

Meeting Summary for RCE Making Change Stick

From: Meeting Summary with AI Companion (no-reply@zoom.us)

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Meeting summary for RCE Making Change Stick (04/22/2025)

Quick recap

This meeting focused on introducing and discussing the concept of "Making Change Stick" in education, with presentations by Dr. James Mannion and others on implementing evidence-based practices and fostering self-directed learning. The group explored the use of "slice teams" as a method for inclusive decision-making and effective implementation of educational reforms across various school settings. Participants shared experiences and ideas for gradual implementation of new approaches, emphasizing the importance of diverse stakeholder involvement and the potential benefits of allowing students more control over their learning.

Next steps

- All participants to consider bringing more young people and diverse voices into the conversation for the next session.
- Richard to create a form for participants to share their email addresses with the group.
- Richard to follow up with Monjur about sharing information on the May 3rd Allied Education presentation.
- Derry to send his 20% paper to interested participants who email him.
- Beth to explore starting a 20% self-directed program with her local school district.
- Richard to share the chat transcript with participants.
- All participants to read James' book "Making Change Stick" before the next session.
- All participants to consider how to apply the slice team concept to wider education reform efforts.
- Derry and James to explore the possibility of doing a fishbowl or breakout group exercise on slice teams in a future session.

Summary

Making Change Stick: RCE Sessions

James is set to present his book "Making Change Stick" in this session, which is the first of five under the title "RCE Making Change Stick". The sessions aim to build support for those working to transform education, with the goal of amplifying voices by coming together. Richard mentions upcoming events like IDEC and the Learning Planet Festival as opportunities for collaboration. Derry Hannam introduces himself and is about to introduce James for the presentation.

Rights-Centric Education Network Formation

Derry shares his experience as a teacher in English secondary schools, highlighting his approach to creating a democratic classroom environment. He discusses the formation of the Rights-Centric Education network, which aims to implement the UN Convention on the Rights of the Child in schools. Derry introduces James, who will be speaking about making educational changes stick, and Don, an expert on self-directed learning. He mentions the importance of agency-supporting work in education and expresses hope for curriculum and assessment reform in England.

Introducing "Making Change Stick" in Education

The discussion focuses on introducing the concept of "Making Change Stick" and implementation science in education. Dr. James introduces his work and explains that the first few sessions will center around ideas from his book, while later sessions will focus on Don's work. The conversation touches on the challenges of changing paradigms in education and the importance of aligning organizations and institutions to support new ways of thinking. Dr. James emphasizes the need for inclusive decision-making and representative teams, introducing the concept of a "slice team." He also mentions that there is widespread support for change in education, especially post-Covid, due to issues like mental health and attendance in schools.

Slice Teams Improve Healthcare Outcomes

Dr. discussed the challenges in implementing evidence-based practices in healthcare, citing a 17-year lag and 14% coverage across healthcare systems. He introduced the concept of a "slice team" as a potential solution, involving cross-section representation of different stakeholder groups in decision-making. Dr. shared a case study from Cincinnati Children's Hospital, where a slice team approach led to significant reductions in hospital admissions and readmissions due to asthma. He emphasized the win-win-win outcomes of this approach, including financial savings and improved patient outcomes.

Implementation Science in Education

Dr. James Mannion discussed the implementation of research findings into routine practice, emphasizing the importance of scaling up effective strategies across a system. He introduced the concept of "implementation science" and its application in education, highlighting the potential for significant improvements in outcomes for students. Dr. Mannion also introduced the "making change stick" program, which aims to implement school improvement initiatives effectively. He noted the importance of data-driven approaches and the use of disciplined inquiry to drive improvements. The discussion also touched on the role of leadership in the implementation process, with Dr. Mannion suggesting that leaders should be represented but not necessarily lead the change. The conversation ended with a question about the potential interference of leadership in foundational change efforts, which Dr. Mannion acknowledged as a valid concern.

Slice Teams for Educational Change

The discussion focuses on the concept of slice teams for implementing change in educational settings. Dr. explains that slice teams should include a diverse range of stakeholders, such as teachers, administrators, students, and parents, with an ideal size of 5-8 members depending on the school's size. Daniel raises concerns about the optimal amount of change to implement without overwhelming staff. The conversation then shifts to the ground rules for slice teams, emphasizing equal participation, open sharing of information, and the importance of challenging ideas respectfully. Dr. concludes by highlighting the benefits of slice teams in improving decision-making and gaining buy-in from the school community.

Slice Teams in Educational Reform

The group discusses the concept of slice teams and their potential application in educational reform. Slice teams typically involve representatives from different levels of an organization to facilitate change. The participants explore challenges in implementing this approach across diverse educational settings, including public and private schools. They consider how to create effective slice teams that include diverse voices, maintain a culture of high trust and challenge, and overcome hierarchical structures. The discussion also touches on practical ways to introduce slice teams, such as attaching them to existing school activities or using them in specific projects like building renovations.

Implementing Self-Directed Learning in Schools

The group discusses implementing self-directed learning in schools, with James suggesting a gradual approach starting at 5% and building up to 20% to make it less daunting. Derry proposes using fishbowl exercises or breakout groups in future sessions to explore the 20% idea and its implementation. Richard keeps the meeting room open for further informal discussion and mentions creating a form for participants to share contact information. The session concludes with expressions of gratitude and enthusiasm for continuing the conversation in future meetings.

Alternative Education Models Discussion

Richard leads a discussion about alternative education models and their implementation. Derry explains his "20% time" concept, where students spend 20% of curriculum time on self-directed activities, citing successful examples in rural schools and improved academic outcomes. Beth shares her experiences with progressive education and suggests introducing a self-directed program for early release days. The group discusses the challenges of implementing educational changes, with John proposing a catalytic infrastructure to support change efforts. Richard shares his experience running a program that gave students more control over their learning, resulting in improved well-being and engagement.

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Best,

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