

# School Wide PD Workshop: Introducing Compass Education & Systems Thinking Tools

*by Ella Williams*

<b>Tool(s) used:</b>	<ul style="list-style-type: none"> <li>• Sustainability Compass</li> <li>• Systems Iceberg</li> <li>• Systems Mapping</li> </ul>
<b>Purpose of using tool:</b>	<ul style="list-style-type: none"> <li>• Generating Questions</li> <li>• Synthesizing Thinking</li> <li>• Guiding Discussion</li> <li>• Professional Development</li> </ul> <p><b>Overview:</b> Facilitated a workshop to teachers across all divisions (elementary, middle school and high school), administrations which includes principals, curriculum director and library staff. The primary purpose was to provoke thought around systems and systems development from broad a varied perspectives across the school campus.</p>
<b>Context of lesson/case study:</b>	School Wide Professional Development Workshop
<b>Participants (# and description):</b>	14- 7 administrators and 7 teachers
<b>Topic, Theme, or Key Understanding of project:</b>	Introduced Compass Education and how to use the Compass tool, Iceberg and Web Mapping strategies to promote systemic thinking.
<b>Length of unit/project:</b>	1 hour
<b>Resources/materials &amp; setting required:</b>	Posters reflecting mission, definitions, the Compass tool, the Iceberg, string for mapping

## Lesson Plan/Description of the Project:

Compass Education Training: January, 2017

Facilitators: Ella Williams, Samantha Pfeiffer, Theresa LeValley

Audience: Colleagues at Colegio Interamericano

Duration: 1 hour

Learning objectives:

1. Define sustainability and systemic thinking
2. Apply three systemic thinking tools in the classroom/committees/leadership

\*Compass

\*Iceberg thinking systems

\*Web

3. Reflect and make a plan to move forward with the newly acquired skills

Materials:

Video of parachuting cats

Posters

School related words

Post its

Markers and pencils

String

Iceberg

Compass templates

Activities:

(Ella) 5 min. Go over COMPASS Education and the learning objectives from the posters. Define sustainability and systemic thinking on a piece of paper (30 sec.). Time you, stop, and switch papers explain the other person's definition... switch again. Put your definitions on the posters!

(Theresa) Summarize: Explaining someone else thoughts allows you to give up control/ownership of your own thoughts and have a more profound connection to other's perspectives.

(Sam) Reveal posters with the definitions...

Sustainability: Compass definition- A set of systems conditions that allows humans to flourish indefinitely. (Emphasis: not the right definition, just theirs) For example, some disagree with diction of humans

Systemic Thinking: a collaborative analysis that allows thinkers to examine ALL aspects in the situation that would affect the outcome in a positive or negative way. When individuals have a better understanding of systems, they are better able to identify the leverage points that lead to desired outcomes.

## Compass Education

*- Empower & Connect Learning Communities to Educate & Act for a Sustainable Future -*

(Ella) 5 min. Parachuting cats video (youtube) <https://www.youtube.com/watch?v=XbK9T7Df7uw>

Whole group debrief:

(Theresa)

\*What are some take-aways from this video?

\*What is an example of linear thinking? (spraying for malaria and mosquitoes)

\*\*Turn and talk to a partner about a time where you were thinking linearly, and had unintended consequences AKA "parachuting cats."

\*\*For example: Indonesia story (mosquitos, malaria, DDT, roofs caved in, caterpillar population exploded, bees died, geckos eat caterpillars and are poisoned, cats ate geckos and then died, rat population increased, bubonic plague, ends in parachuting cats to kill the rats, WHO played a role) – Stories are important in your toolbox in order to introduce common vocabulary in a memorable and engaging way

(Sam)5 min. Introduce the COMPASS (4 points Nature, Economy, Well-being, Society). Introduce the tools you can use in the classroom to promote systemic thinking. (Compass, Web, Iceberg)

(Ella) We chose vocabulary associated with our school to help our group make a deeper connection and practice systemic thinking...we DON'T want any "parachuting cats" :) We will use this vocabulary in the following 3 break out sessions that will last approx. 10 minutes each. Each of us will facilitate and when you can hear me "clap once, twice etc." we will rotate.

school words click here

Ella (1 large group) 10 min

Sam (3 groups) 10 min.

Theresa (small group-all) 10 min.

Compass:

Chart paper with envelopes that have pre-sorted vocab words. Groups/teams must sort the words silently?

Gallery walk (host and guest).

\*explain the teaching tool and talk about how to use the gallery walk

Iceberg:

Go over poster and define each category.

Create mini-posters with different topics (silently writing what they think goes in each).

Come up with mental models at the bottom.

Web:

Choose the talking points (vocabulary words)

Assign words

Verbalize how they connect and then connect

Show cause and effects by moving physical bodies

\*\*Explain the triangles game, cause and effect etc.

To discover a structure/tool in which to guide your systemic thinking practice. To help consider ALL perspectives. Facilitates empathy and understanding of your community in a very passive, compassionate way.

Systemic thinking and getting in touch with the mental models that are an integral piece of the structure...generally it points back to education.

Cause and effect and the interconnectedness from systemic thinking.

10 min Wrap-Up:

(Sam) Story- Tie this into linear vs. systemic thinking video about parachuting cats.

