### Bali Workshop Enthusiastically Received

Our fifth ‘Becoming A Compass School’ workshop sets the bar

While many teachers were on spring break, thirteen educators and six facilitators gathered at Green School in Bali, Indonesia for the fifth ‘Becoming A Compass School’ workshop. A diverse group from China-Hong Kong, Indonesia, Thailand, Nepal, Japan and the USA participated in this learning experience. Over the course of four days, participants were introduced to the Compass Education philosophy and tools through a mixture of presentations, conceptual games, role-play simulation, small and large group discussions, and a group process.

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**Compass Schools in focus**

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Our Next ‘Becoming A Compass School’ Workshop

6 – 9 April 2013 (Saturday – Tuesday) hosted at PTIS, Chiang Mai, Thailand

The four-day ‘Becoming A Compass School’ workshop lets you experience the Compass School tools and methods, specifically focusing on how the Compass and ISIS Pyramid tools can be used to broaden students’ perspectives and strengthen big-picture, systemic thinking. You will also experience how the Compass and ISIS Accelerator tools can support whole school sustainability assessment, strategic planning and initiatives.

Based on the huge success of the last workshop in Bali, two elements of the workshop structure will be incorporated in the upcoming workshop: The workshop will be held during school break, to allow participants to relax and engage more fully, and unique strengths of the host school will be utilized for team building and recreational activities.

Watch for more details in the coming months. In the meantime, set aside the dates and share with your sustainability-minded friends!

(Bali workshop – continued from page 1)

Pyramid group process

The bulk of the workshop was spent strongly engaging participants with the group process, the ISIS Pyramid; in this case participants focused on the real-life situation of Green School’s long term relationship with the surrounding Balinese community. As part of engaging with key stakeholders, workshop participants toured Green School and the neighboring village; learned about traditional Balinese life (including religious offerings and an impromptu lesson in traditional musical instruments); and interviewed heads of the school, neighboring village, irrigation, and cultural preservation – all important components of the local community. Participants then spent many hours in constructive conversation to identify one long-term goal, identify key indicators (which tell us what is happening, where we are going, and how things are changing), find linkages between Compass points, conduct a systems analysis (which gives us a systemic understanding of the chains of cause-and-effect), identify leverage points (places where small changes can make big impacts), develop innovations (ways to introduce new ideas) and strategies (planning for successful implementation of an envisioned change), and come up with a capstone agreement (an integrated approach for reaching the long term goal). Exploring Green School’s situation provided a powerful context for participant learning and gave Green School valuable insights and strategies to build upon.

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(Bali workshop – continued from Page 2)

Compass as holistic lens

The Compass of Sustainability was the primary lens through which issues were investigated and organized during the workshop. Several sessions focused on how the Compass can be used in classroom syllabus lessons as a tool for teaching and learning. Sprinkled throughout the workshop, games and activities were used to explore the dynamics of a sustainable development process, differing points of view and effecting change within an existing culture (such as a school).

Team building fun

Participants also took advantage of some unique aspects of Green School’s facilities and location. Housing was provided in Green Camp, where visitors slept in bamboo yurts and experienced composting toilets. Dinner one evening was at a restaurant that can only be reached by a trek through rice paddies. Participants got to see traditional Balinese life ‘up close’ in the local village and had a chance to learn about making offerings. And there was the unforgettable evening of mud wrestling enjoyed by all!

A huge thanks is extended to Green School and to the training team, consisting of Robert Steele of SustainAbility Asia, Teresa Tung of New International School of Thailand (NIST), Rick Hannah of Sinarmas World Academy, Lynda Rolph of Traidhos Three Generation Community for Learning, Watkana Thongreung of SustainAbility Asia, and Dennis Walker, volunteer.

For more information, inquire at communications.compass@gmail.com or contact Robert Steele at robert@atkisson.com.
Compass Schools In Focus
Schools around the world share how they are using Compass

The International School of Tianjin, China (IST)

While there are many tools we can use to help us think sustainably, compass is one of the easiest to use. We have implemented compass in a multitude of ways across our administration, curriculum, student groups, and community events. All students, staff and some parents know about compass and how to use it on a basic level.

Committees at our school have standardized forms that detail committee definition, history and operation. Now all major event committees have a compass included in their forms to encourage Sustainable Thinking in all planning and decision making.

We have integrated the compass tool into our curriculum at every grade level (K through 12). During the academic year of 2011-2012 almost all grade level teachers were presented with how to implement compass in at least one unit per grade level. It was hoped that we could use the compass directly to promote Sustainable Thinking around content within the units. In the MYP, we have asked our Community and Service (C & S) groups to use the compass tool to devise their action plans. For the past two academic years this has been very successful, and we anticipate students (and their advisors) will continue using compass in their planning.

We currently have two Sustainable Thinking student groups called Eco-Revolution (one each in elementary and secondary) that aim to monitor sustainability efforts across the school. Students gather and publish data, propose new ideas, and liaise with community members on and off campus to encourage Sustainable Thinking. Eco-Revolution will use the compass to look for gaps in services and actions throughout the school year (for example, do we need to revisit Nature because not enough recycling is being done, do we need different fundraisers because there are too many bake sales in Economy, etc.). Eco-Revolution will also ensure that all service groups in both schools are contributing in some way to our annual Community Farmers Market (held in the last week of school).

