

## The Learning Blueprint for Teachers

### Program Overview

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**Name:** The Learning Blueprint (TLB)

**Slogan:** Where Learning Science Meets Classroom Impact

**Mission:** Connect the most important ideas from the Science of Learning to practical classroom strategies for teachers.

**Summary:** Developed by leading cognitive scientist Dr. Jared Cooney Horvath, The Learning Blueprint is an award-winning PD program for schools that value deep learning, classroom innovation, and teaching excellence. The Learning Blueprint transforms learning science into classroom success. Instead of passing fads or disconnected strategies, teachers gain a deep understanding of *how* and *why* learning actually works — giving them the power to design, deliver, and adapt meaningful learning experiences that stick. Trusted by 500+ schools and 10,000+ teachers worldwide.

**Why The Science of Learning?** The Science of Learning is valuable because it doesn't try to replace teachers or dictate "how to teach." Instead, it explains *how* and *why* learning works the way it does. And with that understanding, teachers become more confident and effective — they can better interpret classroom behaviors, determine why strategies succeed or fail, and adapt approaches to fit their context. In other words, teachers gain *professional agency* — like the difference between a line cook merely following a recipe and a master chef creating their own.

**Note:** The Science of Learning is NOT model or framework. It's not intended to replace your existing teaching models, but rather inform and amplify what you're already doing.

### Key Challenges Addressed

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#### Stop Wasting \$\$\$ on Ineffective Teacher PD

**THE PD PARADOX** | While 69% of teachers say PD is "extremely important" (NAIS), 71% are dissatisfied with current offerings (Boston Consulting Group), claiming they're too often "not relevant, not effective, and not connected to their core work of helping students learn". One-off workshops and 'drive-by' trainings might spark temporary enthusiasm, but they rarely produce lasting change.

**PROBLEM** | One-time workshops wrongly assume that once teachers are exposed to new practices, their performance will automatically improve. Unfortunately, transfer is NOT automatic! Just as we can't pour knowledge into the heads of students, neither can we with teachers. The 'implementation dip' is difficult and frustrating — yet most PD abandons teachers at this crucial phase.

**SOLUTION** | Unlike one-off workshops, The Learning Blueprint is a sustained PD series grounded in the Science of Learning. Teachers actively test strategies in their own classrooms, share results with colleagues, and refine their practice over time. The result is lasting professional growth with a measurable impact on teaching and learning.

#### Solve Teacher Engagement and Retention Issues

**PROBLEM** | Teacher burnout is epidemic. Too many feel overwhelmed, undervalued, and unprepared to handle the complexities of modern classrooms. Meanwhile, teacher attrition rates are at all-time highs, with upwards of 10% of teachers leaving the profession *each year*, citing job dissatisfaction and lack of support. And when good teachers leave, parents notice ... and school reputation suffers.

**SOLUTION** | The Learning Blueprint tackles the root causes of low engagement by facilitating collaborative learning and providing a platform for documenting, sharing and celebrating effective classroom practice. Through this process, veteran teachers sharpen their expertise, while new teachers gain the direct peer support they need to thrive.

#### Scale Capacity Without External Dependencies

**PROBLEM** | Most professional development creates dependency on external consultants and outside experts. Schools become trapped in cycles of bringing in new trainers for every initiative, which drains budgets and depletes time while failing to build internal expertise. And when the external support ends, so does the progress.

**SOLUTION** | The Learning Blueprint builds capacity from the inside out by onboarding a small team of internal facilitators — your own learning leads — to guide sessions, track progress, and maintain momentum. This turns PD from an isolated event into a collective achievement. Your team owns the process, the practice, and the results — creating a self-sustaining culture of continuous improvement.

## Build a Culture of Academic Excellence

**PROBLEM** | Even top schools struggle with inconsistent teaching quality across classrooms and departments. Some teachers excel while others flounder, creating uneven student experiences and achievement gaps. Without a shared foundation for effective instruction, it becomes hard to scale best practices, or even articulate your value to your parent community.

**SOLUTION** | The Learning Blueprint creates a unified approach to exceptional teaching grounded in proven learning science. Teachers work from a shared playbook, ensuring consistent, high-quality instruction across every classroom while still honoring individual style. The result is instructional coherence — a faculty that speaks the same language, applies the same standards, and elevates student performance at every level.

## Program Details and Logistics

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### THE BASICS | A Flexible, Modular Approach to Teacher Development

The Learning Blueprint is made up of four standalone modules — schools start with Module One, and complete additional modules as desired.

Each module includes 5 x 75-minute sessions featuring:

- Short, interactive video lessons led by Dr. Jared Cooney Horvath
- Reflection prompts and guided discussion
- Classroom-based 'Micro-Projects' to apply learning
- Quizzes and spaced reviews to cement knowledge

Sessions can be run in staff meetings, PLCs, or asynchronously (or any combination).

Schools typically complete each module over a single term — giving teachers ample time to wrestle with key ideas and apply new strategies between sessions.

### BUILD INTERNAL CAPACITY | Led by Your Team — Not Outside Consultants

We don't send an overpriced guru to your school to make a cameo and then disappear. Instead, The Learning Blueprint is designed to run from the inside out.

