



NEURO-CALIBRATION FOR TEACHERS

**Putting the Brain at the Heart of
Teaching, Learning, & Assessment**

*A One-Day Brain-Wired Workshop for
Primary & Secondary Teachers*

LEAVING NO LEARNER'S BRAIN BEHIND



SEREBRIO
THE CALIBRATED BRAIN



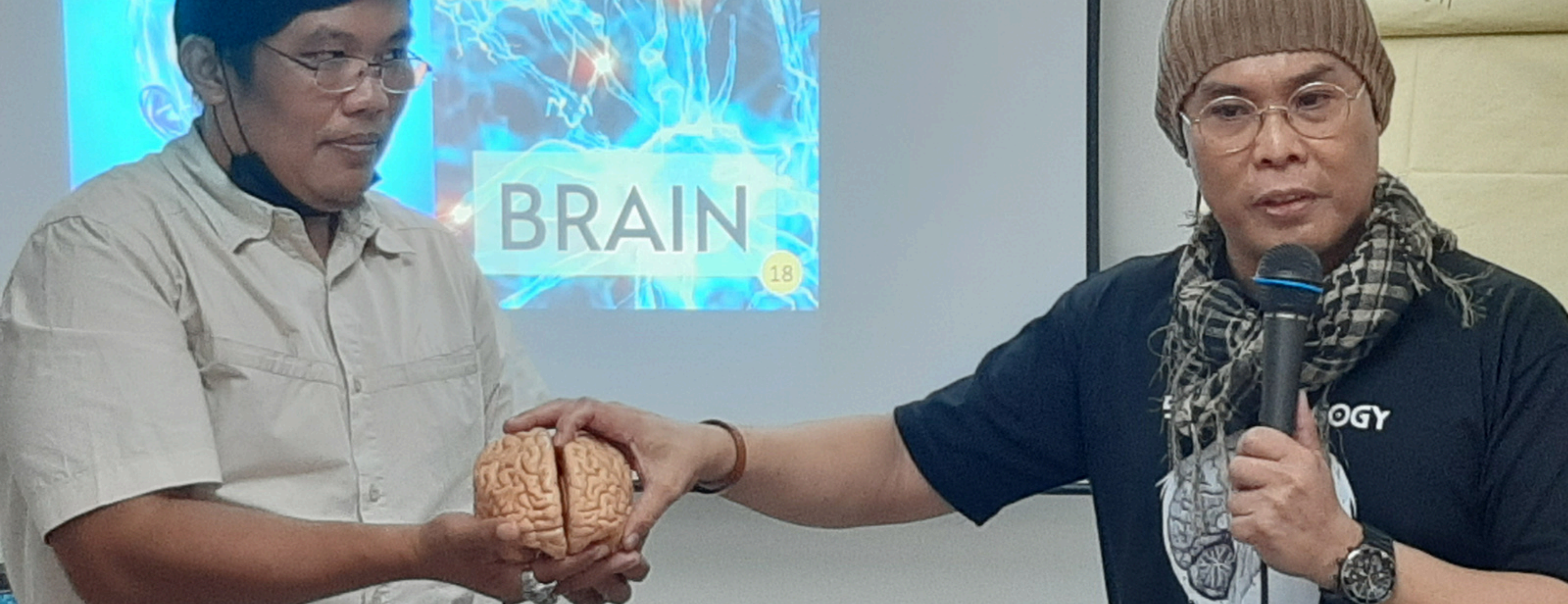
About the Workshop

This hands-on, face-to-face workshop is designed for primary and secondary teachers who are ready to embrace the brain in teaching, learning, and assessment. Brain concepts are translated into **clear, practical classroom strategies** using simple language, real examples, and guided practice—without heavy scientific jargon. Teachers experience how attention, memory, emotion, and learning work in real time, then immediately apply these insights to their own lessons and assessments.

Participants can expect:

- Practical, brain-aligned strategies applicable across grade levels and subjects
- Engaging activities and classroom simulations—not lecture-heavy sessions
- Clear, jargon-free explanations of how the brain learns and remembers
- Hands-on lesson and assessment redesign during the workshop
- Collaborative, face-to-face learning that supports immediate classroom use

Ready to embrace the brain—because every learner, at every level, brings one to the classroom.



