

Youth Justice Reform Select Committee inquiry into youth justice reform in Queensland

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From: Ragnar Purje [REDACTED]
Sent: Monday, November 13, 2023 8:10 PM
To: Noosa Electorate Office <Noosa@parliament.qld.gov.au>
Subject: RESPONSIBILITY. CHOICES. CONSEQUENCES

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RESPONSIBILITY. CHOICES. CONSEQUENCES

Reason is the essence of knowledge and enlightenment. Reason, knowledge and enlightenment exist because of consciousness and free will. Choices take place because of consciousness and free will. Choices have consequences, for which the self is responsible.

HOW TO TAKE CONTROL OF WHAT CANNOT BE CONTROLLED WITH RESPONSIBILITY THEORY®

It is only when possibilities and potential are actively pursued that positive changes have the promise to take place.

Introduction

I will commence this submission by introducing myself. This will be followed by a presentation of the program. This will then lead to answering the questions as to what this program aims to achieve. A bibliography is presented at the end.

Responsibility Theory

I am the author of the book Responsibility Theory®. I am an Adjunct Senior Lecturer with the School of Education and the Arts, at CQUniversity, Australia. In addition to my PhD I have three Master of Education degrees (Education, Guidance and Counselling, Leadership and Management); Two Bachelor degrees (Physical Education, Psychology); Five Postgraduate awards (Education, Sports Science; Exercise and the Sports Sciences; Communication studies, Health Counselling); Certificate IV in Training and Assessment.

Doctoral thesis

My neuroscience doctoral thesis was undertaken at Central Queensland University (CQU), under the supervision of Professor Ken Purnell. The purpose of my thesis was to examine and present the result of what was referred to as an innovative acquired brain injury rehabilitation model. This is now referred to as Complex Multi-Movement Therapy (CMMT). As part of my thesis, I introduced two additional linguistic descriptors into the human biology lexicon; these are *neurofluidity* and *hólos*. Neurofluidity is the process that leads to the condition of brain plasticity. Hólos derives from the Greek: ὅλος –ólos. The English word holistic is derived from hólos. In terms of definition, holistic and hólos offer the same classification. It is this holistic human biological etymological singularity that describes the brain, mind and body as the hólos.

Responsibility Theory and the CQU Department of Education and the Arts

My Responsibility Theory lectures have a specific focus on informing preservice graduate teachers how (by and through the principles, the practices and the application of Responsibility Theory), to teach and develop transformative self-empowerment strategies, in students, that will have the potential to lead the students (from Prep to Year 12) to develop their critical thinking skills, for the purpose of knowing how to *immediately* make constructive choices; and how to *immediately* engage in the presentation of positive behaviours; and also how to *immediately* develop their insights, skills and knowledge and understanding that they are not only responsible for what they think, do, say, choose and learn, but that they are also *immediately* responsible for the consequences of their attitude, actions, behaviours and choices. Responsibility Theory has also been formally applied in schools, both me and others for close to 10 years. The evidence of the success of Responsibility Theory is available with academic approbations, teacher testimonials and preservice graduate teacher experiences.

Responsibility Theory® and the Neuroscience of Self-empowerment

I am also the developer and presenter of the Responsibility Theory® and the Neuroscience of Self-empowerment program. This program is suitable for any secondary school, university, college, or any organisation, community or collective of individuals who are interested in advancing their personal and social well-being for the purpose of learning how to systematically and pragmatically change their thinking and their behaviour, for the purpose of developing their skills, knowledge and understanding of how to immediately deal with any negative lifestyle choices and influences. The ongoing self-affirming mantra of this program is: “I’ve got the power to change my brain, my thinking, my behaviour, my attitude, my choices, my actions and my life.” As Norman Doidge points out: “Everyday thought, especially when used systematically, is a potent way to stimulate neurons,” for the purpose of being able to change the brain, thinking, attitudes, behaviours, choices and consequences.

Transformative self-empowerment

From a personal and transformative self-empowerment perspective, what this means is that individuals are not only responsible for what they think, do, say, choose and learn; individuals are also responsible for the consequences of their choices. Therefore, it is profoundly important for individuals to know how to develop the thinking, actions, behaviours, skills, knowledge and insights to know how to always choose wisely.

Everyday thought

As Norman Doidge points out: “Everyday thought, especially when used systematically, is a potent way to stimulate neurons,” and to change the brain, thinking, attitudes, behaviours, choices and consequences.