We train a small group of faculty members selected by you (instructional coaches, heads of learning, lead teachers, etc.) to act as your internal facilitation team. They'll guide the sessions, support Micro-Project implementation, and sustain momentum.

This train-the-trainer model:

- Builds internal expertise
- Supports long-term, cultural change
- Reduces external dependencies

### APPLICATION | The MP Engine — Where Theory Meets Practice

The Learning Blueprint was designed with an understanding of how adult professionals *actually* learn and change their practice. Unlike 'drive-by' workshops that suffer from implementation problems, our program is built around embedded application.

During each module, teachers are provided structured, low-stakes opportunities to apply new learning in the classroom called Micro-Projects.

Each Micro-Project is:

- Targeted | Focuses on one specific skill at a time.
- Practical | Designed to fit into existing lessons without disruption.
- Measurable | Provides clear indicators that let teachers know what is (and isn't) working.

Instead of asking teachers to make wholesale changes, Micro-Projects create small wins that build confidence, sustain momentum, and deliver tangible evidence of impact.

### PROOF OF IMPACT | Measure What Matters — and Prove It

With The Learning Blueprint, your teachers also gain access to our EdPub app — a platform for capturing and showcasing Micro-Project results.

With this tool, administrators can:

- Track progress at the classroom and cohort level
- Spotlight teacher contributions and innovation
- Support accreditation and strategic improvement goals
- Justify PD spending with real data

It's professional development you can see, share and celebrate. Plus, after completing Module One, you'll receive a custom impact report with performance stats and teacher feedback.

**\*\* Important Note: EdPub won't be available until 2026 \*\***

### **FLEXIBLE DELIVERY | PD That Fits Your School — Not the Other Way Around**

Whether you're running full-staff PD, launching a pilot cohort, or supporting new hires, The Learning Blueprint can be adapted to suit your needs. It works with your existing PD calendar, and doesn't pull teachers away from critical instruction time.

Popular delivery options include:

- Live PLC Sessions led by your internal facilitation team (recommended)
- Asynchronous Self-Paced Learning | Teachers complete online sessions independently with scheduled check-ins
- Blended Approach | Some sessions are done live, while others are done independently

The program is designed for ease of scheduling, minimal classroom disruption, and maximum engagement.

### **A PROVEN BLUEPRINT | Why The Learning Blueprint Works — When So Much Else Doesn't**

Unlike traditional PD offerings that might produce fleeting enthusiasm but fail to make a lasting impact, The Learning Blueprint delivers transformation by design:

- Active, job-embedded learning ... not passive info dumps
- Science-backed strategies ... not trendy fads
- Collaborative development ... not siloed learning
- Sustainable, school-led model ... not endless consulting contracts
- Visible evidence of impact ... not PD 'black holes'
- Teacher agency and autonomy ... not one-size-fits-all prescriptions

It's not just a PD program — it's a foundation for academic excellence that scales with your school and grows with your teachers.

## **EdPub and Micro-Projects**

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### **What is EdPub?**

EdPub is a platform where teachers can document, share, and explore Micro Projects — small-scale classroom experiments grounded in everyday teaching. By turning these experiments into structured, searchable data, EdPub bridges the gap between academic theory and classroom practice. It empowers educators to build a shared body of professional knowledge — elevating teaching from the inside out.

### **Why is EdPub Important?**

For decades, education research has lived in university labs — while the real testing ground has always been the classroom. Teachers are constantly experimenting, adapting, and improving instruction ... but their insights have remained largely invisible and uncaptured. EdPub changes that!

### **What is a Micro-Project?**

A Micro-Project is a simple, focused experiment that teachers run in their classroom to test a strategy, tweak a routine, or try a new tool. It doesn't require intense training or a fancy degree — just a question, a plan, and a way to track results.

### **How do Micro-Projects Work?**

With Micro-Projects, we've distilled years of educational research methods into a fast, practical model that any teacher can implement.

Each Micro-Project is: Targeted (focuses on one specific skill at a time); Practical (designed to fit into existing lessons without disruption); and Measurable (clear indicators that let teachers know what is, and isn't, working).

Here are the five basis steps:

1. **Pose a Question** | If I do X, how will this impact Y?
2. **Record Baseline Data** | Capture and document where students are now.
3. **Run Your Experiment** | Execute during daily practice — no extra work required.
4. **Measure the Results** | Collect the same data post-intervention.
5. **Publish Your Insights** | Share your findings in the EdPub platform.

### Why Does EdPub Work?

EdPub works because it's built around key features proven to boost teacher engagement and change classroom practice: Teacher-Led; Evidence Based; Connected to Core Work; New Teacher Friendly; Aligned with School Goals.

Learn more at <https://lme.global/EdPub> | Note: EdPub will not be available until 2026.

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### Your Instructor

#### Jared Cooney Horvath | PhD, MEd

The Learning Blueprint is led by Dr. Jared Cooney Horvath, an award-winning cognitive neuroscientist and internationally recognized expert in translating brain science into practical teaching strategies.

A trusted voice in education, Dr. Horvath has published seven books, 60+ research articles, and has been featured in The New York Times, Nature, The Economist, and the BBC.

Unlike many academics, he brings extensive classroom experience, having taught in hundreds of schools worldwide and developed curricula used across Australia's education systems.

