

# Assessment and Reporting Using Systems Iceberg

by Darren Thresher

<b>Tool(s) used:</b>	<ul style="list-style-type: none"> <li>• Systems Iceberg</li> <li>• Behavior Over Time Graphs</li> <li>• Triangles Game</li> </ul>
<b>Purpose of using tool:</b>	<ul style="list-style-type: none"> <li>• Generating Questions</li> <li>• Synthesizing Thinking</li> </ul> <p><b>Overview:</b> I worked as a member of a four person team to introduce the Systems Iceberg to our staff as a form of professional development. We used previously discussed information to determine the events of the iceberg and had staff create Behaviour Over Time Graphs focused on assessment and reporting in our school. The information gather through the Behaviour Over Time Graphs was then used in smaller school teams to go deeper into the iceberg in looking at the systems and structures and mental models behind assessment and reporting within Cornish College.</p>
<b>Context of lesson/case study:</b>	Whole school- staff directed
<b>Participants (# and description):</b>	Approximately 90 staff
<b>Topic, Theme, or Key Understanding of unit/project:</b>	Assessment and Reporting- Systems Iceberg
<b>Length of unit/project:</b>	6 months
<b>Resources/materials &amp; setting required:</b>	Sustainability center used as school as a venue as was the gym for the Triangles Game. Leading staff developed a PowerPoint ( <a href="#">linked here</a> ) and over visual aids in presentation.
<b>Lesson Plan/Description of the Project:</b>	
<p>We introduced the whole staff to the concepts on systems thinking but focused specifically on the idea of the Triangles Game and the Iceberg tool. The Iceberg game served to give an experience to Systems Thinking and the interconnectedness of everything. We had most staff participate in the Triangles Game but had some stay as observers. We also manipulated the system to look at the effect certain actions had on the system. We introduced the Systems Iceberg to the staff. We used previously stated events from a prior professional development as events and introduced Behaviour Over Time Graphs. Staff completed their own BOTs of in relation to events they had observed from assessment and reporting at our school.</p>	
<b>Reflection</b>	
<b>Plusses:</b>	
<p>Staff got a visual representation of systems through the Triangles Game and seemed to understand the interconnectedness aspects of our focus. Staff created many different BOTs from a variety of perspectives which was reflective of the differing experiences staff have with assessment and reporting dependent upon their roles within the school.</p>	
<b>Challenges:</b>	
<p>The whole staff used events previously generated but were unable to use the Compass tool in the time we had. I would use this tool first next time to connect the use of the tool with the follow on of using the</p>	

Compass Education

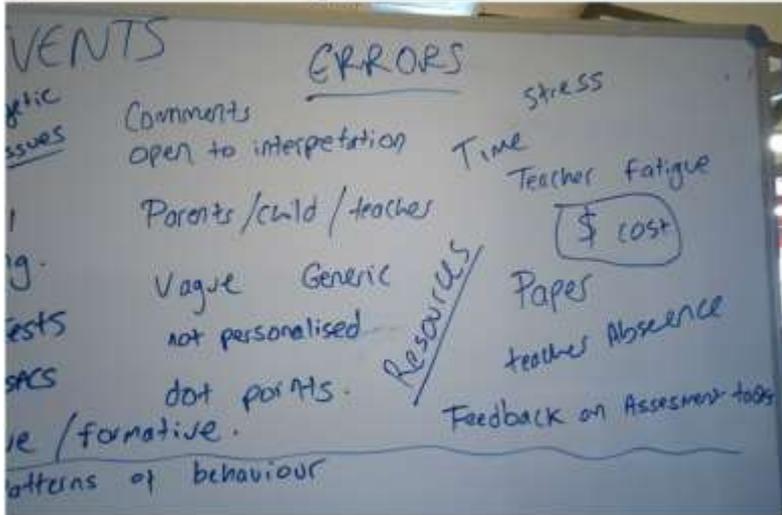
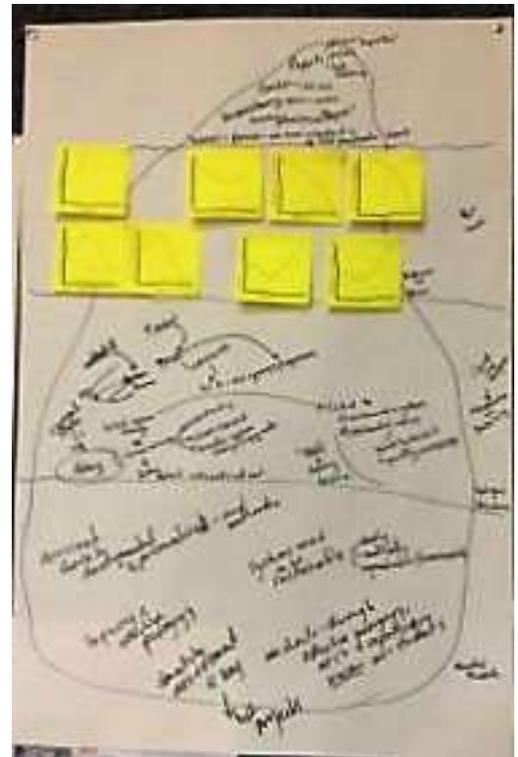
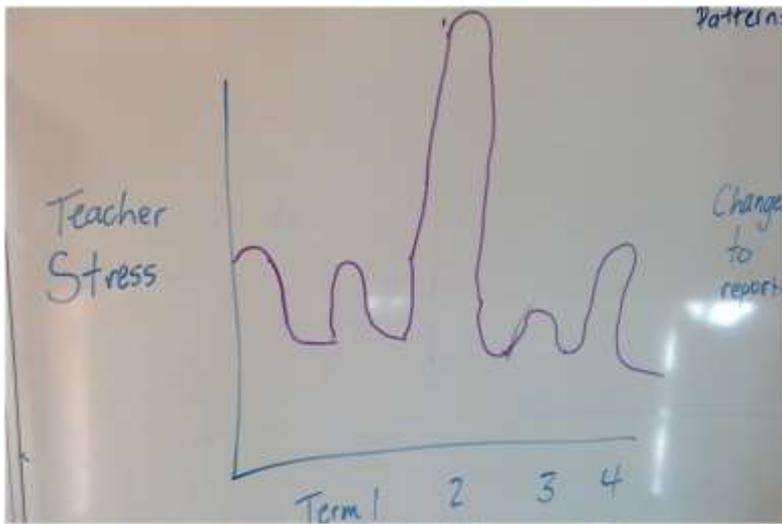
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Iceberg tool and expand thinking beyond events in order to connect it more firmly to the different areas of sustainability. Due to time, we were also unable to go deeper into the Iceberg as a whole staff. Only small groups were able to successfully use the tool to identify systems and structures as well as mental models behind the events. I would make more time to use the tool in its entirety in order to have the whole staff understand it better.

**Suggestions for other practitioners and educators:**

The complexity of Systems Thinking and the variety of tools is a great benefit but the right tool must be used in the right situation to get the maximum amount of benefit. An awareness of the audience you are using the tools with and a slow and directed approach in using them for the first time is important in ensuring people get value out of using them and understand their connection to both school needs and sustainability as one whole system rather than individual parts that are not related.

**Evidence and Resources:**



Submitted by **Darren Thresher**, 2016, while serving as Year 5 Teacher at Cornish College, Australia