Evidence-based success

Responsibility Theory® has been presented at National (EduTech, Australia) and International (IAFOR, IICE, HICE, USA) Conferences. Responsibility Theory® has also received media and University news coverage. As alluded to already, Responsibility Theory has been one of the prescribed textbooks in the School of Education and the Arts for preservice graduate teachers since its publication in 2014.

Educational neuroscience

Added to this Professor Ken Purnell, Head of Educational Neuroscience, CQUniversity, writes as follows:

I have had over one thousand people with whom I work and teach about aspects of Responsibility Theory® – and drawn upon it – often using it entirely in their work. I know many others in education who do so in Australia and overseas, such as in the USA. I promote Responsibility Theory® on my websites that attract thousands of views. I have evidenced multiple times in major publications such as Education Review (audience of 80,000) and in journals and conferences such as in Melbourne at Future Schools with 3,000 attendees and Honolulu’s international education conference where I attend and present.

Education Today

<https://www.educationtoday.com.au/articles/list/1>

Education Review

<https://www.educationreview.com.au/?s=ragnar+purje>

CQUniNEWS

<https://www.cqu.edu.au/news?query=ragnar%20purje>

EducationHQ

<https://educationhq.com/author/user/403/>

<https://educationhq.com/news/taking-responsibility-and-persistence-are-keys-to-success-academic-156463/>

<https://educationhq.com/news/responsibility-theory-a-new-consideration-in-personal-and-classroom-behaviour-management-33437/>

Additional information

Additional information such as academic approbations, teacher testimonials, referee contacts, media and education journal articles, can be provided upon request.

Yours sincerely

RAGNAR PURJE PhD

M.Ed.; M.Ed.(Guid.& Couns.); M.Ed.(Lead.&Man.); B.A.(Psych.); B.App.Sc.(P.E.); Grad.Dip.Ed.; Grad.Dip.SportSci.; Grad.Dip.Ex.&SportSci.; Grad.Cert.(Comm.); Grad.Dip.(Health Couns.); Certificate IV in Assess.&Workplace Training.

HOW TO TAKE CONTROL OF WHAT CAN NOT BE CONTROLLED WITH RESPONSIBILITY THEORY®

The transformative power of self-empowerment

From a personal and transformative self-empowerment perspective, what this means is that individuals are not only responsible for what they think, do, say, choose and learn. Individuals are also responsible for the consequences of their choices. Therefore, it is profoundly important for individuals to know how to develop the skills, knowledge and insights to know how to always choose wisely.

Complexities

It is a universal fact that all personal, cultural and social issues are usually extremely complex. This is even more so the case when ongoing negative personal and social behaviours, concerns and problems exist.

Intrinsic motivation and personal attitude

Research by William Glasser, a prominent psychiatrist and educational theorist, declared that it is the individual's intrinsic self-motivation and personal attitude that has the most influence over what the individual will think and do. As such, life is a journey of the self, for the self, by the self, through the self. As such, the choices are profoundly important. Because choices will have an immediate impact on the present and can also have a profound impact on the future.

Freedom to choose

In terms of choices, there are the insightful perceptions of Viktor Frankl, who lived in what can only be described as impossible circumstances. These insights include the following quotes: (1) "Forces beyond your control can take away everything you possess except one thing, your freedom to choose how you will respond to the situation." (2) "Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom."

The insight of knowing and understanding

The knowledge of this *space* (which can be applied as *a pause of breath*) as identified by Frankl, can – in absolute terms – be immediately used to change thoughts, decisions, attitudes, choices, and consequences; all of which can

constructively and positively transform a person's entire life; if that is what the individual wants. The Responsibility Theory self-awareness mantra for this is: "I am what I think, do, say and choose."

Self-awareness, knowledge and insight

The axiomatic skill here is understanding and then having the insight of not only knowing that this space actually exists but knowing how to actually use this space to make the choices that can lead to constructive and positive consequences, that then lead to immediate transformative life changes (which the individual owns and controls). This is very much about self-awareness, knowledge, insight and having a profound understanding of the immense power of free will.

Sentient Beings and Free Will

The universal fact is that humans are sentient beings, that is, we all have consciousness. Because of consciousness, we are self-aware of our thoughts, decisions, attitudes, behaviours, choices and our very existence. "I think and I know that I think." I think, therefore I am (Descartes). I am what I think, do, say and choose.