A sought-after speaker and author of the acclaimed book *Stop Talking, Start Influencing*, Dr. Horvath is known for making complex science clear and actionable for teachers at every stage of their career.

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### Impact Studies

#### High-Performing 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** | The 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.
- **Full Report** | <https://lme.global/case1>

#### Low-SES Catholic School Impact Study

- **The Challenge** | How can a school serving a disadvantaged community dramatically improve student learning outcomes while building teacher capacity?
- **The Solution** | The 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.
- **Full Report** | <https://lme.global/case2>

#### 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. 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.

- **Full Report** | <https://lme.global/uni-impact>

## Program Benefits

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### Teacher-Level Benefits

- Greater professional agency and engagement
- Increased confidence and classroom efficacy
- Clear signal that the school values and invests in their growth

### School-Level Benefits

- Increased commitment to school values and mission
- Shared language of learning, ensuring consistency across classrooms
- Stronger culture of peer support and collaborative growth

### Admin-Level Benefits

- Increased teacher engagement and retention rates; PD as a retention tool
- More ability to recruit and attract high-quality teachers
- Increased ROI on teacher PD spend
- Visible evidence of PD impact

### Community-Level Benefits

- Greater satisfaction among the parent community
- Heightened parent confidence in the school's ability to deliver academic growth
- Increased family recruitment through organic word-of-mouth referrals (the highest-value marketing)
- Enhanced reputation as a leader in academic excellence within the local and regional community

### And most importantly ...

- Schools that embrace The Learning Blueprint consistently see improved student outcomes.
- This is consistent with ample research showing that collaborative, contextualized, and evidence-based PD offerings like The Learning Blueprint correlate strongly to elevated student achievement.

## Key Schools and Partners

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### Australia

- Abbotsleigh School
- Melbourne Girls Grammar
- Bialik College
- Brisbane Boys' College
- Catholic Diocese of Sandhurst

### United States

- Detroit Country Day School
- Friends School of Baltimore
- The Linsly School
- Ste. Genevieve R-II School District
- Germantown Friends School

## Canada

- St. Michaels University School
- Brentwood College School
- Alberta Teachers Association

## United Kingdom

- Dulwich College
- Cokethorpe
- Ormiston Academies

## International

- English Schools Foundation (Hong Kong)
- American School of Bangkok (Thailand)
- Aspire Teachers (Romania)

## Offer Elements

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**Award-Winning PD Solution** | Bring the world's leading Science of Learning PD program directly into your school — no travel, no hassle ... just results.

**Embedded Application** | Teachers put new strategies into practice with Micro-Projects, ensuring learning is applied, reinforced, and translated into real classroom impact.

**Live Coaching Calls with Jared** | Get exclusive access to monthly group coaching calls hosted by Dr. Horvath, where he covers emerging topics and answer your questions.

**Custom Impact Report** | After Module One, receive a custom impact report showing exactly what worked in your school, with performance stats and teacher feedback.

**Pearson Credentialing** | After successful completion, teachers earn a certificate, a verified Pearson digital badge, and a concise credential statement for their CV or resume.

**Internal Team Onboarding** | We train selected staff to act as program facilitators, building internal capacity and reducing reliance on costly external consultants.

**AI-Powered Scheduling Assistant** | Our AI assistant helps you plan sessions around your school calendar for seamless scheduling and minimal disruption.

**Dedicated Support Team** | We have a dedicated support staff on hand ready to solve technical issues and ensure smooth program delivery.

--- Coming in 2026 ---

**One Year Free EdPub Access** | Get one-year of free access to our new EdPub platform, where your teachers can document and share their Micro-Project results (available 2026).

## A New Blueprint for Teacher Development

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### The Learning Blueprint is for schools that refuse to settle!

For schools that believe exceptional educators are the heartbeat of student success ...

That the quality of a school can rise no higher than the quality of its teachers ...

That education is a journey of growth and discovery, not an exercise in compliance and test scores ...

And that true academic success isn't measured by what students memorize today, but by how effectively they can learn tomorrow.

# the LEARNING BLUEPRINT™

WHERE LEARNING SCIENCE meets CLASSROOM IMPACT

“

I had the privilege of working closely with Jared while he guided our PD program. **His passion and expertise are infectious.** Teachers thrive on PD that has practical application — and The Learning Blueprint delivers this in spades!



**Karen Jebb**

Principal of Emmaus College | Australia @karen\_jebb

“

I just want to say that Dr. Horvath is one of my heroes! I hope one day to show him how much The Learning Blueprint has helped me transform my teaching ... and I'm happy to report that **I've been able to successfully guide my students back to academic excellence!**



**Jean-Marie Molina**

K-12 Teacher | Rotterdam, Netherlands @drs\_JeanMarie

“

The Learning Blueprint literally changed my life – not exaggerating at all. **It made me completely rethink my whole classroom approach.** I loved engaging with the science ... it's like a smorgasbord of geeky-teacher-coolness :)



**Ava Khalfaoui**

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

“

The **integration of learning theory, practice and evaluation was incredibly helpful.** The fact that I was actually excited to complete The Learning Blueprint during a very busy and intense term for me is a real testament to its value!



**Djuke Veldhuis**

Instructor + Researcher | Melbourne, Australia

“

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 our entire community is now on the same page about learning.