This workshop is grounded in neuropsychology, focusing on how the brain, emotions, sensory systems, and memory interact to shape learning and behavior in the classroom. Drawing from 15 years of work with primary and secondary teachers and learners, it responds to a critical gap in education: while teachers work with the brain every day, neuropsychological understanding is rarely part of the curriculum or teacher training. The workshop translates neuropsychological principles into practical, classroom-ready strategies, enabling teachers to intentionally integrate brain processes into teaching, learning, and assessment while promoting brain health and brain development in schools.



Actionable Goals of the Workshop

By the end of the workshop, participants will be able to:

1. Apply brain-aligned teaching strategies that reflect how attention, memory, and emotion function in real classrooms —across primary and secondary levels.
2. Design and adjust lessons and assessments using simple brain processes that reduce overload, increase engagement, and support long-term learning.
3. Identify learner diversity through brain capacity, potential, and limitation, avoiding labels while strengthening inclusive classroom practices.
4. Implement classroom practices that support brain health, including stress reduction, emotional regulation, pacing, and sensory balance.
5. Use assessment as brain coaching, providing feedback that builds confidence, motivation, and self-awareness rather than anxiety.
6. Advocate for brain health and brain development in schools, influencing classroom routines, school policies, and teacher collaboration to ensure brain-friendly learning environments.

Teachers are trained to deliver curriculum, manage behavior, and measure performance. However, the brain, the very organ that learns, is absent from teacher education and school curricula.



