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Please enjoy this complimentary excerpt from *The Drivers*.

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## STUDENTS AS CHANGEMAKERS

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We find this breakthrough in the inclination of children and youth. Many are mired and destroyed by extreme prejudice and crippling poverty, but the potential for liberation, and the reasons for so doing at this state of human evolution, are powerful. Fullan's (2022) op-ed "6 Reasons Why We Should See Students as Changemakers" further makes the case:

### SIX REASONS OUR STUDENTS SHOULD BE SEEN AS CHANGEMAKERS

1. Young people have the most at stake.
2. Kids have an evolutionary instinct to take action.
3. The best directional solutions are becoming known.
4. Too many children are now "lost."
5. We could be making better investments.
6. Discovering and developing unimaginable better futures makes life worth living.

**Source:** Fullan (2022).

As young people progress through Deep Learning we expect and enable them to develop the Global Competencies–6Cs (character/compassion, citizenship, collaboration, communication, creativity, and critical thinking) while developing their Well-Being and Learning. All this happens while working in partnership with others inside and outside the school. Well-being and new learning is the foundational driver for overall development. It is centered around the three fundamental goals of education: individual development and contribution, community development, and societal betterment. Academic learning occurs within this combination because it is required for success in all three dimensions—

individual, group, and society. It is essential that academic learning occurs naturally in the course of pursuing Well-Being and Learning. The latter must be made prominent because old habits of academic learning can neglect well-being, and even inhibit Deep Learning. Well-being and learning together is a human integrator in the pursuit of deeper individual and collective goals that benefit both human and nonhuman life. What is also noteworthy is that it was the perils of COVID that brought ill-being/well-being into the spotlight. In effect, the pandemic brought Well-Being and Learning to the fore. Sometimes humans need a powerful external catalyst to enable breakthrough.

We selected one of our founding members in our Deep Learning network, the Ottawa Catholic School Board (OCSB), as our first exemplar with respect to Well-Being and Learning. As you read the vignette, consider these action guidelines for reflection and discussion with colleagues.

## ACTION GUIDELINES FOR WELL-BEING AND LEARNING

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- Rate the overall energy level in your school/community (on a scale from 1 to 10).  
List the main stressors.  
List the main positive things your community benefits from.
- Discuss with your leadership team: What are your highest hopes, and what are your worst fears, for the immediate future of your community?
- With your leadership team: Give a brief overview of the four drivers. What key features stand out the most?
- Reread Chapter 2 and discuss with your team how you might get started on Driver 1.

*The Drivers: Transforming Learning for Students, Schools, and Systems* by Michael Fullan and Joanne Quinn. Copyright © 2024 by Corwin Press, Inc. All rights reserved.