**Kristian Rotaru**

Professor + Senior Lecturer | Monash University

“

Since completing The Learning Blueprint, **our staff has operated as a cohesive, agile collective** – so difficult to achieve in a profession filled with competing theories and philosophies. They're now 'researchers in action', and much more active in the education community.



**Peter Fahey**

Principal | St. James Catholic Primary School

“

The Learning Blueprint has made an enormous impact on the teachers at ESF. **I've never seen a program so universally embraced and integrated by all corners of the staff.** Dr. Horvath will continue to be an integral part of our PD strategy for many years to come.



**Jacques-Olivier Perche**

Head of PL | English Schools Foundation, Hong Kong

“

The Learning Blueprint is a game-changer for schools. **Dr. Horvath makes the sciences so accessible for busy teachers!** It really does serve as a great bridge between the lab and the classroom that we can all use to help students learn more effectively.



**Nikki Maguire**

Educator and SEL Advocate | Victoria, Australia

“

The Learning Blueprint has been hugely successful at Genazzano. Our data shows **measurable gains in exam performance and teacher effectiveness.** I highly recommend it to any school that wants to engage teachers and boost performance.



**Catherine Brandon**

Director, Genazzano Institute of Learning & Brain Sciences

On Jul 28, 2023 10:38:03 AM, "Timmons, Sara" <[stimmons@wpsmd.org](mailto:stimmons@wpsmd.org)> wrote:  
Hi Jared and Alecia,

I want to thank you for allowing us access to the recordings from this week. I have signed up for the week long course, but had a teacher resign this week, so I have been unable to watch any in live time. I just finished watching session 2 and my jaw is literally on the ground. I did not take the mid week survey, but want you both to know that only after two recordings, I can already tell you that this is the most beneficial PD that I have been a part of. It is engaging, purposeful, and collaborative. Very well done!

Did you record Friday's session? It is okay if you didn't, but I am loving the application questions from the teachers. If it is available, I would love to watch that as well.

Jared, I will be purchasing your published work and will be following your videos. Thank you for sharing your knowledge and learning with the educational community.

Sincerely,  
Sara Timmons

RE: Thank You + Info Inbox x

Cheryl Flight  
to me, Jared

3:04 AM (4 hours ago)

Further to the previous email with a list of staff... we have so many additional requests for portal access as listed below.

Can I add, Jared, that session 1 has been a resounding success. It has been universally well received, and I have been so pleased as this feedback has come from across the board – our Early Learning staff through to those working in Senior school, have all had specific take aways and all are really looking forward to the next session!

Could we talk about what we can put in place for 2024 at some stage please? I will talk to the teams here, but anticipate that we might try and fit in the next two units going forward.

Kind regards,  
Cheryl

**Cheryl Flight**  
Executive Director: Teaching and Learning

 **TYNDALE**  
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Members of the Tyndale  
Christian School group:  
SALISBURY EAST  
MURRAY BRIDGE  
STRATHALBYN

9:38 LTE

ATA - Science of ...

Debbie Harris  
14h

I just finished section 3.3 and really wish I had other teachers to talk to right now, so I thought I'd come on here to share. My mind is absolutely blown 🤯 that someone has acknowledged and validated the evidence we have as teachers. As a scientist this has always been very difficult for me to accept, even though I knew the observations I make every second of the day should be good enough I never felt like it was. I always felt like I needed to have something more, a test, a survey, something I could graph or chart. I was always taught to have a large sample size, which would require evidence to be... See more

You and 5 others 2 comments Seen by 20

Love Comment Send

Danny Maas Admin  
I 100% agréé Debbie! I absolutely love how Jared has validated the professionalism of teachers in this way! Was totally an aha moment for me too! I want every teacher to know this and feel empowered, trusted, and professional!

Love Reply 3

Write a comment...

Laura Agostino  
Educator

Ignore Accept

Hi Jared, I've been participating in the Learning Blueprint course with AISWA. I have been super inspired by your expertise and ability to teach such complex concepts in a way that is so easy for us to understand! The course has honestly been amazing and sooo important for teachers :) [See less](#)

Reply to Laura

Thank you from Marsden! Inbox x

CULLEN, Jenna (jcull106)  
to me, Donald

Mon, Oct 10, 11:20 PM (13 hours ago)

Jared, that was an absolute ripper, thank you so much. The teachers were right with you - I've never seen someone have the audience so much in the palm of their hand via Zoom!

Have a great night 😊

Jenna Cullen

 **HOD - Teaching and Learning**  
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2022 Schools Plus Teaching Fellow

From: Kathryn D'Elia <Kathryn.D'Elia@gvgs.vic.edu.au>  
Sent: Friday, 15 May, 2020 9:40 AM  
To: Winnie Wong <Winnie.Wong@js.vic.edu.au>  
Subject: RE: Monday's sessions

Hi Winnie,

Sorry for the slow reply. I asked staff what they'd like to hear, most commented either that they would like anything Jared has to say, or that they "don't know what they don't know" so they don't know what to ask for.

This was from a music teacher – so quite a high compliment given his background in music –  
"I think I could listen to him talking about anything. He has an impact because of his knowledge and his engaging delivery, his presence is not unlike that of an exceptional musician."

