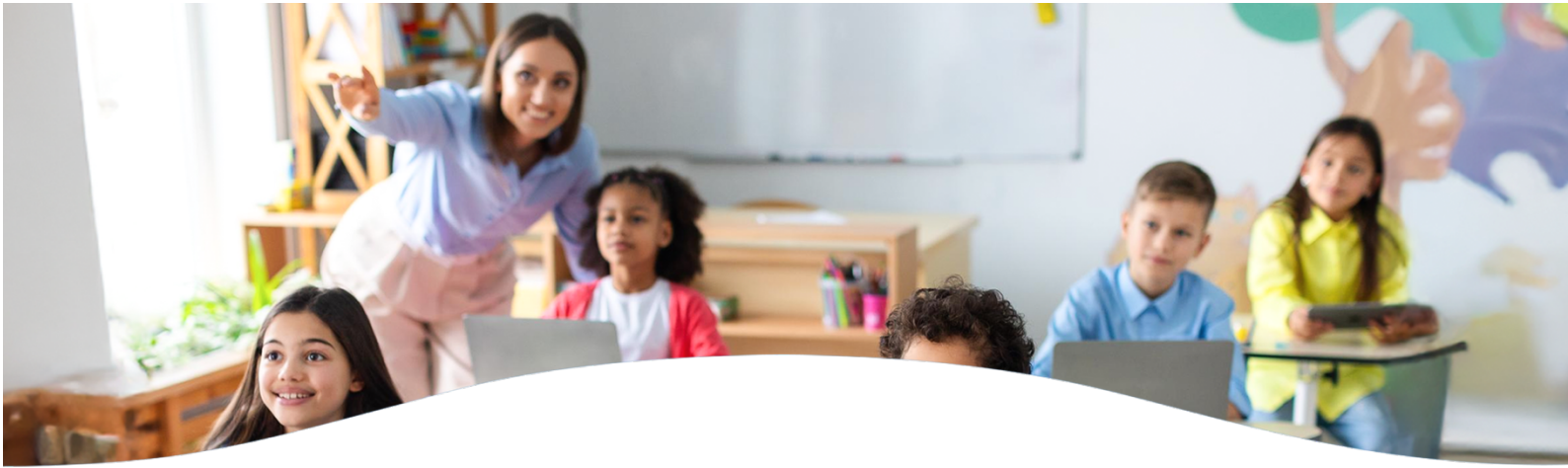


CogniEnhance

TEACHERS COACHING PROGRAMME





COGNIHANCE COACHING PROGRAMME

A practical system for teachers who want consistent learner performance and not repeated problems

You're doing your job. So why does the problem keep coming back?

You explain clearly.

You model the steps.

You check for understanding.

And yet, in your classroom:

- Learners who understood yesterday struggle today
- Instructions are only partially followed
- Careless errors keep repeating
- Some learners rush, others disengage
- "I don't know" appears where understanding should be

So you do what good teachers do:

- you reteach
- you simplify
- you give more support

But the same patterns return.

This is the hidden problem

It's not that learners don't understand.

It's that:

their thinking becomes unstable when the task requires more from them

As demand increases — more steps, more focus, more control — their thinking starts to break down.

That breakdown shows up as:

- hesitation
- rushing
- guessing
- incomplete work
- inconsistent performance

And by the time the error appears...
the moment to fix it has already passed.

Why this creates ongoing pressure for teachers

Because you are left trying to solve a problem that is happening *in real time* - without a clear system to address it.

So support becomes:

- reactive instead of precise
- repeated instead of effective
- time-consuming instead of sustainable

The result:

- learners remain dependent
- errors repeat across subjects

- effort increases, but progress doesn't hold
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CogniEnhance addresses the problem at its source

CogniEnhance is a structured coaching system that trains teachers to:

identify when thinking begins to break down - and intervene at that exact moment

Not after the task.

Not after the mistake.

At the point where the learner can still recover.

What it means to be a CogniEnhance Coach

As a CogniEnhance Coach, you are able to:

- recognise early signs of cognitive strain before errors occur
- interpret behaviour as a signal of what is happening in thinking
- intervene precisely to restore stability
- return responsibility to the learner once control is regained

This shifts your role from:

correcting outcomes → strengthening thinking -> transfer to behaviour and improved academic performance

Applying CogniEnhance © methodology, tools, tracking and reporting.

What changes in your classroom

You no longer wait for mistakes

You act at the moment thinking begins to shift

You no longer repeat instructions

You strengthen how learners hold and organise information

You no longer rely on reminders like “slow down”

You develop structured response control

You no longer carry the thinking for the learner

You guide them to regain control themselves

The impact on learners

When thinking becomes more stable, you see:

- greater consistency in performance
 - fewer repeated errors
 - improved task completion
 - reduced impulsive and avoidant behaviour
 - increasing independence over time
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What happens if this is not addressed

Without intervention at the thinking level:

- learners remain inconsistent despite understanding
 - mistakes repeat across tasks and subjects
 - confidence declines as effort increases without results
 - dependence on teacher support grows
 - classroom pressure intensifies
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What the programme delivers

Over 12 weeks, you are trained in a practical, developmental system to:

- detect breakdown before it becomes visible error
- stabilise attention and working memory under demand
- manage impulsive and rushed responses
- support deeper reasoning and structured thinking
- develop learner awareness and self-monitoring
- help learners manage complexity and multi-step tasks
- build independence that transfers across contexts

Each stage is immediately applicable, with:

- clear behavioural indicators
 - defined intervention points
 - precise language for real-time use
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Why teachers adopt CogniEnhance © Methodology, tools, tracking and reporting system:

Because it answers the question every teacher faces:

“What do I do when a learner gets stuck – right now?”

It replaces:

- guesswork with clarity
 - repetition with precision
 - dependency with independence
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Who this is for

Teachers and learning support practitioners who:

- want more consistent learner performance
 - are tired of repeating the same corrections
 - are looking for practical, in-the-moment strategies
 - want to build independent thinkers, not dependent learners
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The outcome

You become the teacher who:

- understands exactly what is happening when a learner struggles
 - knows when to intervene – and when not to
 - responds with precision, not repetition
 - builds lasting change in how learners think
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