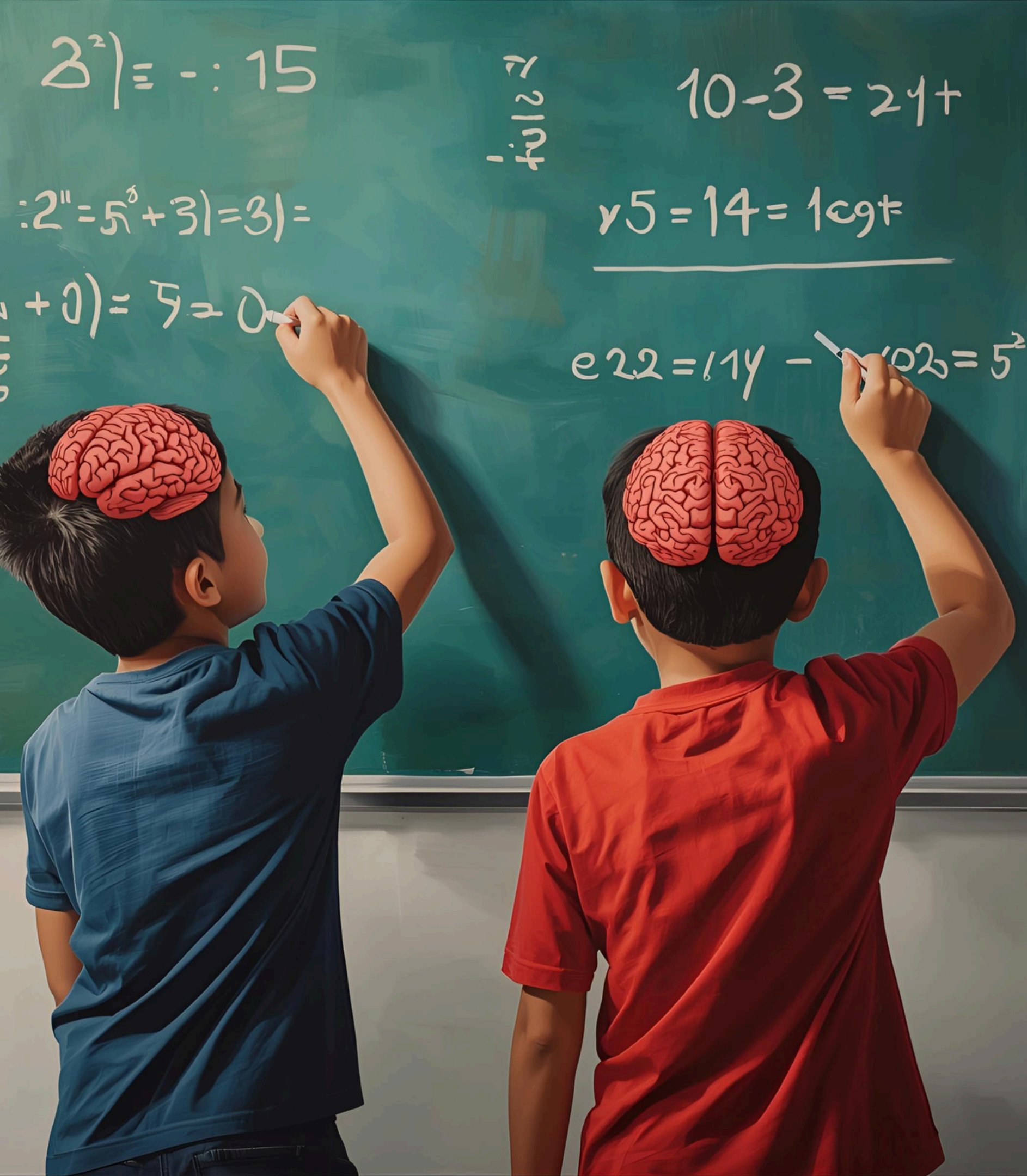


Topic 1

Brainless Education: Teaching Without Understanding the Organ That Learns

Core Message

- The brain is not a subject, not a required competency, and not part of most teacher education programs
- Teachers are expected to shape brains they were never trained to understand
- We do not train teachers in brain development—yet we judge children by brain performance.