So I think we are happy with whatever Jared thinks is best 😊

KD



RE: Checing In Inbox x

 Daniel Maas  
to Jared, me

4:49 PM (1 hour ago) ☆ ↶ ⋮

Hi Jared!

I'm through Module 1 Section 1 and all I can say is...WOW! Such great content and I can't wait to keep moving through this module. I've read Powerful Teaching and Understanding How We Learn and dabbled a bit with some of the work in the UK with Peps McRea, Tom Sherrington, and Kate Jones, but your module really presented a lot of new ways of looking at the science of learning. My mind is still hurting wondering if the sky is actually blue or not... 😊

Anyhow, I do know that I'd love for you to be sharing your knowledge with our teachers in Alberta, and to that end I'd really love to bring you to our Alberta teachers' conventions. We have 9 of these two-day teacher conferences every year between early February and early March where every Alberta teacher who works in a publicly funded school attends (about 46,000 in total) sessions with keynote and spotlight speakers as well as hundreds of concurrent breakout sessions. Each



 Vanessa Browning • 2nd  
Principal at Seymour College  
4d • 🌐

A thought provoking professional learning experience for the teachers at [Seymour College](#) to engage with the latest research around neuroscience and learning. Thank you Dr [Jared Cooney Horvath, PhD, MEd](#). We are excited about the continued partnership which will align research and best practice. We are inspired and ready for 2021. #excellence #respect #innovation

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651 followers  
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Seymour College is proud to be the first school in South Australia to partner with educational neuroscientist, Dr [Jared Cooney Horvath, PhD, MEd](#). Today, our teachers have been engaged in a 'Foundations of Thinking and Learning' ...see more



👍 🗨️ 48 • 2 comments

today was amazing Inbox x

🖨️ 🗑️

➔ [Pittaway, Maree](#) maree.pittaway@mn.catholic.edu.au via [lmeglobal.net](#)  
to info@lmeglobal.net

Sun, Oct 9, 7:51 PM (11 hours ago) ☆ ↶ ⋮

Hi there Jared,

I just wanted to say how wonderful your presentation was today. I am an education officer with the catholic schools office at Maitland Newcastle and it was so relevant to my role so thank you. I am also completing my PhD in teacher professional learning in mathematics so I also had that lens while listening. I'd love to catch up for a teams meeting or zoom sometime if your schedule allowed it.

Have a great night and thanks so much for all your work 😊 Absolute standout for me today!



**MAREE PITTAWAY**

EDUCATION OFFICER, CATHOLIC SCHOOLS OFFICE

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I truly appreciated that the Learning Blueprint used the principles that were being taught. I've been in lots of workshops where the topic was innovative, but the delivery was the same old model. I enjoyed all of the LBP's priming, recall, quizzes, stories, and gaming. My understanding and retention benefited. Dan Wood, Middle School Science Teacher, Cincinnati Country Day School

ISACS presentation Inbox x

**Bridget Lesinski** <blesinski@fwparker.org> to me Fri, Mar 3, 6:43PM (4 days ago) ☆ ↶ ⋮

Dear Dr. Cooney

Today's presentation was awesome! I already do a lot of the things that you mentioned after reading Aganwal's book, Powerful Teaching. The idea of schemas and stories was so interesting to me as I use parts of the Illinois Storylines curriculum. In addition to Honors 9th Grade Biology I teach a psychology elective called Mind and Brain. I was wondering if you would mind sharing your slides from today. I would not distribute them widely and will give you full credit. I happen to be starting sensation and perception and am talking about top-down / bottom-up processing on Monday so I would love to see some of the things you showed us today. Thanks again! I will probably reach out soon as cognitive science is my new passion and I spend quite a bit of time on it during my semester elective. Thanks again!

--

Bridget L. Lesinski, M.Ed.  
Upper School Science Teacher  
Junior Class Grade Head  
Francis W. Parker School - Chicago



----- Forwarded message -----

From: **Liberty, Denise** <dliberty@dcds.edu>  
Date: Wednesday, November 15, 2023  
Subject: Saying Hi  
To: Jared Cooney Horvath <jared.cooney.horvath@gmail.com>

Hi Jared-

Yes, we are discussing all of these options for what we do next but it is a lot of time and money and the head of school has to decide what direction he needs to move in.

I wanted to share the materials and feedback that was given about me at the October 10th conference. It is actually really cool to see what people remember about their take away 2 plus days after the conference. Sorry if any of this is a repeat but I tweaked some of what I already sent you. Way to go for being the MOST popular PD speaker I have ever hired for DCDS in 25 years!

[Conference Feedback 10-23-23 Summarized](#)  
[Click here](#) for Parent Education Opportunity Video clips 10-23-23

So grateful that we have a partnership with you. We are wanting to have you come back in winter 2024 to present to students. I presume it is the same price for a day plus expenses. I just need to find a couple of dates to float to you. Let me know if you are interested. Happy Turkey day!

