



the LEARNING BLUEPRINT™

WHERE LEARNING SCIENCE meets CLASSROOM IMPACT

A NEW BLUEPRINT | Developed by cognitive scientist Dr. Jared Cooney Horvath, The Learning Blueprint is an award-winning PD program built on one premise: when teachers understand how learning actually works, everything changes.

Most PD is a grab bag — a tip here, a tactic there. The Learning Blueprint takes the opposite approach. Teachers gain a deep, working command of the *principles* that drive every classroom — so they can design and adapt learning that sticks. The promise isn't a better toolkit. It's a different kind of teacher.



1

PRINCIPLES, NOT PRESCRIPTIONS | A tactic works great ... until it doesn't. A principle informs every decision a teacher makes. TLB gives teachers a deep command of the forces that make learning work — attention, memory, cognitive load, metacognition, motivation — so they stop following scripts and start owning their craft.

ENGAGE + RETAIN YOUR TEACHERS | Teachers don't leave when work gets hard — they leave when they stop growing. TLB re-energizes them as professionals, with genuine intellectual challenge and peer connection. Veterans deepen their expertise, while new teachers get the support they need. PD becomes a reason to stay.

2

3

BUILD A CULTURE OF ACADEMIC EXCELLENCE | TLB unites your school around a proven, research-backed approach to exceptional teaching. The result is true instructional coherence — a faculty that speaks the same language, upholds the same standards, and elevates student achievement in every classroom.

500+ SCHOOLS | 10,000+ TEACHERS | 1,000,000+ 'AHA!' MOMENTS



**FLEXIBLE DELIVERY
WITH MAXIMUM
IMPACT**

The Learning Blueprint is divided into concise, targeted sessions that fit seamlessly into your PD calendar — whether done live, asynchronously, or blended.



**THE MP ENGINE —
WHERE THEORY
MEETS PRACTICE**

Embedded Micro-Projects let teachers apply new learning in their own classrooms — with clear success indicators and visible evidence of impact.



**MEASURE WHAT
MATTERS — AND
PROVE IT**

Track classroom impact, surface what is (and isn't) working, and justify your professional development budget with measurable data.



TLB has been hugely successful at Genazzano. Our median ATAR has risen from 85 to 90, while the percentage of students scoring above 90 topped 50% — the highest in our school's history.

Catherine Brandon | Director of Learning, Genazzano FCJ College K-12, Melbourne, Australia

I just finished Session Two and my jaw is on the ground. I can already tell you this is the most beneficial PD I've been a part of. It's engaging, purposeful, and collaborative. Well done!

Sara Timmons | Head of Lower School, Worcester Preparatory School, Maryland, United States



I've never seen a program so universally embraced and integrated by all corners of the staff. The Learning Blueprint will continue to be a key part of our PD strategy for many years to come.

Jacques-Olivier Perche | Head of Professional Learning, English Schools Foundation, Hong Kong

LME GLOBAL



LME.Global / Teach



JARED COONEY HORVATH | PhD, MED

NEUROSCIENTIST | AUTHOR | EDUCATOR | LECTURER

Jared Cooney Horvath is an award-winning cognitive neuroscientist and best-selling author with expertise in human learning, memory and brain stimulation. He earned his master's degree from Harvard University and his doctorate from the University of Melbourne.

Dr. Horvath has conducted research and lectured at Harvard University, Harvard Medical School, the University of Southern California, the University of Melbourne, and over 1,000 schools worldwide. He currently serves as the Director of LME Global, a company dedicated to improving academic outcomes through applied learning sciences.

Dr. Horvath has published 7 books, over 60 research articles, and has been awarded the Endeavour Scholarship and numerous awards for scientific presentations. His research has been featured in countless popular publications including The New York Times, PBS, BBC, The Economist, New Scientist and ABC's Catalyst.

Website: lme.global.com

Media Page: lme.global/media

Curriculum Vitae: lme.global/vitae

Dr. Jared Cooney Horvath has been featured in ...



Critical acclaim for Dr. Horvath's best-selling book ...

STOP TALKING, START INFLUENCING | 12 Insights from Brain Science to Make Your Message Stick



"This is a great explanation of not only the how, but also the 'why' behind great communication. These exceptional insights will make your message pop like never before!"

Barbara Oakley, PhD | Teacher of World's Largest Online Course

"This is an awesome book — fascinating, helpful, and a blast to read! I highly recommend it to anyone who has ever tried to teach anyone anything!"

