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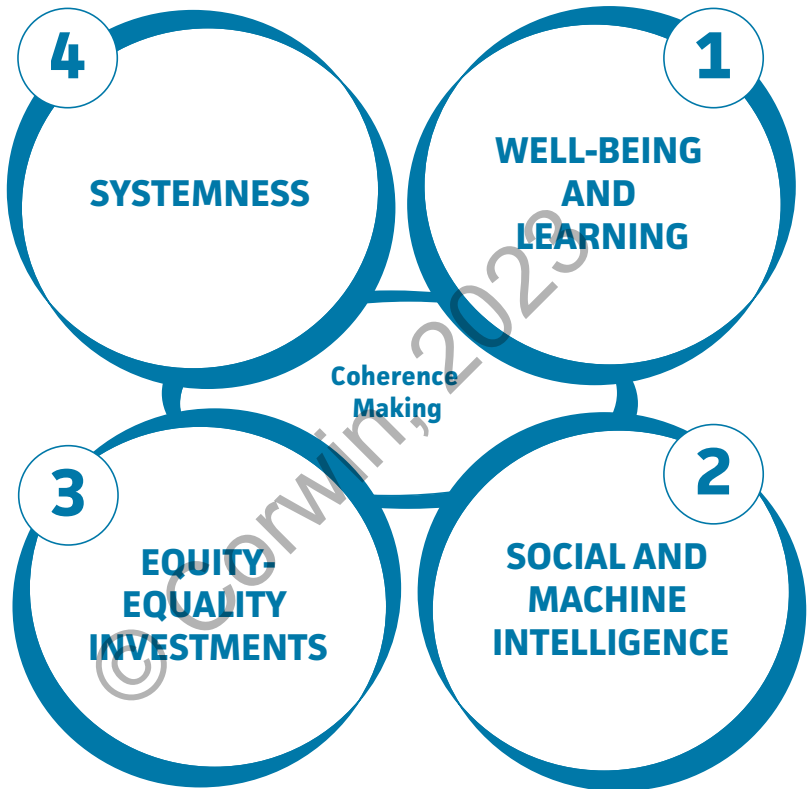
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## DEFINING THE FOUR DRIVERS

**FIGURE 1.1** ● The Humanity Paradigm

The humanity paradigm consists of actions taken to enable all living things to cope, develop, and flourish under the complicated and adverse conditions of complex society.



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- **Driver 1: Well-Being and Learning**—recognizes that people can no longer survive unless they have a sense of purpose, belonging, and safety in society combined with dynamic learning.
- **Driver 2: Social and Machine Intelligence**—consists of individual and group capacities to critically appraise and use technology, including artificial intelligence (AI) for the benefit of humankind and the universe.
- **Driver 3: Equity-Equality Investments**—denotes the development of resources to support equity (fairness of initial investment in developing people and society) that produce greater equality (outcomes that reduce the gap among individuals and groups of people) and increase prosperity for all.
- **Driver 4: Systemness**—when people become aware that they are part of a larger entity, and strive to understand their own context, as they build connections with other levels in order to improve the system as a whole. Rebuilding the system by building the base (local), mobilizing the middle (region), and intriguing the top.

In subsequent chapters we develop the detailed meaning of each driver along with concrete examples of the driver in action. The key elements within the drivers are captured in Figure 1.2.

**FIGURE 1.2** • Elements of Each Driver

<b>1. Well-Being and Learning</b>	<ul style="list-style-type: none"><li>• Feeling safe and valued</li><li>• Having purpose and meaning</li><li>• Regulating stress</li><li>• Having caring relationships</li><li>• Developing Learning Competencies for solving complex problems</li></ul>
<b>2. Social and Machine Learning</b>	<ul style="list-style-type: none"><li>• Being proactive with technology in relation to Well-Being and Learning</li><li>• Appraising technology with respect to Equity-Equality biases</li><li>• Increasing individual and group capacities to use technology to maximize Well-Being and Learning for all</li></ul>
<b>3. Equity-Equality Investments</b>	<ul style="list-style-type: none"><li>• Supporting macro Equity-Equality strategies, such as tax reform, poverty reduction, job creation, fair wages, mental and physical health, community development, career paths, early childhood, and the like</li><li>• Engaging in local Equity-Equality practices: community schools, family health centers, homelessness, food, shelter, and safety</li></ul>
<b>4. Systemness</b>	<ul style="list-style-type: none"><li>• Enlarging your local sense of identity within your school and community and across schools in the district (networks)</li><li>• Considering how schools/community and the district can achieve greater coherence and collective identity</li><li>• Fostering a “we-we” identity within your school district/network</li><li>• Considering how you can engage the base, mobilize the middle, and intrigue the top</li><li>• Rebuilding the system from the ground up with crisscrossing action within and across the levels</li></ul>

Together, our sets of drivers operate as a new system development enterprise within which there are four crucial dynamics.

1. First, the drivers feed on each other; they are a system, and you have to use them as such—always thinking through their inter-dynamics.
2. Second, they have to be usable by the average practitioner—say, the average ten-year-old—comprehensible by the regular participant.
3. Third, we recognize that the third and fourth drivers seem like a tall order. Are we serious that regular people, including young ones, can make a direct contribution to *changing the system in relation to policy investments and Systemness*? Actually, yes. Experts are not able to make much headway on their own, but common learning on scale may be able to generate breakthroughs.
4. Fourth, the drivers in concert form a dynamic synergy to rock and change existing systems for the betterment of humankind and the system.

Existing systems do not welcome change. In *Glass Onion: A Knives Out Mystery*, director Rian Johnson's (2022) quirky satire on the absurdity of the mega-wealthy, one of the characters says, "As it turns out, no one wants you to break the system itself." We say those inside the (ineffective) system, particularly at the bottom and middle, may be the best bets for breaking (transforming) the system. *Drivers are about breaking the status quo by transforming it.*

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