**Denise M. Liberty**

Dean of Operations | Director of Professional Development

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<b>CW</b>	<b>Claire Jencie Woodward</b> Very engaging and interesting.	May 31, 2024
<b>EM</b>	<b>Ellen McGann</b> Truly amazing. Awe inspiring presentation by a very engaging lecturer.	May 28, 2024
<b>CC</b>	<b>Clotilde Chéreau</b> Very lively and clear lecture. Very effective way to provide a good amount of pertinent information in a relatively short time	Apr 30, 2024
<b>KK</b>	<b>Karman kaur</b> Good activity to learn how to enhance memory.	Apr 01, 2024
<b>AS</b>	<b>Ann Simpson</b> Engaging, knowledgeable presenter (with a good sense of humour), who makes understanding the learning/memory process interesting and enjoyable. Got a lot from this lecture - thank you!	Oct 15, 2023
<b>MO</b>	<b>Maritha Odlander</b> Very informative and engaging lecturer.	May 29, 2023
<b>DW</b>	<b>Danielle White</b> Very entertaining particularly the games to illustrate.	Apr 11, 2023
<b>SO</b>	<b>Shane Andrei Haight Ong</b> great	May 29, 2022
<b>SH</b>	<b>susan Hunter</b> An excellent presenter.	Apr 06, 2022
<b>KK</b>	<b>Kristine s kealy</b> Great lecturer, very good at getting point across. Makes you think of where memory is stored and about epileptics that are treated and what they Remember and forget	Jan 01, 2022
<b>B</b>	<b>Bhola ansman singh</b> such an interesting lecture and well presented by an enthusiastic lecturer a thought provoking topic	Aug 07, 2021





----- Forwarded message -----

From: **Adrian Cottarell** <acottarell@emmauscc.sa.edu.au>  
Date: Wed, Sep 7, 2022 at 7:15 PM  
Subject: RE: Video + Chap  
To: Jared Cooney Horvath <jared.cooney.horvath@gmail.com>

Thank you so much for Tuesday's session Jared! It was seriously good! You were able to totally engage a large group of teachers via video, late in the afternoon. You have a gift my friend!

Please send your invoice so we can pay you.

I will try to find a date sometime in Oct/early Nov to book the next instalment. I'd be interested in what you think could be the next good step?

My ultimate aim is for you to cover the learning trajectory with the broad aim of:

- Hopefully helping primary teachers to not skip surface learning because they are so eager for deep learning/transfer.
- Hopefully helping high school teachers with more tools to better facilitate long-term memory so their students are more successful with the learning trajectory.



## Re: Mini project summary - JP



**Jake Port** <jake.port@monash.edu>  
to Jared, Joe ▾

Wed, Aug 12, 9:15 PM (10 hours ago) ☆ 😊 ↶ ⋮

Hey Jared,

Thanks for the detailed feedback and I really appreciate you taking the time to  your thoughts on each element of the reflect, it certainly helps to better understand where I can develop things further and explore alternate modes of delivery.

I will be putting this in the exit survey, but I wanted to personally say a big thanks for putting this module together. It was engaging, diverse in its learning modes and the recall/quiz exercises helped to avoid information overload and instead ground the content in smaller, more manageable pieces. You talking to the camera helped me engage more with the content and you use hand gestures well to illustrate and move the content around, not too much to distract, but enough to draw attention

I found myself regularly contemplating my own subjective learning approaches and the neuro-psychological factors that drive these approaches. As someone with a passion for science, I always enjoy being thrown way out of line in terms of what I thought was the case/real/facts and consider new ways of thinking (like the tribe and their shades of green).

Can't wait until module 2 and until then, stay safe.

Kind regards,  
**Jake**

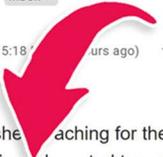
## Re: Monash MEA Module Status -- The Learning Blueprint



**Julie Roberts** <julie.roberts@monash.edu>  
to Heather ▾

Sun, Jan 3, 5:18 PM (17 hours ago) ☆ ↶ ⋮

Hi Heather,

I loved this course - it was fantastic but by the time I completed it I had finished teaching for the year so  had no one to test out my mini project on! I was very disappointed about this and wanted to complete the course, if for no other reason than to provide feedback on how much I got out of it. I recommended it to my teaching colleague and he enjoyed it too and as a consequence of this course, we are planning a number of changes to the unit we co-teach.

Many thanks,  
Julie

## Learning Blueprint Module 2



**Brooke Barber**

to Heather ▾

Wed, May 22, 3:27 PM (17 hours ago) ☆ 😊 ↶ ⋮

Hi Heather,

I hope this email finds you well!

I have to say our school staff are absolutely engaged with Module 1 of the Learning Blueprint and having fabulous discussions based on their learning!

Just a quick question, I am thinking that once we have finished Module 1 we will make a decision to move to Module 2 (The Learning Trajectory). Can you please tell me how many sections there are to this Module? Is it similarly set out to Module 1? Just trying to map things out on the school calendar and make sure we keep this awesome momentum going!

Thanks again for your assistance.

Kind regards,



**Brooke Barber**  
Director of Teaching and Learning K-12  
Moama Anglican Grammar  
2 Kirchofer St. Moama, NSW, 2731  
www.moamagrammar.nsw.edu.au

## Seminar attendee



**Colleen Finn** <colleen@colleenfinn.com>  
to me ▾

Mon, Mar 6, 6:28 AM (1 day ago) ☆ ↶ ⋮

Good morning, Jared,

My name is Colleen Finn and I was at your webinar on Saturday. (The one who asked the question about doodling  I just have to say that your lecture was really eye opening for me. I was the kid that always asked, "why?" then, after getting the answer, I'd ask, "but why." Your seminar actually got me to the final "why." ...and the answer was 'survival.'

