Blueprint teacher PD program. It's currently hosted on the internal Monash learning portal, and has been **successfully completed by several hundred faculty members** on a pay-per-registrant basis (see select testimonials below). Based in Melbourne, Australia, Monash University is one of the largest and most prominent public research universities in the world. They're ranked as the **#35 2024-25 Best Global University** by U.S. News and World Report.

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## SELECT FACULTY TESTIMONIALS

“

The Learning Blueprint has been a fantastic addition to our internal directory of faculty development resources. The ideas and concepts Dr. Horvath covers are universally valuable to all staff members as we continue to cultivate teaching and learning excellence at Monash.



**Allie Clemans**  
Director of Learning/Teaching  
Monash University

“

The Learning Blueprint is by far the most interesting and practical PD I've ever gone through. I was engaged the whole way through, and am so excited that our entire community is now on the same page about learning.



**Kristian Rotaru**  
Professor + Senior Lecturer  
Monash University

“

The integration of learning theory, practice and evaluation was incredibly helpful. The fact that I was keen to complete The Learning Blueprint in such an intense year (during a 2020 national COVID shutdown) is a real testament to its engagement and value.



**Djuke Veldhuis**  
Director + Researcher  
Monash University

“

The Learning Blueprint compelled me to test out several new ideas in my role (via Micro Projects) that I never would have tried on my own ... and I'm happy to report the results have been very insightful!



**Peter Lusic**  
Faculty of Information Tech  
Monash University

“

TLB is a masterclass on the core, fundamental principles of learning and teaching. Jared is very fun to listen to, and he teaches many key concepts that I suspect most of my colleagues are unaware of.



**Chris Watkin**  
Author + Senior Lecturer  
Monash University

“

I would highly recommend The Learning Blueprint. It's engaging, eye-opening and seriously hands-on ... meaning that new teaching ideas and concepts can be tested out in the field (instead of just pondered in the head).



**Peter McDonald**  
Faculty of Science + Lecturer  
Monash University

“

The Learning Blueprint is a seamless, well-structured online learning experience. I am now in the process of re-conceiving all of my own lessons as a result of this course. Highly recommended!



**Angela Cruz**  
Senior Lecturer in Marketing  
Monash University

“

The Learning Blueprint is engaging and diverse in its learning modes. I found myself regularly pondering my own learning approaches and the neuro-psychological factors that drive them. As someone with a passion for science, I always enjoy novel ways of thinking.



**Jake Port**  
Faculty of Science + Lecturer  
Monash University

MONASH UNIVERSITY REFERENCE: Allie Clemans | Director of Learning and Teaching | [allie.clemans@monash.edu](mailto:allie.clemans@monash.edu)