Thinking, attitudes, behaviour and choices

As a result of this sentient consciousness capacity of Free Will, as the neuroscience research of brain plasticity informs; it is our capacity of Free Will that provides each-and-everyone-of-us with the brain, the mind and the intrinsic cognitive means for every individual to also be able to physically change their brain, their thinking, attitudes, behaviour and choices from negative to positive whenever they want. Another RT mantra declares the following: "My choices, my power, my consequences, my life."

Brain plasticity

The Responsibility Theory program also works with the knowledge pertaining to brain plasticity and understanding the power of consciousness. The value of understanding brain plasticity and our sentient power is knowing that we actually have the capacity to not only change our brain, we also have the capacity to change our thinking, attitudes, actions, choices, behaviours and our entire life's journey. However, this will only take place when we make that important decision and make that important choice. And when we make that choice, and change our behaviour we also change our brain and our life's journey.

Skills, thinking and knowledge

Daniel Coyle who refers to the UCLA (University of California Los Angeles) neurologist Dr George Bartzokis points out that the research undertaken by Bartzokis, led to Bartzokis declaring that "all skills, language, all music, all movements are made of living [neurobiological] circuits and all [neurobiological] circuits grow according to certain [neurobiological] rules." This is associated with the importance of sequence learning and explicit teaching. The Responsibility Theory program is a sequence learning and explicit teaching program.

Sequence Learning

Research undertaken by Janusz Starzyk and Haibo He points out that sequence learning is thought of as being "presumably among one of the most important components of human intelligence." That is because "most human behaviours are, in the sequential format." It is by and through this process of sequence learning that skills, knowledge, learning, insights and understanding are advanced. Sequence learning is also connected to explicit teaching.

Explicit teaching

According to Christine Edwards-Groves, explicit teaching can be thought of as being the talk that takes place during classroom lessons. Further to this, classroom talk is just the beginning of what explicit teaching and the worked-example method can realise. To this effect, Edwards-Groves also points out that "in contemporary educational media 'explicit teaching' has been highlighted as [being] an effective approach to pedagogy that directly influences learning."

One of the most powerful

Furthermore, and perhaps even more relevantly, Edwards-Groves maintains that "explicit teaching is one of the most powerful ways in which a teacher is able to create a classroom environment that not only values but also demonstrates that personal application," i.e., self-motivated hard work and merit focussed application to learning, "is the focal point of the talk encountered in [explicit teaching] classroom lessons."

The absolute power of merit, application, achievement, competence, effort and excellence

It is this universal requirement for the individual to engage in the absoluteness of this personal application of working hard, along with its associated adherence to the required standards pertaining to merit, application, achievement, competence, effort and excellence, that then advances the all-important universal capacities of skills, knowledge, insight and understanding, that then leads to the positive possibilities for transformative life-changing self-empowering thinking and behaviour to take place.

The driving power of the self

To this end, the research is unambiguous: There are absolutely no shortcuts to actively and constructively changing the brain or achieving task excellence in any discipline or any sphere of life. There simply is no other way of doing the required work, at the required standard. As such, there is no other way to change the brain and to advance skills and knowledge, except by and through the passion, personal application and the driving power of the self.

The intention and the action

As Anita Woolfolk points out (citing studies in date order), undertaken by Barry Zimmerman and Dale Schunk (1989); Barry Zimmerman (1990), Philip Winne (1995), plus Brenda Manning and Beverly Payne (1996); the “responsibility and the ability to learn [remains] within the student, [no one can actually] learn for someone else.” As such, the intention, the action and the brain-changing engagement in learning is a journey of the self, by the self, through the self, for the self. All of which, as alluded to above, because of brain plasticity, this self-motivated action changes the brain and creates new brain maps.

Brain-based information

In her research, Carol Dweck reported that when students were given information about the brain, this led to academic and social gains being made by the students. According to Dweck, the reason this was taking place was, because, the students gained insights into the idea that it was by-and- through their self-directed thinking and behaviour, that fired and rewired their brain. Norman Doidge offered the same point of view, to which was also added the concept of brain maps.

