

What This Is

How luminAIT Actually Scales Teaching



This document explains one specific way teaching can scale while staying inside real classroom constraints.

The focus is on an actual operating model rather than a general theory of scale.

Why This Exists

How luminAIT Actually Scales Teaching



Most tutoring models assume scale occurs through student grouping.

In secondary English, this assumption does not hold.

Student learning is limited by:

→ the text being studied

→ the year level

→ the student's ability range

As a result, the system's way of scaling is not student grouping.

The Fixed Constraint

Scale comes from the repeated build-up of tightly constrained cohorts.
In secondary English, arbitrary student pooling leads to a loss of teaching coherence.

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This occurs because:

- different year levels study different texts
- each text requires specific background knowledge
- task difficulty must match student ability

When students are mixed across texts or ability ranges:

- evidence reliability breaks down
- learning progress slows

This constraint is structural rather than optional.

The Unit That Can Scale

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The smallest unit that supports stable teaching is a text-anchored cohort.

A cohort functions only when students share:

- the same text
- the same year level
- a compatible ability range

Under these conditions:

- materials can be reused
- measurement remains comparable
- teaching quality stays stable

This produces a different meaning of scale.

Retention Effects

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Learning inside a single text produces continuity across weeks.

As a result:

- students accumulate context
- parents observe steady progress
- restarting is avoided

Changing providers mid-text increases learning cost for students.

Retention results from structure rather than contracts.

What the Infrastructure Controls



Quality control is handled by the system.

Within each cohort, the system provides:

- materials that show how to read a specific text
- tasks that limit how evidence is used
- measurement checks on reasoning quality
- visible week-to-week learning progress

Teachers deliver lessons.

Quality control is handled by the system.

How Growth Occurs



Lead absorption is limited by structure.

Cohort creation therefore occurs through the intentional opening of specific groups.

As a result:

- not all leads are immediately placed
- cohorts wait until minimum workable size is reached
- partially filled cohorts remain inactive

Growth occurs through:

- faster filling of defined cohorts

→ longer cohort lifespan

→ re-running cohorts over time

One Cohort, Conservatively

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A single cohort consists of:

The resulting growth pattern is step-based rather than flexible.

→ 10 students

→ \$600 per student per term

→ a 3-term lifespan

Revenue per cohort:

$$10 \times \$600 \times 3 = \$18,000$$

This calculation excludes upside assumptions.

Effects of Phase 1

From fragile classes to durable cohorts.



WITHOUT SUPPORTING INFRASTRUCTURE

- cohorts remain under-filled
- student dropout occurs after one term
- teaching quality varies by instructor

WITH THE SYSTEM IN PLACE

- cohorts reach workable size faster
- cohorts remain active across terms
- materials and measurement are reused

A conservative Phase 1 result is the stabilisation of 2–3 cohorts.

This produces \$36k–\$54k in direct revenue.

Source of Larger Revenue



Larger revenue totals result from cohort build-up rather than student pooling.

This includes:

- re-running cohorts in later years
- opening additional cohorts on new texts
- reduced extra cost per cohort over time

Over 12–18 months, 4–6 active cohorts may operate across year levels.

This produces six-figure revenue without breaking fixed constraints.

Infrastructure Characteristics



The overall pattern can be repeated.

Individual setups remain text-specific.

The underlying infrastructure stays the same:

→ cohort rules

→ measurement logic

→ teaching limits

Scale is achieved by repeating the structure, not by simplifying learning conditions.