

Subject: Please share with commission

Date: Wednesday, July 23, 2014 at 9:04:20 AM Hawaii-Aleutian Standard Time

From: Curtis Muraoka

To: Alison Kunishige

CC: Usha Kotner

Hi Alison,

Just had a thought: There should be a space in the by-laws for "Informational Briefings" entirely at Chair's discretion. That way, members could bring forward requests to the Chair to share outstanding examples of programs in a public venue even though the commission is the authorizer, there is still a sense that a constituency exists, and that they should be able to share.

Personally, I believe authorizers are obligated to take in broad information so they can make the most informed decisions about "their" portfolio of schools. Any stockbroker worth his or her salt seeks to know alternate paradigms and contrarian opinions—they do research to both validate, and challenge personally held viewpoints. Keeping ahead of trends means constantly questioning one's personal status quo.

Education is no different. There is a loud movement afoot that seeks to deconstruct "school" because we have become trapped in a 19th Century "industrial" model, when a divergent thinking model is really what kids need now.

BTW, think about how much youthful human capital is lost every day due to upholding an outdated educational paradigm that locks a big segment of humanity inside a box 7 or 8 hours a day for 190 days a year.

"Real" charter schools seek to innovate against that paradigm, so perhaps it is worth thinking about that as a school specific measure: How much potential for positive change does a particular charter school represent?

<http://www.youtube.com/watch?v=zDZFcDGpL4U>

Take 11 minutes to watch this video.

It's not a solution-oriented presentation, but it does call attention to the Emperor's New Clothes vis-a-vis traditional education.

Pay close attention to the notion that "many brilliant people think they are not" because of the current system.

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"It is the mark of an educated mind to be able to entertain a thought without accepting it." --Aristotle