(Ella)Think- pair -share about how these activities promote systemic thinking.

Share with whole group

(Theresa)Why is systemic thinking an important part of our society and global view?

Exit Ticket: "Parking-Lot Reflection," please take a moment to reflect on your learning from the workshop. On 3 post-its, please write ! (something that surprised you) ? (something you have a question about) :) (something you will take away and use from this workshop). You are free to leave once you have posted. Or you may stay, wait to see others' thoughts and reflections and then go.

## Reflection

### Plusses:

The whole group was engaged and very motivated to learn and use the tools throughout the workshop. There was a lot of dialogue after the workshop as well as follow up emails requesting more information and a longer workshop.

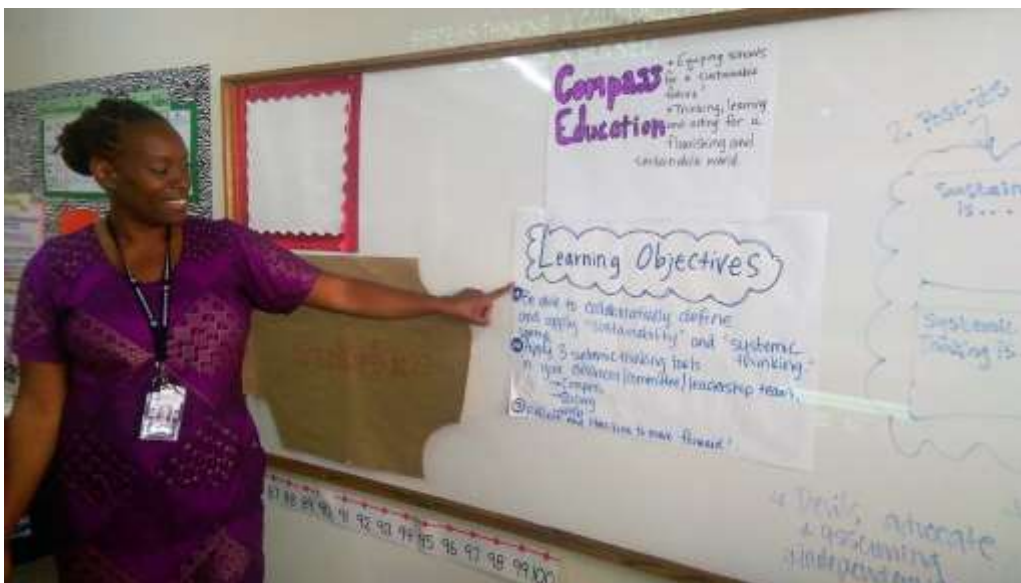
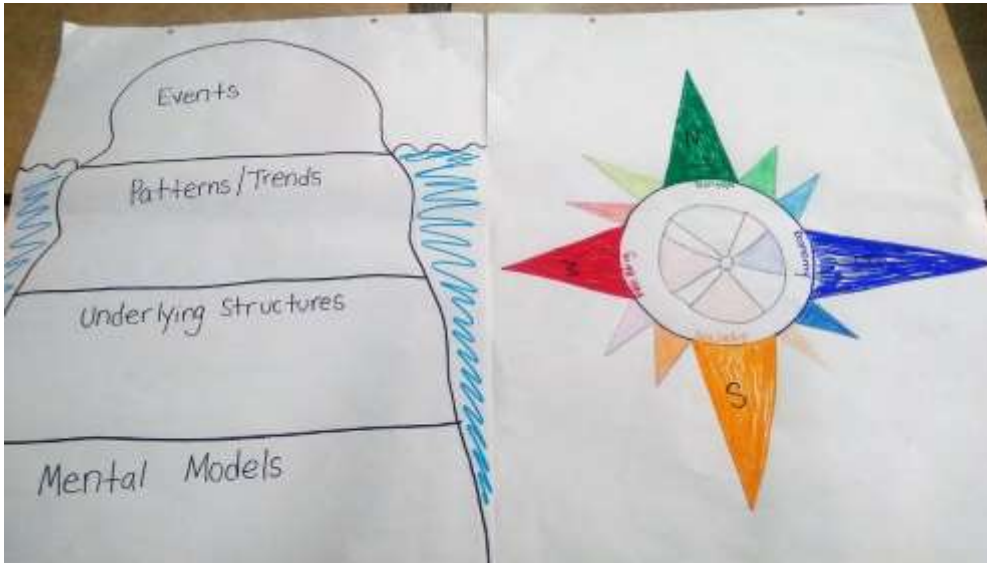
### Challenges:

There was not enough time to get into each strategies depth. The group was split in three where each presenter focused on one tool. The groups varied in size from 4-7. The presentation may have flowed better if the activities with the full group.

### Suggestions for other practitioners and educators:

This experience was great as an introduction. With a group the size worked with it may be beneficial to have the group split and work with the Compass tool first then after in another small group do the Iceberg. When each person has experienced both the whole group mapping activity together.

**Evidence and Resource:**



**Compass Education**

- Empower & Connect Learning Communities to Educate & Act for a Sustainable Future -



**Case study submitted by: Ella Williams, 2017, while serving as Grade 2 Teacher at Colegio Interamericano de Guatemala**

**Compass Education**

- Empower & Connect Learning Communities to Educate & Act for a Sustainable Future -