Dr. Todd Rose, EdD | Director, Harvard Grad School of Education



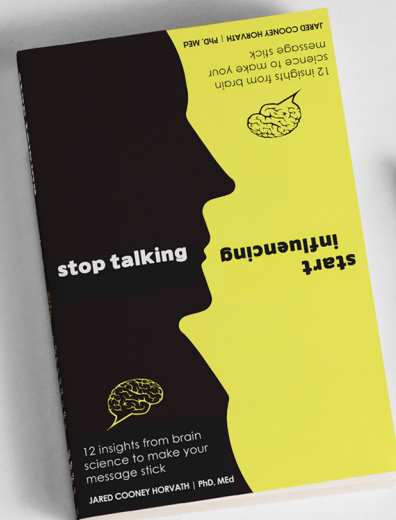
"Jared really knows how to excite the brain, to feed it, to make it fun — and he does it all while invoking stimulating emotions on every page."

John Hattie, PhD | Professor Emeritus, University of Melbourne



"I've been waiting years (decades?) for a book like this to be written. It's important for just about any aspect of business you can think of. This is science in action!"

Sergio Brodsky | Head of Strategy, Initiative Global Media



LME GLOBAL

the **LEARNING** **BLUEPRINT**™



**SELECT
CASE STUDIES
AND DATA**

THE LEARNING BLUEPRINT SCHOOL IMPACT STUDY

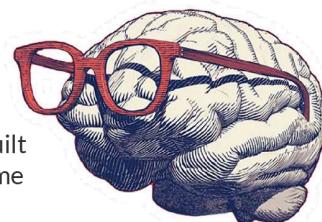


THE CHALLENGE | How can an already high-performing school break through achievement plateaus to unlock even greater levels of student success?

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.**

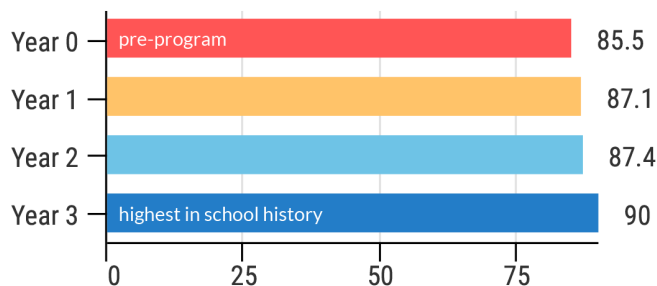
THE LEARNING BLUEPRINT FOR TEACHERS | WHERE LEARNING SCIENCE MEETS CLASSROOM IMPACT

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.

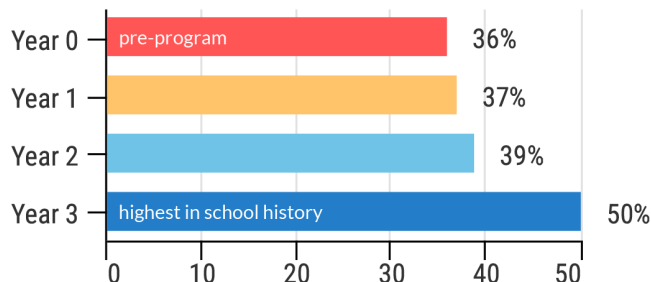


Student Impact

MEDIAN ATAR SCORE

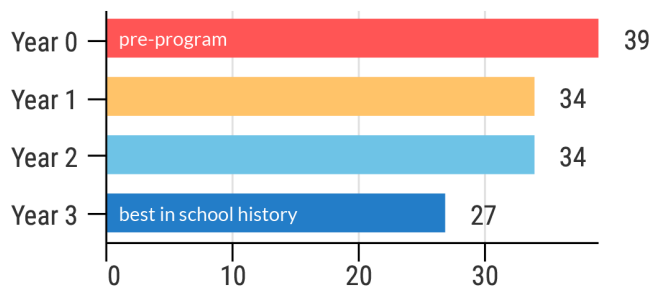


% OF STUDENTS WITH ATAR SCORE > 90



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

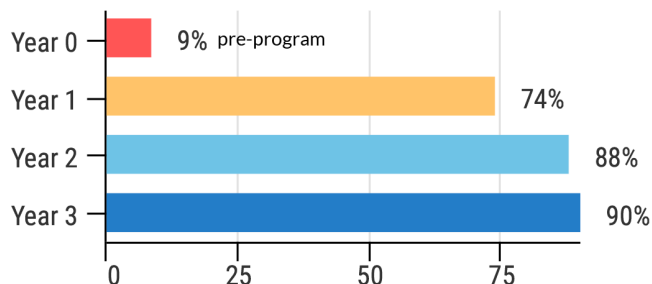
Australian Education Excellence Award: Best Professional Learning Program