Brain maps

Norman Doidge, writing in his book *The Brain that Changes Itself*, referring to a study undertaken by Michael Merzenich and colleagues, Doidge found that “when it came to allocating brain-processing power” the brain allocates neurological resources to those parts of the brain that are the most active. Merzenich’s speciality (was) in improving people’s ability to (rewire and redesign) the brain by training specific processing areas, called brain maps, so that they do more mental work.” The hypothesis here was that this increased mental work would provide cognitive, intellectual, academic and social benefits for the individual in question. To which we now also add the power of self-talk. The application of self-talk plays an important role in the Responsibility Theory program and the associated direction of advancing self-esteem, self-efficacy and self-confidence potential.

Self-esteem and self-efficacy

According to Nathaniel Branden self-esteem “consists of two components: self-efficacy” and confidence. Self-efficacy is all about self-belief. Confidence is about acting on the belief that the individual is self-aware and the individual has confidence in their “ability to think, learn, choose, and make appropriate decisions.”

Self-esteem, achievements, fulfilment and self-respect

Self-esteem is also aligned with feelings of well-being, self-initiated achievements, feelings of fulfilment and self-respect. Self-esteem also provides the means for advancing self-concept possibilities.

Self-concept

James Neill writes that self-concept can be thought of as being an overarching idea that is about knowing, understanding and authentically accepting and unconditionally embracing the self. Roy Baumeister is of the opinion that self-concept is developed, advanced and amplified by helping students develop and advance their self-esteem and self-efficacy. This can be achieved by helping students embrace the value of their self-concept and by advancing their self-management propensity by furthering the value and application of self-talk.

The power of self-talk

In trying to teach self-management to students, who had been identified as impulsive, Donald Meichenbaum found he was able to help these students manage and control their impulsive behaviours when he applied the strategy of self-talk. Citing Brenda Manning, Meichenbaum reported that self-talk had been successfully used to achieve cognitive behaviour modification advancements in school classrooms.

The added power of self-talk is that self-talk is transferable to other locations

It is most important to note that self-talk is transferable to other personal, social and geographic locations. It is important to recognise that the self-talk strategy is not an externally applied strategy. It is an internal, personal cognitive controllable strategy that is directed and supported by the teacher. It matters little, for example, if the external environment changes (a new or different teacher or classroom), the fact remains that the internal cognitive state is one that is considered as being stable and controllable, and it is through this internal cognitive state that the process of self-talk is applied; all of which is connected to understanding the value of engaging in self-affirmations.

Self-affirmations

The literature and research in psychology and neuroscience are resplendent with how and why self-affirmation statements are emotionally, intellectually and psychologically extremely powerful and profoundly self-fulfilling. The ongoing regular and even continuously announced self-affirmation statements valuably contribute to an individual's well-being. Self-affirmation statements light up and activate brain networks, create new neuronal assemblies and develop new brain maps that neurobiologically help to create the type of mind, thoughts and associated constructive behaviours providing the means for a student to seek and realise goals the individual is striving to achieve.

Increased capacity for self-motivation

It is this increased capacity of self-motivation that will develop and provide the skills, knowledge, insights, merit, competence, understanding and cognitive potential of the individual for the purpose of developing and advancing their critical thinking and higher-order thinking skills.

Critical thinking

Michael Scriven and Richard Paul, for example, declare that critical thinking is a cognitive, and "intellectually disciplined process of actively and skillfully" gathering, applying, analysing, conceptualising, synthesising and evaluating information that has been read, gathered, observed, or communicated for the purpose of purposefully, accurately and with deliberate judgemental reasoning to examine if the information that the individual has been exposed to is accurate, has clarity, has relevance and can be compared and contrasted as required to advance further understandings. Which then has the prospect of developing and advancing higher-order thinking.

Higher-order thinking

In relation to higher-order thinking, this entity brings with it the anatomical and associated brain-based executive and symbolic thinking functions of the prefrontal cortex. In terms of intellectual application, according to Elizabeth Fynes-Clinton, citing the Department of Education and Training, higher-order thinking is all about individuals being able to think about, analyse, reflect and then, as required, constructively and with sophisticated meaningful knowledge and authentic insight, be able to "manipulate information and ideas in ways that [reliably and with validity] transforms their meaning and implications.

Transformation

This transformation occurs when the [reader or researcher] combines facts and ideas in order to synthesise, generalise, explain, hypothesise or arrive at some conclusion or interpretation." All for the purpose of developing the skills, abilities, and knowledge of the individual, along with the all-important intrinsic, emotional and mental transformation entities of an individual's self-belief, self-confidence and self-esteem.