I'm sure you don't remember but I am about to launch my new career path of lecturing on "Mental well-being and the Creative mind" at the end of this month. My first seminar is on time management. I'm a bipolar who, over the past 20 yrs, has developed a specific method to not only get some control over my "mental tiger," but also use bipolar to my advantage with the ability to do 3x the work of a "normal" person without tipping into mania.

That being said - I know what you're saying for me and I can lecture on all the ways my method can benefit other creatives at home and work...and everything will go really well... But I'm still left asking the nagging question... WHY does it work? What is literally happening in my brain? I have recently picked up a few books that I think will help, but I'd love to hear of any references or classes you'd recommend- or if you'd consider spending an hour or so discussing questions I have. I know your brain and time are valuable and would be willing to pay you for your time if needed.

It was just such an amazing feeling to hear that someone who could actually answer so many of my scientific "whys." 😊

Thanks!  
Colleen

Re: A Quick Update ... 



Scott Dickfos <s.dickfos@mueller.qld.edu.au>  
to info@lmeglobal.net

Wed, Aug 31, 6:38 PM (14 hours ago) ☆ ↶ ⋮

Greetings Jared

Thanks for the update, and I wish you and yours all the best!

I teach at Mueller College (Qld) and we had you ZOOM in for a neuroscience of teaching PD a couple of years ago.

Your work has really changed my teaching (regarding the neuroscience of device use! - my students are only now getting used to me saying devices down!) I have followed your youtube clips and shown them to my classes too! I teach senior Psychology and Physics.

Just wanted to say thanks and all the best.

I am pretty sure our PD contact Todd Langford will be back in contact with you soon re some more PD, as your zoom session was one of the most talked about and embraced PD we have had as a staff here!

God bless you, your wife, your family and your work!

Scott



Alma Loreaux • 2nd

2d (edited) ...

Educator | Systems-thinker | Learning Designer

Back in the 90s, I used to count the days to the next episode of The X Files, Seinfeld, or such. These days, I can't wait for each of these videos to land in my inbox. Your videos are so valuable and fun! I have shared some with my colleagues and the parent community alike. Thank you!!

On Tue, Jun 20, 2023 at 7:57 AM André Hedlund <andreishedlund@gmail.com> wrote:

Hey, Jared!

All good. Thanks again for Saturday. Everyone loved you. A professor's comment was: he's such a great teacher. He explains things as if we were watching him solve a puzzle!

Hope everything is ok with you and the family - that includes Joe

Talk soon



RE: Back to Work! 



Clarissa Jelley  
to Jared, Kathryn, me

2:56 PM (25 minutes ago) ☆ ↶ ⋮

Hi All,

Just thought I better jump in and quickly introduce myself! More than happy to take the reins from here - I have it on my to-do list for today to get a better look into all of this and communication for our staff.

Jared & Joe, I will be sure to reach out when I need some of your expert assistance!

Many thanks again for running such a fabulous initial session with our staff, Jared. It was truly excellent and I am hearing staff referring to their newly learnt knowledge already (eg: one of our teachers was acknowledging that she was engaging in 'top down' learning and she felt her brain switch into that mode when being taught how to use one of our students' communication devices 🤩)...it has definitely resonated with all.

Thanks again and will be in touch.

Kind regards,

Clarissa

**Clarissa Jelley**  
Acting Assistant Principal

Telephone 03 5218 5100  
100 Central Boulevard, Armstrong Creek VIC 3217  
<http://www.armstrongcreekschool.vic.edu.au/>



Re: Teaching Can Be Emotional | How Does Mood Affect Our Memory? (New Ed Vid)

Inbox x



Ava KHALFAOUI akhalfaoui@sis.edu.hk via Imeglobal.net  
to info@Imeglobal.net

Thu, Jun 25, 8:09 PM (1 day ago)



Hi Jared

I trust you are well and keeping safe. I hope you don't mind but I wanted to feedback on some things.

1. Your workshop on how the brain works in learning literally changed my life. Not exaggerating at all. It made me completely rethink my whole pedagogy.

2. You have cursed me too- I now see when others are presenting badly. I am in the process of writing my EdD and just about to start the thesis proposal and I have just sat through the worst presentation her research but she is a poor presenter.

~~I cannot believe how poorly academics deliver and "teach".~~

3. I LOVE your YouTube clips and emails regarding the latest data. It's like a smorgasbord of geeky-teacher-coolness.

~~I did some micro-projects before the lockdown but I'm trying to think about some that can be delivered remotely.~~

My thesis will be looking at Perezhivanie which is very much related to what you do.

Hope you have a great summer. I started my great staycation today.

Regards

Ava

Ava Khalfaoui  
Head of Geography and ESS  
South Island School  
Hong Kong

On Wed, Dec 7, 2022 at 1:12 PM Christine Crump <ccrump@kennedy.wa.edu.au> wrote:

Dear Jared,

As the term draws to a close, I am taking the time to reflect on all that it has been, and everything that has contributed to growing myself and others. One of the year's highlights has been, *The Learning Blueprint*, and your presentations at Swan Christian College. *TLB* has grounded me in times of change and complexity and challenged me. Like others in their feedback at the end of the course, your generosity of expertise and spirit is much appreciated. Thank you. Who could forget the lecture from a bathroom in the USA at 1am!