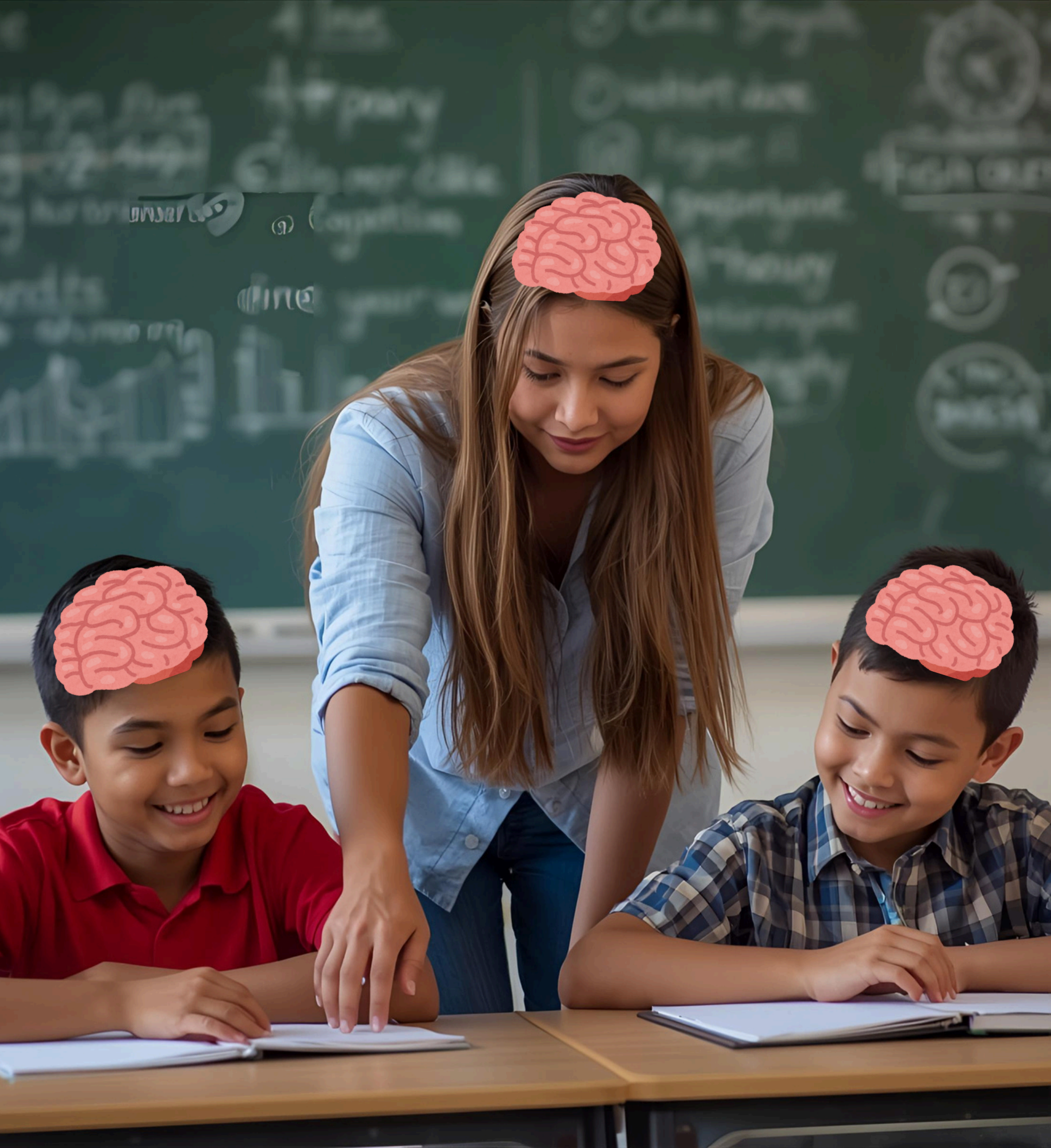


Topic 2

From “What’s Wrong With the Child?” to “What’s Happening in the Brain”

Core Message

- Behavior, attention, emotion, and learning are brain functions
- Misbehavior is often misinterpreted brain communication
- When teachers don’t understand the brain, discipline replaces understanding.



Topic 3

Invisible Learning: The Brain, the Senses, and the Memory We Never See

Core Message

- Teachers cannot see the brain—only sensory responses
- Learning evidence lives in behavior, movement, language, and emotion
- Teachers assess outputs, not brain processes—because they were never trained to.



Topic 4

Why Most Lessons Don't Last: The Missing Architecture of Learning

Core Message

- Teaching often stops at stimulation
- Learning only lasts when information is stimulated, processed, and programmed
- Coverage is not learning. Exposure is not memory.



Topic 5

Capacity, Potential, and Limitation: Why Equality in Teaching Is a Brain Myth

Core Message

- Every brain has natural limits and unique growth potential
- Same lesson \neq same brain response
- Treating learners the same is not fairness—it is neurological blindness.