Universal reality

The universal reality is that no one can think for anyone else, no one can learn for anyone else, and no one can behave for anyone else. Personal responsibilities, choices, attitudes and actions can only be brought into existence by the individual; therefore (and profoundly so), whatever consequences follow, will have taken place because of the thoughts, behaviour and choices of the individual. As such, there is no one else to blame for the decisions, attitudes, choices and actions made by any individual. Understanding individual responsibilities brings with it immense constructive personal power that can and does change attitudes, thinking, behaviours, choices and consequences.

The power of choices, taking control and advancing resilience

Katherine Cullen (2022, Psychology Today) informs, in her meta-analysis research where some 70,000 people in 24 countries, found that circumstances do not necessarily override or take the place of choices, personal responsibilities and behaviours. Cullen points out the following:

Many studies estimate that the vast majority of us (over 70 percent, according to a survey of nearly 70,000 people in 24 countries) are exposed to at least one major trauma in our lifetime. And yet the global prevalence of PTSD is only a fraction of that, some studies suggest it's less than 4 percent.

Added to this Cullen notes that the research undertaken by psychologist George Bonanno, informs that more often than not, the most common response to negative circumstances is usually that of resilience. As such positive perseverance helps in the development of resilience, which brings with it immense personal and associated positive social value potential.

Resilience

In relation to resilience, Michele Tugade and Barbara Fredrickson are of the opinion that resilience is making the choice and having the intellectual capacity and willpower "to move on in a positive way from negative, traumatic or stressful experiences." Added to this insight, Michael Rutter maintains that resilience is "the ability to bounce back or cope successfully despite substantial adversity."

Strengths under stress

Further to this, Janet Young, citing Froma Walsh proposes that "resilience refers to strengths under stress, in response to crisis, and forged through dealing with adversity." It is resilience and its associated development in the *strength of character* that leads to beneficial possibilities and potential and positive changes taking place.

Changing thinking to change behaviour can be immediately applied

In terms of presentations, The Responsibility Theory® and the Neuroscience of Self-empowerment is a program that presents evidence-based self-management cognitive and behaviour-based tools, which (importantly) can be immediately applied. The purpose of this is to immediately and constructively change the brain, thinking, choices and behaviour. As Charles Popplestown points out: "You cannot always control circumstances, but you can control your own thoughts."

Positive social engagement and self-management

Anita Woolfolk notes that positive social engagement takes place through the application of self-managing behaviours. In relation to self-management Woolfolk also declares that "if one goal of education is to produce people who are capable of [successfully] educating themselves, then [individuals] must learn to manage their own lives, set their own goals, and provide their own [moral] reinforcement. [That is because] life is filled with tasks that call for self-management." Self-management also involves the presentation, action and behaviours aligned with self-management competencies.

Self-management competencies

In the area of self-management competence, Woolfolk points out that autonomous self-managing individuals are able to demonstrate the following competencies: (1) they have a greater sense of personal interest and positive engagement in their personal, social, academic and overall educational environment; (2) they present positive behaviours that indicate they have a strong belief in their personal, social, academic and educational capabilities; (3) they present high levels of self-belief, self-efficacy, self-esteem and corresponding high levels of problem-solving skills and creativity; (4) by-and-through their behaviours, choices and actions, they tend to show that they support and value their school environment; (5) the individuals also tend to present behaviours that suggest that they not only enjoy their daily social and educational challenges, they are also willing to engage in what is required of them at school; (6) and they are willing to help others. This relationship between student autonomy, self-management and their successful academic engagement tends "to hold through from first grade through to graduate school."

Successful transfer of skills and knowledge

Added to this Anita Woolfolk also vitally points out that when students have the capacity to be autonomous self-managing individuals. The corollary of this is that the self-managing student will then tend to have the knowledge, reflective insight, behavioural capacity and personal control, to successfully transfer and apply all of these valuable self-managing skills to other locations, individuals or situations, where self-management and self-directed learning are required.

Self-directed learning

In terms of self-directed learning, Malcolm Knowles points out that self-directed learning is about students taking the initiative “with or without the help of others” (which is very much about self-motivation) and then doing all of what is required in the classroom to advance their academic learning requirements.