You have given us practical tools like the 'ROSE' research model so that as classroom experts we can apply our understanding to positively impact learning. Thank you. We have had a wealth of information to sift through process and devour. I have presented twice on multitasking recently because I learnt how much it impacts learning – of most interest to participants was the spin off from "double" reading and that we can't. I think teachers want to hear more about this.

More importantly, I thank you for your strength in relationships. You have a strong ability to connect and build trust very quickly. I wonder if there is such a thing as "the natural" of leadership?

I have tried unsuccessfully to invite you into the Kennedy Baptist College PL space. It appears we are not yet ready. Perhaps sometime in the future.

I hope all is going as well as it can on the 'baby' front.

Merry Christmas Jared and thanks again  
Christine Crump  
Director of Students



Farrington Road, Murdoch WA 6150 | PO Box 26, Bull Creek WA 6149  
T: (08) 9314 7722 | E: admin@kennedy.wa.edu.au  
ABN: 21207516794 | CRISICOS Code: 01688K

----- Forwarded message -----

From: Catherine Nguyen <c.dubois@samsung.com>

Date: Fri, Aug 11, 2023 at 4:25 AM

Subject: Thank you!!

To: Jared Cooney Horvath <jared.cooney\_horvath@gmail.com>

Hi Jared!

Thank you so much for a fantastic session today! Although it was a little quiet from the audience, the survey feedback is a 100 NPS (net promoter score) which is extremely rare!! So that's amazing 😊 Someone said "This was one of the best trainings programs I have attended ever!"

You especially gave our Learning & Development team a LOT of food for thought about how we organize our programs. I'm so excited to see you on August 22<sup>nd</sup>!!!

In the meantime, I hope you get some sleep 😊

Cat

Recipient: Dr. Jared Cooney Horvath

Stella Trezise <stellatrezise@gmail.com>  
to info

Sun, Apr 9, 2:34 AM (2 days ago)

To Dr. Jared Cooney Horvath,

My name is Stella Trezise and I am currently studying year 10 at Goulburn Valley Grammar School in Shepparton, Australia. I was lucky enough to participate in your Learning talks/workshops all about the mind last year (2022) as a part of my year 9 program. It was genuinely the most interesting and most engaging educational environment I have participated in.

I like to think I work hard in school however I had never really found any subject or even areas that have interested me enough to want to pursue a career in, until your sessions.

To be specific, what I enjoyed the most was the behavioural aspects such as the placebo effect and the Phineas Gage story, the mindset aspect such as the guy (I cannot remember his name) who was able to finish his race with gall stones, the place (again, I cannot remember specifically) which collectively had heaps of fast runners, and finally how some people weren't able to perceive the sky as blue because they were never taught the colour. (Plus everything else).

Although I am aware this email is nearly a year delayed, I was curious as to what sort of job entails learning about the same type of content and if you would recommend neuropsychology or neurology/neuroscience more? I have looked into many different university courses but I am often left a bit stuck as I'm not sure what job or field I should be going into or even what the differences are between each one. Luckily enough, I still have a few more years to try and figure it out.

I thought a good place to start would be to try and reach out to you for your recommendations however I completely understand if their isn't any you can provide me.

If you have gotten this far, I thank you very much for giving up your time to read my email and I also thank you for inspiring me whilst giving me a passion for my future career path (as well as many interesting stories to tell my family).

Kind regards,  
Stella

Re: (Monash Update) The Learning Blueprint Module

Inbox

Fatima Seeme <fatima.seeme1@monash.edu>  
to Heather

Thu, Jul 23, 6:56 AM

Hello Heather

I am only half way through the course (I wanted to finish at one go, but I have my thesis to submit). I am super excited about it and I immensely enjoyed the information, facts and stories. I might not have understood all about it, but I loved the message - anyone can do anything. When I was watching the modules about our brain and its plasticity, I even got emotional, had goosebumps and felt spiritual ...

Just wanted to thank you for the great contents, and please send me any available link of any inspirational public talk by Dr Cooney so that I can share it with family and friends, who cannot afford the course.

Best regards,  
Fatima Seeme  
Teaching Associate, Faculty of Information Technology  
Monash University, Clayton, VIC 3800

7:32

teacher2dabone

Wednesday 11:15 PM

Mentioned you in their story

Thursday 3:10 AM

hello I just want to say that Mr Horvath is one of my heroes! I hope to one day meet him in person. And to show how his knowledge has helped me transform my teaching practice and my students learning.

Double tap to like

7:32 PM

Message...

----- Forwarded message -----  
From: Michael Mitchell <mitchellsense@gmail.com>  
Date: Fri, Dec 6, 2024, 4:52 PM  
Subject: Thank you!!!  
To: Jared Cooney Horvath <jared.cooney.horvath@gmail.com>

Wow. That was the best presentation I've ever had here at NJECC. Thank you so much. I will without a doubt stay in touch! Also, while you are in Italy and have time, please head up to Lucca. My family has a home there and we go there often. It's a special place and we always look forward to going there. I can't wait to share you and your presentation with others. Don't be surprised if I'm reaching back out for you to present again here in God's Country...my nickname for New Jersey. Lol  
Michael