Executive Skills International

EXECUTIVE FUNCTION COACHING

PARTNERSHIP BRIEF



FOR INTERNATIONAL AND INDEPENDENT SCHOOLS

Potential isn't the problem. Execution is.

A two-year executive function partnership that teaches students how to start, plan, focus and stay steady, from the first week of secondary school to the final exams.

2	3	5	2
days on campus to launch, for students, staff and parents	stages, from transition to the senior years	executive skills domains, assessed and taught	years of partnership, with measured impact

IB · IGCSE · A LEVEL · AP · HSC · VCE

contact@executiveskillsinternational.com

01 · THE CASE

The gap between knowing and doing

Every school knows this student. Bright, capable, well supported, and still stuck at the point of execution: the assignment started the night before, the planner left blank, the revision that never quite begins. As students move through secondary school, the structure around them falls away just as the demands rise. Coursework, extended essays and independent study arrive at once, and through IGCSE, A Level, AP, the IB Diploma and senior certificates, the gap widens.

Executive function is the set of skills that closes it: starting, planning, organising, regulating and sustaining effort. These skills are still developing through adolescence, and they can be taught. Our programme teaches them explicitly, in the language of each year group, and gives staff and parents the same tools.

> **Schools teach content brilliantly. Teaching students how to run themselves is usually left to chance.**

02 · THE FIVE DOMAINS

What we assess, teach and track

DOMAIN	WHAT STUDENTS LEARN	WHAT IT LOOKS LIKE IN SCHOOL
01 **Task Initiation**	Starting without reminders, by breaking work into clear first steps.	Work begun early, not the night before.
02 **Organisation & Time**	Planning weeks, not nights: timetables, deadlines and priorities.	Planners in use and deadlines visible.
03 **Emotional Regulation**	Naming pressure and resetting quickly, so stress does not stop work.	Steadier students through assessment periods.
04 **Focus & Attention**	Designing study spaces and protecting focus from digital distraction.	Longer, better-quality independent study.
05 **Self-Management**	Setting goals, tracking progress and adjusting without being chased.	Students who check their own progress.

03 · AGE AND STAGE

Three stages, one connected programme

What students need changes as they move through school. Each stage targets the skills its year groups need most, with practical tools students keep and reuse in every year that follows.

GRADES 6-7 · YEARS 7-8

Transitions

More teachers, more subjects and more deadlines, with far less scaffolding than primary.

Structural systems. Planners, digital files and daily routines that make organisation automatic.

Emotional regulation. Handling new academic friction, recovering from setbacks and normalising pressure.

Healthy routines. Protecting sleep, exercise, friendships and downtime alongside homework and activities.

GRADES 8-9 · YEARS 9-10

Strengthening foundations

Independence is expected just as motivation dips, and senior pathway choices loom.

Independent task initiation. Breaking multi-week assignments into steps and starting without reminders.

Focus and digital discipline. Building sustained concentration as independent study expectations rise.

Strategic study habits. Moving from completing homework to active learning, note-making and early exam routines.

GRADES 10-12 · YEARS 11-13

Future readiness

The move into the IB Diploma, A Levels, AP or a senior certificate: coursework, extended essays and university applications.

High-stakes planning. Balancing coursework deadlines, major projects and leadership commitments.

Active revision. Active recall and exam simulation in place of passive re-reading.

Performance under pressure. Staying steady and focused through mocks and final examinations.

04 · THE PARTNERSHIP

Two years, built into your school

LAUNCH

Two days on campus

Student workshops, staff professional learning and a parent seminar.

YEAR ONE

Termly touchpoints

Four a year, timed to your terms, on campus or live online.

REVIEW

Impact report

Start and end results shared with leadership.

YEAR TWO

Embed and extend

Staff lead more of the tools, and new cohorts join at each stage.

THE TWO-DAY LAUNCH

Day one

Student workshops by year group: what executive function is, and tools to use straight away.

The evening

Parent seminar: how to support at home without taking over, in the same language as school.

Day two

More student workshops, then professional learning for tutors, pastoral and academic leaders.

Measured, not assumed

Every participating student completes an executive skills profile at the start and end of each year. Leadership receives a cohort report showing where skills have grown and where support should go next. Student data is handled in line with local data protection law and shared only with the school.

Built by school leaders

Designed by senior school leaders and executive function coaches with experience in British, Australian, IB and international schools in the UK, Asia and the Middle East. We know pastoral and academic structures from the inside, so the programme fits your calendar and your staff.

NEXT STEP

Start with a 20-minute conversation.

We will map the programme to your year groups, calendar and pastoral structure, and agree what success looks like before day one.