THE LEARNING BLUEPRINT

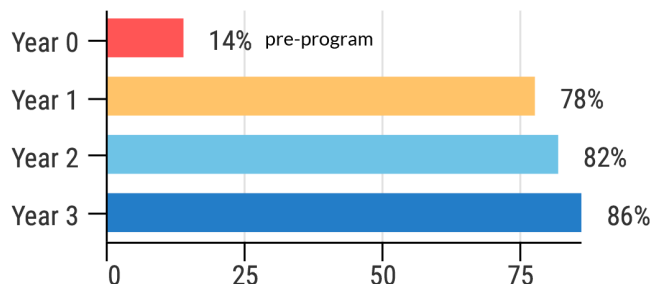


Teacher Impact

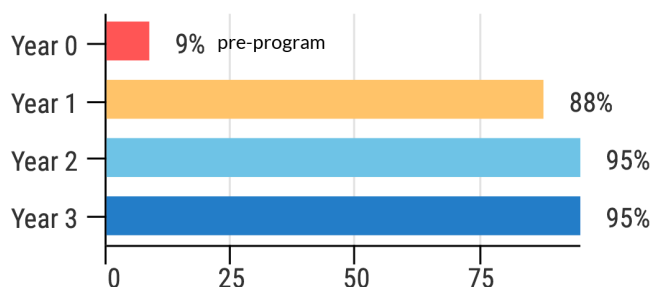
I understand how the brain works in relation to optimal learning.*



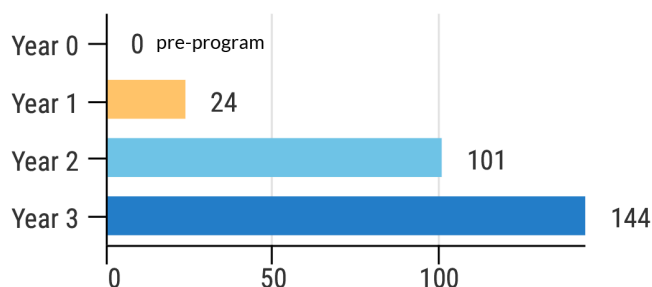
I understand how thinking processes impact learning, and how this relates to effective teaching.*



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

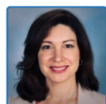


Number of Micro-Projects completed among the teaching staff (~75 teachers)



* 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. Our median student ATAR score has risen from 85 to 90, while the percentage of students scoring above 90 topped 50% — the highest in our school's history! I highly recommend to any school wanting to engage teachers and boost performance across the board."



Catherine Brandon
Director of Learning —
Genazzano FCJ College

"For four years, The Learning Blueprint has shaped how our teachers think and teach. Jared's passion and expertise are infectious — and the payoff is a staff that connects understanding to real application. Teachers thrive on professional learning that has practical application — 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 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 Maguire
Education Consultant —
Genazzano FCJ College

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

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

COMPLETION NOTES: 72 teachers completed full program

STUDENT RESULTS

MEDIAN ATAR

Year 0 (pre): 85.5

Year 1: 87.1

Year 2: 87.4

Year 3: 90.0 (highest in school history)

% STUDENTS WITH ATAR >90

Year 0 (pre): 36%

Year 1: 37%

Year 2: 39%

Year 3: 50% (highest in school history)

SCHOOL RESULTS

BETTER EDUCATION RANKING (Australia-wide)

Year 0 (pre): 39

Year 1: 34

Year 2: 34

Year 3: 27 (highest in school history)

YEAR 3 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)

Year 0 (pre): 9%

Year 1: 74%

Year 2: 88%

Year 3: 90%

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

Year 0 (pre): 14%

Year 1: 78%

Year 2: 82%

Year 3: 86%

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

Year 0 (pre): 0%

Year 1: 68%

Year 2: 95%

Year 3: 95%

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

Year 0 (pre): 14%

Year 1: 68%

Year 2: 95%

Year 3: 95%

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

Year 0 (pre): 9%

Year 1: 88%

Year 2: 95%

Year 3: 95%

Would you recommend this PL to other schools / colleagues?

Year 0 (pre): N/A

Year 1: 93%

Year 2: 95%

Year 3: 93%

(Micro-Projects)

Number of Micro-Projects Completed by Teaching Staff

Year 0 (pre): 0

Year 1: 24

Year 2: 101

Year 3: 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



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.