Opportunities and understanding

According to Roger Hiemstra, the process and action of self-directed learning can provide the opportunity for students to understand how they can take more responsibility for their learning and, critically and deeply understand that they are also responsible for their learning.

Reflective insight

Added to this, Hiemstra informs that the independent action of self-directed learning also provides the opportunity for students to experience the potential of reflective insight, i.e., the individual has the intrinsic insight and extrinsic behavioural capacity to successfully transfer their skills, knowledge, and abilities to other circumstances.

Self-awareness

Self-directed learning, according to Roger Hiemstra, is also about becoming self-aware of the fact that not all learning occurs by and through the teacher or under the direction of others. With self-awareness and insight in place, this should then (with the ongoing guidance of parents, guardians, and significant others) help children to receive ongoing guidance to learn that their attitude, choices and actions will always lead to consequences. This process of developing self-awareness is also associated with the skills, knowledge and application of self-regulation.

The self-regulation of Albert Bandura

Albert Bandura points out that the importance of self-regulation is about individuals knowing that they do actually have the personal conscious capacity of being able to “exercise influence over their own motivation, thought processes, emotional states and patterns of behavior.” No one else can think for you, you are the master of your own thoughts and actions.

Conscious regulation and moral choices

All of this provides the means for individuals being able to constructively evaluate their thoughts, feelings, and behaviours, and to then consciously adjust and regulate their thoughts and behaviours accordingly. One could argue here that this is all about the importance of self-discovery where there is now a deeper understanding of the importance of understanding the power of personal responsibility and the associated power of moral choices.

Self-discovery and finding the power to choose and to change

It is this profound capacity to make moral choices that is the essential and universal key to advancing constructive consequences. It is when this powerful self-discovery takes place, that the circumstances in life will tend to lead to positive outcomes. Added to this, Mahatma Gandhi declares: “We must become the change we want to see.” To this is added the Responsibility Theory® and the Neuroscience of Self-empowerment mantra: “I’ve got the power to change my brain, my thinking, my behaviour, my attitude, my choices, my actions and my life.”

Taking control

The Responsibility Theory® and the Neuroscience of Self-empowerment program is presented with easy-to-understand research-based PowerPoint images and information, that will help the individual to focus on how to take immediate control of their thinking, their behaviour and their choices; and perhaps most important of all, what the individual needs to do to take control of their life.

Insights, knowledge, skills, choices and consequences

It is this active learning process, as empirical evidence has now informed, that then immediately impacts the thinking and behaviour of the individual, which also immediately advances their insights, knowledge and skills.

I think, therefore I am my consequences

As such, the individual will instantly know (and perhaps, even more importantly), the individual will immediately understand that it is their thoughts, their choices and their self-initiated actions that will always lead to their

consequences. All of this is powerfully supported and visually encapsulated by the living maxim: “I think, therefore I am my consequences.”

ALL OF THIS THEORY IS ALL-WELL-AND-GOOD, HOWEVER, THE QUESTION MUST BE ASKED

As reality informs: “All of this theory is all well-and-good; however, the all-important question that must be asked and answered is: how will this program: Responsibility Theory® and the Neuroscience of Self-Empowerment presentation actually change the thinking and behaviour of anyone?” Plus, of course, how can this presentation take control of what clearly cannot be controlled, that of the internet and social media? The empirical evidence proves that not only is this possible, it has been taking place.

The unambiguous objective universal actuality

The aim and purpose of this program is to present and teach about the unambiguous objective universal actuality and the application of developing the knowledge and skills of: “the how,” “the what,” and “the when” of choices.

The how. The what. The when

What this then means is that when these skills and knowledge of “the how,” “the what” and “the when” are known (which will be taking place at this very time of the presentation), it is at this exact time of when these life choices can be immediately applied.

Self-realisation

As well as this now all-important self-realisation of absolute understanding that they are also responsible for the consequences of their choices. This means the individual will now also realise that they have a brain-based and mindful capacity for not only immediate self-initiated self-empowerment; this knowledge will be and is an absolute universal truth forever.

My choices, my consequences, my life

As such, the statement: “My choices, my consequences and my life,” will become the living mantra of self-realisation forever. Plus, this “life mantra” will also become a living personal insight, pertaining to the power the individual will now have in relation to making constructive and positive choices in their life.

Self-actualising power

What all of this means is that it is the self that drives and directs the self to live the life the self chooses to live. This means the individual has power, real meaningful self-actualising power, forever.

