

Meeting Summary for Session 2 RCE Making Change Stick Zoom Meeting

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

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Quick recap

The meeting covered various topics related to education reform and self-directed learning, including discussions on recent election results, the concept of local learning ecosystems, and the implementation of a 20% model for passion-led learning in schools. Participants explored strategies for achieving self-directed education in every school by 2030, emphasizing the importance of student participation in decision-making and the need for effective communication with school leaders. The group also discussed challenges in implementing change within the education system and the importance of considering the larger political context while protecting innovative ideas from being eroded by traditional paradigms.

Next steps

- All participants to read Chapter 10 of Don's book "The Agentic Schools Manifesto" before the next session.
 - Charlie to share the link to Edward von Melton's book "Instruction and Absolutism in Prussia" in the chat.
 - Richard to send an email with a preview of Don's upcoming session and information about World System Solutions' presentation.
 - Participants to consider giving permission to share their contact information with other registrants through the link provided in Richard's last email.
 - Interested participants to visit the UCY website for information on purchasing books by Don, James, and Derry.
 - All participants to reflect on and prepare ideas for achieving consensus on the goals of the group's efforts in education reform.
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Summary

Election Results and Democratic Reforms

Richard and Sifaan discussed the recent election results in their respective countries. Richard expressed his thoughts on the Canadian election, stating that the best outcome was achieved, but the Conservative leader was too divisive. He also mentioned that the Liberal leader, Carney, had more experience and might have a bare majority. Sifaan shared that Sri Lanka is preparing for local government elections, which often serve as a confidence vote on the incumbent government. They both agreed that the current political climate requires a rethinking of how democracies are cultivated, with a focus on listening to the people's needs rather than the wealthy.

Managing Meeting Access and Recordings

In the meeting, Richard led the discussion and welcomed participants. He attempted to enable automatic participant admission but encountered difficulties. Bianca and Julie provided guidance on how to manage the waiting room. The team also discussed the need for backup recordings and the use of host tools. The meeting was set to start at the hour, and participants were encouraged to keep their cameras on for a sense of community.

Local Learning Ecosystems and Change

In the meeting, Richard discussed the concept of local learning ecosystems and the idea of schools as launch pads for learning in the community. He also mentioned the work of Marianne Osorio from Wondering Schools and the Learning Planet Institute. James and Derry, prominent in the last meeting, were introduced, along with Julie and John from World System Solutions. The focus of the meeting was on the change tool of backward design, with James planning to facilitate the first two sessions and Don and John to facilitate the next two. The aim was to achieve consensus on what they wanted to achieve and work backwards from there. The meeting also touched on the challenges of change and the potential of using slice teams for better decision-making and buy-in.

Paradigm Change and Global Transformation

Don will focus on Chapter 10 of his book, which discusses the stages of paradigm change, in the next two sessions. He encourages everyone to read Chapter 10 in preparation for the next session. John, CEO of World System Solutions, discussed the need for a global transformational infrastructure to empower educators and support social movements. He emphasized the importance of a collective online technology-based memory and decision support system for humanity. Dr. then introduced the concept of backward design, a three-step process for achieving specific goals. The group was asked to discuss their impact goals, achieve consensus within their group, and consider how they would know when they've been successful.

Impact Goals and Self-Directed Learning

In the meeting, Dr. led a discussion on impact goals and the implementation of a 20% model for self-directed passion-led learning in schools. The participants were tasked with coming up with proposals for achieving these goals. The consensus was that a significant portion of time should be dedicated to self-directed learning. The conversation ended with the participants still working on their proposals.

Achieving Self-Directed Education by 2030

The meeting focused on the goal of achieving self-directed education in every school by

2030. The participants discussed the importance of having a minimum model of two lessons a week for reflection and action, and a moderate level model of 20% of curriculum time dedicated to self-directed learning. The maximum model would involve a complete shift towards self-directed education. The urgency of the issue was highlighted, particularly for neurodivergent children who are severely traumatized. The participants also discussed the need for smaller classes and schools, especially for neurodiverse children. The conversation ended with a discussion on the concept of human flourishing and the need for a more urgent approach to address the issue.

Human Flourishing in Education Systems

In the meeting, Richard discussed the concept of human flourishing, emphasizing the importance of creating conditions for people to thrive within their cultural environments. Shashi raised a question about the feasibility of implementing structural changes across the education system, to which Dr. responded that it might be more effective to promote the idea through grassroots sharing and framing it in terms of improving learning outcomes. Dr. also mentioned the importance of producing useful resources and sharing them widely. Derry suggested developing an evidence base and running pilots linked to universities to support the idea of introducing self-directed learning. The team also discussed the urgency of implementing these changes, with Dr. acknowledging the need for a more realistic timeline.

Effective Communication in School Change

Dr. discussed the challenges of implementing self-directed learning in schools, highlighting the need for effective communication and engagement with school leaders and staff. Bianca expressed frustration with being ignored, while Karen emphasized the global impact of trauma on students. Don suggested using different tactics to persuade different types of people, and Dr. proposed cultivating conversations through various channels. The team also discussed the importance of understanding people's experiences and stages of adoption in the change process.

Protecting Innovation in Education Systems

Don discussed the importance of considering the larger political context when implementing changes in education. He emphasized the need to protect innovative ideas from being eroded by traditional paradigms. Wendy questioned the purpose of education and the development of human beings, suggesting that the current system may not be creating autonomous thinkers. Dr agreed, highlighting the challenges of implementing change in a system where teachers are judged on exam results. He suggested framing discussions around effective change implementation and improved exam results to gain traction.

Student Participation in School Governance

In the meeting, Marianne discussed the importance of student participation in decision-making and governance in schools. She highlighted the need for effective school councils that include students and parents. Derry emphasized the benefits of student participation in decision-making, citing improved academic results, fewer exclusions, and better attendance. He also suggested that the 20% approach could lead to more learning across the board. Charlie discussed the need for evidence-based research and the importance of understanding the roots of conventional schooling. He suggested focusing on informing

people about the benefits of age mixing and student agency. Richard ended the conversation by encouraging participants to read Don's book and James's book, and to consider the bigger picture of how education can contribute to solving world problems.

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Best,

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