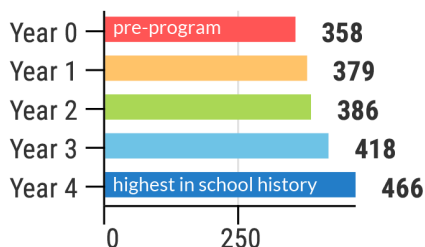
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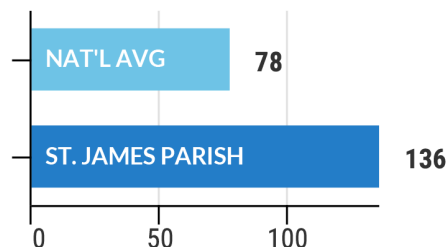


STUDENT IMPACT

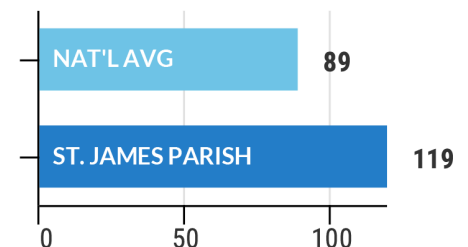
Grade 3 NAPLAN Reading Scores *



Grade 3 to 5 Reading Growth Scores



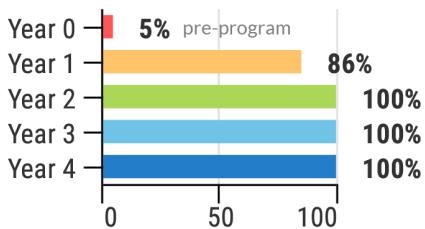
Grade 3 to 5 Numeracy Growth Scores



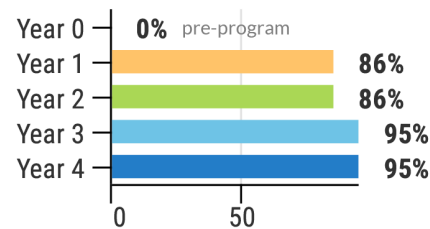
* The National Assessment Program – Literacy and Numeracy (NAPLAN) is a national standardized test administered annually to Australian students.

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 bringing The Learning Blueprint to St. James, our staff has become a true collective — so difficult to achieve in our profession filled with competing ideas and philosophies. Our teachers are now 'researchers in action', and much more active in the education community."



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

COMPLETION NOTES: 25 teachers completed full program

STUDENT RESULTS

AVERAGE YEAR 3 NAPLAN SCORE (READING)

Year 0 (pre): 358

Year 1: 379

Year 2: 386

Year 3: 418

Year 4: 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)

Year 0 (pre): 0%

Year 1: 86%

Year 2: 100%

Year 3: 100%

Year 4: 100%

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

Year 0 (pre): 5%

Year 1: 86%

Year 2: 95%

Year 3: 100%

Year 4: 100%

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

Year 0 (pre): 0%

Year 1: 100%

Year 2: 100%

Year 3: 100%

Year 4: 100%

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

Year 0 (pre): 0%

Year 1: 86%

Year 2: 86%

Year 3: 95%

Year 4: 95%

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

Year 0 (pre): 0%

Year 1: 86%

Year 2: 86%

Year 3: 95%

Year 4: 95%

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

Year 0 (pre): 5%

Year 1: 100%

Year 2: 100%

Year 3: 100%

Year 4: 100%

(Micro-Projects)

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

Year 0 (pre): 0

Year 1: 22

Year 2: 32

Year 3: 34

Year 4: 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 are universally valuable 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 theory, practice and evaluation was exactly what I needed. The fact that **I was actually excited to complete The Learning Blueprint** during a very busy and intense term says everything.



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 Lusiš
Faculty of Information Tech
Monash University

“

I thoroughly enjoyed The Learning Blueprint. Dr. Horvath is very fun to listen to, and overall the program is **professionally structured, and covers several important concepts** I suspect many of my colleagues are unaware of.



Chris Watkin
Author + Senior Lecturer
Monash University

“

The Learning Blueprint is engaging, eye-opening and seriously hands-on ... meaning 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 regularly pondered my own learning approaches and the neuro-psychological factors that drive them. **As someone with a passion for science, I enjoyed this program.**



Jake Port
Faculty of Science + Lecturer
Monash University

MONASH UNIVERSITY REFERENCE: Allie Clemans | Director of Learning and Teaching | allie.clemans@monash.edu