Additional research

The Responsibility Theory® and the Neuroscience of Self-Empowerment program includes but is not limited to the research of William Glasser (Reality Therapy, Choice Theory, Control Theory); Albert Bandura (Social Learning Theory); Anita Woolfolk (Educational Psychology); Daniel Coyle (The Talent Code); Barbara Arrowsmith-Young (The Woman Who Changed her Brain); Janusz Starzyk and Haibo He (Sequence Learning); Christine Edwards-Groves (Connecting Students to Learning Through Explicit Teaching); Norman Doidge (The Brain That Changed Itself); John Medina (Brain Rules); Wendy Suzuki (Healthy Brain Happy Life). Added to this list is the extensive research undertaken for my cognitive neuroscience Doctoral Thesis

IT IS ONLY WHEN POSSIBILITIES AND POTENTIAL ARE ACTIVELY PURSUED, THAT IS WHEN POSITIVE CHANGES HAVE THE PROMISE TO TAKE PLACE.

The media is regularly reporting on education concerns and the oft-associated anti-social behaviour that is also taking place in society. On a large scale, there are circumstances that, for an individual, can and will be insurmountable. However, at the small insignificant individual scale, my contention is - and has always been – when facing insurmountable circumstances, there is still the potential for possibilities.

If you throw a pebble into a raging river, this pebble will not stop the raging river. This pebble will not divert the raging river. The river will continue to be a raging river. However, this pebble thrown into this raging river will make a splash; no matter how small or insignificant, it will make a splash. What about the locked door? If you do not knock on the door, the door will always remain closed and this door will therefore never become a potential for possibilities.

To obtain a response of any kind (irrespective if it is positive or negative), there is the absolute and immutable requirement to knock on the door. It is the self-motivated and self-determined action of knocking on the door, that turns the door from being closed and locked, to that of becoming constructive possibilities.

As such, throwing a pebble into raging rivers, or knocking on doors, is never a waste of time. By this very action, of the doing, you are, at this singular individual level, creating the opportunity of potential possibilities. With this action of creating possibilities, this means there is now potential. You can't have potential without the initial action that then initiates the potential promise of possibilities taking place.

ONE PART OF A TEACHER'S TESTIMONIAL

Let me firmly and unequivocally tell you that Dr Purje's Responsibility Theory really works. By that, I really mean it has academic, intellectual and clearly pedagogically and educationally meaningful applications and professional outcomes, both for the students and the teacher. And in fact, I believe it brings value to society as well. Responsibility Theory is not, in my opinion, a 'replacement' of the current and traditional teaching methodology, but rather a significant 'evolution' of it.

In terms of what I am learning at college, I am learning in my school-based classroom practice visitations, and, of course, in all of the education and pedagogical study and reading I have undertaken, Dr Purje's Responsibility Theory, for me, is in actual fact a paradigm shift in education, teaching and learning. Responsibility Theory challenges the notions of teaching methodologies in a refreshing, meaningful and insightful manner, just as it challenged my own notions of what I thought teaching and learning were all about.

I am pleased to write that I have not only witnessed Dr Purje's Responsibility Theory in action, but, perhaps, even more importantly, I was learning about the application of Responsibility Theory by the man, and author himself. This experience has now extended to where, as noted, I have been able to apply the principles and the practices of Responsibility Theory myself, with extraordinarily successful results!

I believe it is a rare thing to find a new method of teaching and pedagogy that challenges our way of thinking and learning for the better. Rarer still is the opportunity to study an applied theory under the pioneer of the method by the author and initiator himself.

I do count myself extremely lucky that I was in the right place at the right time to have met Dr Purje and learn what I could about his methods and strategies. Luckier still that I can count him as one of my friends.

My hope is that one day, many more schools, if not all schools, will eventually have the insight to adopt and apply Dr. Purje's Responsibility Theory techniques. I know that my way of thanking him will be to continue his legacy and bring these teachings into my own practice, which, I am now confident to say, that both I, and my future students, will benefit from.

I do not know where my teaching career will take me. But what I do know is this; having met, and learnt much from Dr. Purje, I am now very well and securely armed, both intellectually, and with a skillset of pedagogical techniques, that I can and am applying in the classrooms of the now, and which I will be taking further into the 21st century.

I am represented by Saxton Speakers Bureau Australia

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