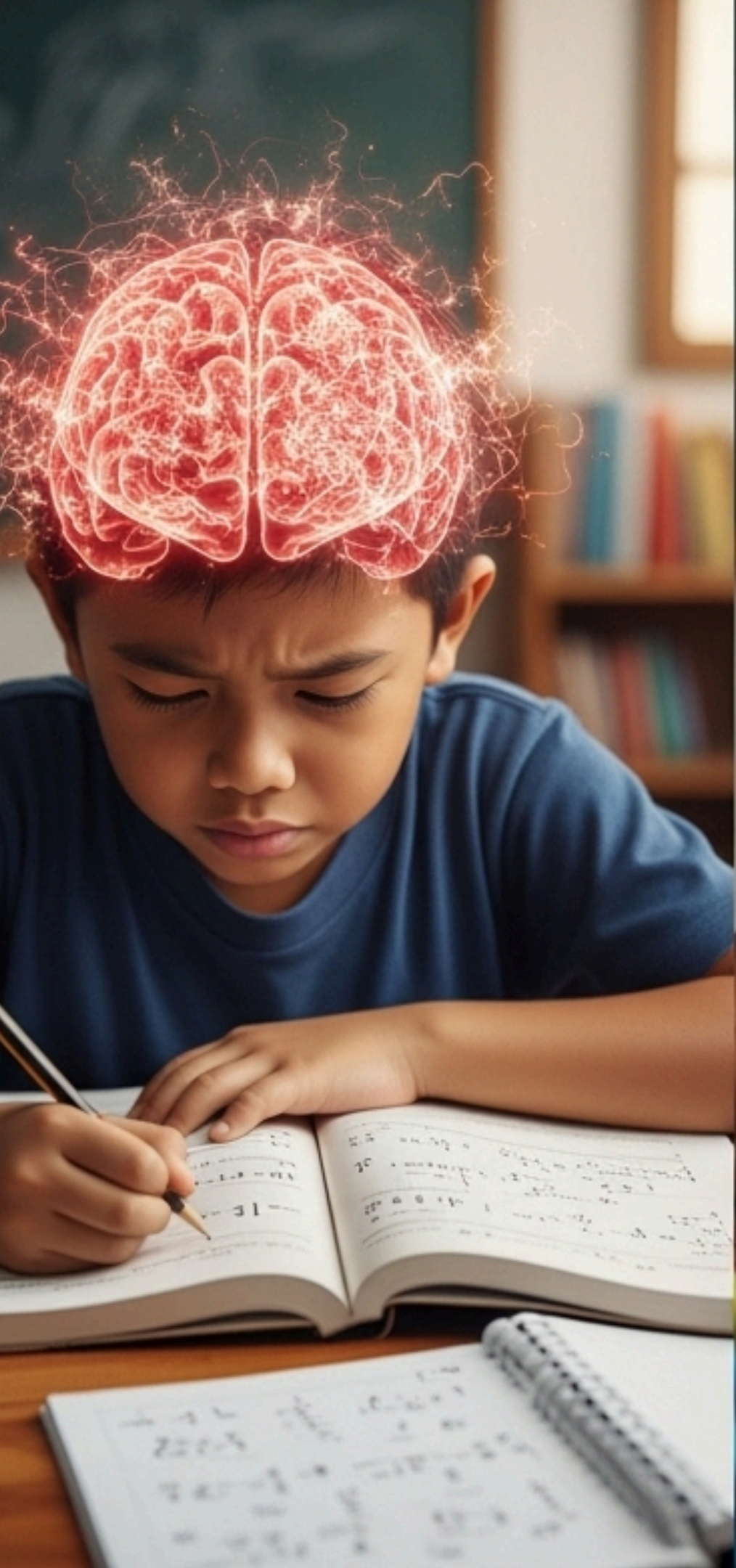


Topic 6

When Learning Fails, Look at Brain Health—Not Intelligence

Core Message

- Stress, anxiety, sleep deprivation, poor nutrition, and overload damage learning
- Brain health is never addressed in curriculum design
- Schools measure achievement but ignore the brain conditions required to achieve.



Topic 7

Assessment Without the Brain: Measuring Performance While Missing Brain Development

Core Message

- Exams activate fear, memory blocks, and stress responses
- Assessment should coach the brain—not threaten it
- We assess children's brains without understanding how the brain behaves under assessment.



