

# APEX ME – Student Empowerment Program

## *Activating Potential Excellence through Mindfulness Empowerment*



**Imagine, a school culture with excellent teachers and committed, enthusiastic students achieving high-level outcomes.**

It is increasingly demonstrated that students' learning, confidence and motivation is enhanced when involved in mindfulness programs.

By developing mindfulness, students experience fulfilment and greatness by connecting with and actualising their potential capacity to achieve.

The APEX ME mindfulness Program for schools and home is designed to address 21<sup>st</sup> Century and beyond educational needs and challenges using the latest well researched and proven therapeutical principles to maximise student-learning outcomes.

The APEX ME mindfulness program will make good teachers become outstanding. Students will be enthusiastically engaged while achieving high level learning outcomes and develop the skills of self-awareness, self-regulation and compassion.

The APEX Me mindfulness program provides the latest, cutting edge theoretical framework to produce a vibrant school culture for the 21<sup>st</sup> century and beyond but will, most importantly, incorporate easily implemented proven practical strategic techniques.

### **Activating Student Potential Excellence**

All children, adolescents and adults are endowed with a ***fantastic capacity to learn new skills and achieve challenging goals***<sup>1</sup>. Increasingly complex variables interfere with and, often, sabotage actualisation of that potential.

What is crucial for students' cognitive development? What do students need most to maximise successful educational and personal outcomes, especially those students with special needs? Why are today's school plagued so much with poor student commitment, effort and high achievement leading to an avalanche of ***sabotaging factors that compromise high rates of educational outcomes***<sup>2</sup>.

Research suggests that more positive outcomes i.e. interest, enjoyment, derive from **intrinsic motivation** and that extrinsic forms of motivation influence more negative outcomes i.e. less effort, higher dropout rates.

The APEX ME mindfulness program (Activating Potential Excellence through Mindfulness Empowerment) is designed to empower students with high levels of intrinsic motivation to achieve their learning goals. ***Intrinsic motivation***<sup>1</sup> is the most desirable form of motivation in an achievement domain.

**1 Fantastic capacity to learn new skills.** - Perhaps the most convincing new corroboration of the young child's phenomenal learning capacity comes from neurologist Harold Chugani, head of the PET Center at the Children's Hospital of Michigan. By age 4, for instance, the cortex begins operating at adult activity levels. By 4, a child's brain is more than twice as active as an adult's. (<http://www.riggsinst.org/brainpower.aspx>)

**2 Sabotaging Outcomes.** - For generations, educational philosophers, parents, business people, and practitioners have argued that public schools promote mindless standardization that stifles creativity, curiosity, and enthusiasm for learning. Dewey (1933) argued that schools try to instill uniformity and therefore rule out wonder. As a result, schools are not energetic and vital. Along that same line, Whitehead (1929) stated that schools were dominated by routine and teaching of "...inert ideas that are merely received into the mind without being utilized, or tested, or thrown into fresh combinations" (p. 1). This view prevailed later in the century as Silberman (1970) wrote that "...what is mostly wrong with schools and colleges is mindlessness" (p. 36) and Gardner (1983) argued that most schools never go beyond rote memorization and the superficial learning of facts. More recently, Eisner (2005) argued that too much time is spent on test preparation instead of focusing on meaningful activities that can be intrinsically motivating to students. (<http://journalofthought.com/wp-content/uploads/2015/04/13sherretz.pdf>)

**3 Intrinsic motivation** refers to behavior that is driven by internal rewards. In other words, the motivation to engage in a behavior arises from within the individual because it is intrinsically rewarding. This contrasts with extrinsic motivation, which involves engaging in a behavior in order to earn external rewards or avoid punishments. Eisner (2005) argued that too much time is spent on test preparation instead of focusing on meaningful activities that can be intrinsically motivating to students.

The challenge has always been to discover what strategic program will implement educational processes that maximise intrinsic motivation which lead not only to student centred learning but also satisfies Departmental outcomes.

The APEX ME mindfulness program's outcomes satisfies those very needs. Students develop internal strengths that activate self-confidence and actualisation of potential.

Challenging behaviour issues are minimised when students develop understanding and utilise their own powerful capacities rather than be influenced and react, with little control, to their outside environment.

Mindfulness harnesses inner strengths and capacities.

## **Mindfulness – A powerful medium to promote intrinsic motivation in the classroom.,**

A powerful pathway to maximizing intrinsic motivation in the educational context is through mindfulness.

Mindfulness is....

<https://www.youtube.com/watch?v=nhcsPVL AeXU>

Clearly, prior research provides evidence that mindful teaching practices can have a pronounced positive effect on student learning.

The APEX ME mindfulness program promotes mindfulness in the classroom. Mindfulness is a catalyst maximising intrinsic motivation, the key to achieving high standards of learning achievement.

Mindfulness will promote learning outcomes naturally, within the educational processes that occur in the classroom.

Contrasting with intelligence, mindfulness actualises the learning potential of the student including:

- Intelligence requires the individual to correspond reality to one optimal fit between the individual and the environment, whereas mindful individuals identify several possible perspectives from which any situation can be viewed.
- Intelligence is a linear process that moves from problem to resolution as quickly as possible in order to achieve a specific desired outcome. In comparison, mindfulness is a process in which the individual steps back from the perceived problem and perceived solutions in order to view the situation in a new and novel way. Therefore, meaning is given to the outcomes through the process.
- Intelligence is developed from an expert's perspective that focuses on stable categories of information, whereas mindfulness is developed from more of an actor's perspective. The mindful individual will experience and view perspectives and information as shifting and unstable while they seek personal and professional control.
- Intelligence depends on the ability to remember facts and cognitive skills, whereas mindfulness depends on the fluidity of knowledge and cognitive skills.

Want to know more? Enquire about the **APEX ME mindfulness program** - Activating Potential Excellence through Mindfulness Empowerment. Contact: [otto@edusyn.com.au](mailto:otto@edusyn.com.au)

