BOOK REVIEW   **OPEN ACCESS**

The drivers: Transforming learning for students, schools, and systems*

Michael Fullan and Joanne Quinn

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1. Review

Contemporary social, technological, and environmental changes have a profound influence on education and educational institutions. The systems approach highlights the complexity of this situation, while also suggesting that transformation and development cannot be achieved through disconnected or independent actions (Clayton & Radcliffe, 2018; Fiksel, 2006). In their book *The Drivers: Transforming Learning for Students, Schools, and Systems*, Fullan and Quinn respond to this need by presenting a comprehensive and integrated framework for educational reform. In this direction, the authors propose the humanity paradigm as a new paradigm, which centers on "the ability to learn how to learn, know oneself, and care about the other, and the environment, and to do all of this in concert with others" (p. 2). And at the heart of their approach is a new systemic model of action built around four interrelated "drivers", which include "Well-Being and Learning", "Social and Machine Intelligence", "Equity-Equality Investments", and "Systemness".

The book is written in a fluid and engaging style, so that it appeals to a diverse range of readers such as education administrators, policymakers, practitioners, academics, and graduate students in the field of education. It uses images and figures, as well as text boxes that offer supplementary insights and interview excerpts to support the meaning. Structured across six chapters, the book maintains a consistent format throughout. Chapter 1 serves as an introduction, and the next four chapters each explore one of the four proposed drivers in depth. The final chapter, Chapter 6, concludes the book with a reflective synthesis of the key themes and a reinforcement of its central message. This structure of the book facilitates a comprehensive exploration of the model and ensures that readers can engage with the material in a meaningful way.

The Drivers: Transforming Learning for Students, Schools, and Systems builds upon the authors' previous works such as *Coherence: The Right Drivers in Action for Schools, Districts, and Systems* (2016), *Deep Learning: Engage The World Change The World* (2018) co-authored with McEachen, and *Spirit Work and The Science of Collaboration* (2021) written by Fullan and Edward, and takes them one step further, while also making significant contributions to developing fields such as systematic educational change, systems thinking, well-being, human-centered approach, and innovation. In this respect, the book presents a comprehensive and interdisciplinary perspective on social and technological changes and transformations, including climate change, artificial intelligence (AI), and educational transformation. For example, the driver "Social and Machine Intelligence" acknowledges both the risks and opportunities of AI in learning environments. This perspective is rarely addressed in traditional school development literature. Furthermore, the driver "Systemness" emphasizes the growing recognition that educational change must be driven through coordinated action across all levels of the system (Azorín & Fullan, 2022; Wang et al., 2020).

A detailed examination of the chapters reveals how authors build and share their approach through the four drivers. Following the introductory first chapter, Chapter 2 delves into the first driver, "Well-Being and Learning". The authors emphasize that well-being and learning are interdependent and mutual processes. Accordingly, these two dimensions could be conceptualized as a "double helix". Chapter 3 tackles the urgent issue of technology's role in education. This chapter unpacks and details the second driver, "Social and Machine Intelligence". In Chapter 4, the third driver, "Equity-Equality Investments", critiques the limitations of isolated equity initiatives. Accordingly, the chapter argues for systemic investments and touch upon the structural barriers to fair opportunity and outcomes. In Chapter 5, the fourth driver, "Systemness", emphasizes the importance of cultivating coherence across levels of governance and ensures that reforms are sustainable and adaptable. The final chapter, Chapter 6, highlights that the four drivers are only meaningful when woven into deep learning environments. Across all chapters, the authors incorporate international case studies, vignettes, and reflective questions to enhance the readers' engagement.

Although the scope of the book is broad and encompasses many topics, it has some limitations. It can sometimes fall short in detailed information and diverse cases. For example, when discussing the "Social and Machine Intelligence" driver, the authors touch on the importance of AI in education. However, their treatment of the topic remains relatively general. Besides, the ethics, competencies, or inequalities in accessing AI tools are not fully explored. Western bias could also be seen in vignettes. While the authors acknowledge this limitation (p. 18) and include some non-Western examples, such as Uruguay's digital strategy, most of the vignettes are from Anglophone contexts. However, it should be emphasized that although *The Drivers: Transforming Learning for Students, Schools, and Systems* has a few shortcomings, it is a very valuable and timely contribution to the educational change literature.

2. Conclusion

In conclusion, *The Drivers: Transforming Learning for Students, Schools, and Systems* offers a well-structured and practical framework that addresses the challenges of our time. The book's integration of the four drivers makes it particularly useful for leaders and practitioners. The conceptual clarity, practical examples, and reflective guidance could also be seen as a well-suited action model for professional

development settings, policy planning, and graduate education programs. All in all, *The Drivers: Transforming Learning for Students, Schools, and Systems* represents an important step forward by providing both a critique of the status quo and a constructive and humanistic vision for education systems.

6. References

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