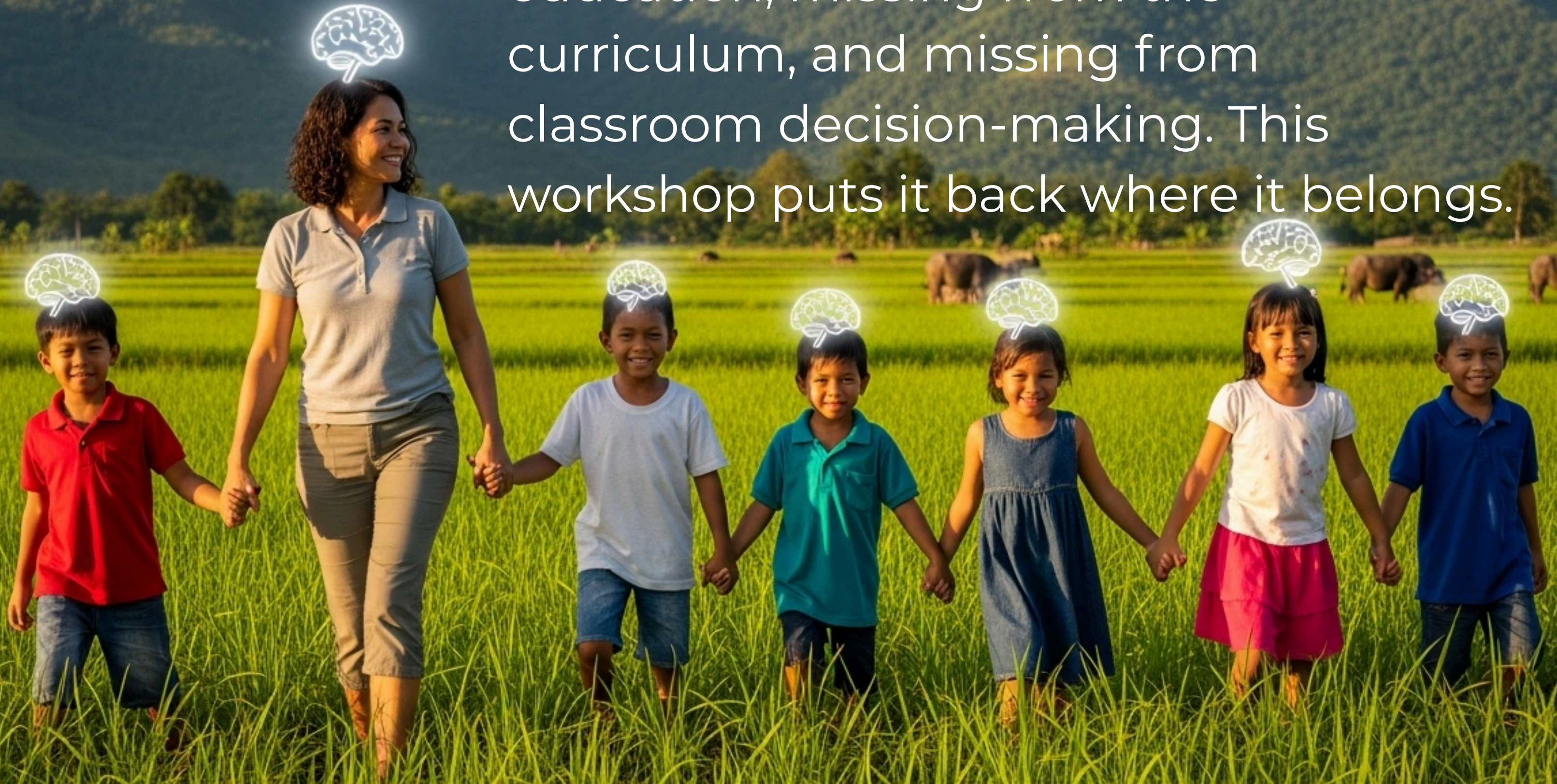
Topic 8

The Cost of Ignoring the Brain: What Schools Lose When Neuro- Pedagogy Is Absent

Core Message

- Mislabeling
- Teacher burnout
- Failed inclusion
- Wasted potential during the most critical brain years (0–12)
- When the brain is ignored, schools don't just lose scores—they lose children.

The brain is the only learning organ—
yet it is missing from teacher
education, missing from the
curriculum, and missing from
classroom decision-making. This
workshop puts it back where it belongs.



RHODIUS T. NOGUERA, RPSY, PHD

- Author of Neuro-Calibration
- Advocates for Brain Health in school, families, and communities
- Clinical, Family , & Educational Psychologist
- Have trained at least 2000 school teachers on Neuro-Pedagogy
- Special Needs Psychologist
- Worked as Program Director in A Special Needs School
- Supervised pre-service & in-service primary school teachers on the use of educational psychology for 12 years
- Does advocacy work with Indigenous People and disadvantaged communities in the Philippines
- Qualitative Researcher
- Psychology Professor
- Climate Change & Environmental Preservation Advocate
- Loves creative dance and theatre, painting, and music
- An Alumnus of the University of the Philippines Diliman
- Studied in Israel about Early Childhood Education





SEREBRIO

THE CALIBRATED BRAIN

 +639456145617

 programs@serebrio.com

 www.serebrio.com

**If no learner's brain should be left behind,
when will we train teachers to understand it?**