Our first annual Community Farmers Market in 2012 was a fantastic opportunity to showcase our efforts toward sustainable actions and thinking, not only during the event itself, but also throughout the planning and coordination process. Initial planning happened within a faculty committee with input from Eco-Revolution in the secondary school. During Earth Day 2012 the entire student body from grades 9 through 12 was involved in planning efforts. The event planning group used compass to decide whether we had enough representation from Nature, Economy, Society, and Well-being, as well as connections between those areas. By the end of Earth Day, we had great enthusiasm built up, event planners and advertisers, builders of stalls, and had solicited thirteen C & S groups to contribute something to the market as well. While it is extremely difficult to find organic foods in our part of China, we did have open-range/drug free hotdogs and hamburgers, whole grain breads from a local bakery, local vegetable sellers and one truly organic vegetable seller. We had flash mobs, open-mics, awareness stalls, games and more! It was one of our most successful events of the year.

For more details, contact Chris Watson, MYP Science and DP Biology Teacher, Education for Sustainable Development (ESD) Coordinator at Christopher_Watson@istianjin.net.
The Center for Ecological Living and Learning (CELL) is a non-profit educational organization offering four experiential study-abroad programs for college students interested in being part of the change toward environmental, community and global sustainability. Currently, programs are offered in Iceland, Central America, East Africa and the Middle East. With the programs’ focus on “Sustainability through Community,” participants live and work in the local culture, frequently in home-stay settings, while learning from local and regional experts in sustainable development (such as Heifer International and Sustainable Harvest International in the Central America program). Fifteen hours of college credit is granted by one of two accrediting partners, Lesley University based in Cambridge, Massachusetts and Northland College located in Ashland, Wisconsin. Courses are designed to be interdisciplinary and to meet a broad range of academic requirements for maximum transfer credit.

While some courses are tied to local language, history, or environmental issues, all four of the programs include ‘Crossroads Thinking Skills for the 21st Century,’ a course that grounds students in an interdisciplinary way of thinking. Students develop the capacity and skill to examine thought from different points of view, and in turn apply these skills in all activities throughout the program. CELL is infusing an adapted Compass model into this course.

CELL believes that true education should spur an inner transformation that impels life-changing action; therefore, at the end of a CELL semester abroad, students complete a personal action plan that empowers them to return home and employ what they have learned in their own lives and communities.

For more information visit www.cellonline.org or contact David B. Oakes, Director at davoakes@midcoast.com.

Being a Compass School implies a commitment to live, to strategize and to provide opportunities to think about sustainability across the whole institution. The portals of sustainability remind practicing schools that Leadership and Governance, Operations and Support Services, Teaching and Learning, Buildings and Grounds and Engagement with the Outside Community are five important entry points to infuse sustainable thinking into the system of an educational community.

Traidhos Three Generation Community for Learning, Chiang Mai, the community which includes Prem Tinsulanonda International School, recently enabled representatives from across the campus, including accounts, housekeeping, engineering, gardening, operations, the nurse, and administrative staff to live and work together on their educational Barge as it sailed down the Chao Phraya River from Ayutthaya to Bangkok.

Staff enjoyed visits to new places and the chance to get to...
know colleagues better – an important contribution to their well-being – but also spent time considering ways to increase sustainability using AtKisson Sustainability Compass as a thinking tool. Everyone identified a personal target and departmental targets to work towards on their return to Chiang Mai. We hope that working with staff connected to these two portals will accelerate our progress to becoming more sustainable at all levels of the organization.

Staff identified developing a commitment to being service-minded as central to our community. Linkages were made across the compass point showing the positive contribution service-mindedness has:

**Wellbeing** - When staff are happy and feel secure and valued they are more willing to support other people happily.

**Nature** - Beautiful grounds and good environmental practices make people feel welcome. Increased enrollment increases budget available for grounds development.

**Economy** - When visitors receive good service and are greeted well, they are more likely to enroll their children, generating more income.

**Society** - Cooperation between departments strengthens community and creates a positive ethos that people want to be part of. Our Traidhos Community can become a role model of good practice in Chiang Mai and the wider world.

For more information, contact Lynda Rolph, President, Traidhos Three Generation Community for Learning at lyndar@ptis.ac.th.

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**PTIS International School**

**The Green Team**

Students in grades two through five joined a co-curricular activity that ran after school for five weeks. One of the most successful portions was a trip to the campus snack shop, where students were asked, ‘What is the most positive choice for all four areas of the compass?’ Once the group made a choice, they ate the snack and discussed their ideas.

The group chose two items: a Thai meat snack cooked on the grill, and watermelon. The students noticed things like

- neither of these items had wrappers, so there was less waste (N)
- the number of pieces offered good value for money (E)

- fruit is renewable, since the plant grows more fruits and more trees/vines can be planted; farmers can also raise more animals for meat (N, E)
- both foods were traditional Thai snacks and foods the kids enjoyed eating (S)
- fruit is healthy, tastes sweet, and provides energy (W)

The teacher, Kate O’Connel, hoped that requiring students to make a choice might prompt students to think more deeply and even change a behavior outside of school. She was very pleased with how it challenged and stretched the kids.
Donal O’Connel, Sustainability Co-ordinator at PTIS, led academic staff and campus-wide support staff in a workshop using the Compass model to explore personal consumption habits. He challenged each staff member to identify ‘leakage points’ in their common casual consumption – that is, areas where consumption habits are wasteful – and then commit to at least one change.

Each person made an inventory of daily activities, thinking about how they consume natural resources, money, commodities, media, social networking, personal relationships and health; then met in small groups to discuss possible changes in common casual consumption and interconnectedness between the four Compass points; and finally as a tool in personal accountability, wrote down their planned action(s) for personal change. Staff will be surveyed periodically in the coming months to track progress.

Donal encouraged teachers to engage in this personal, ‘real world’ challenge because it would enable them to relate more easily to the struggles students experience when we ask them to change their thinking and behavior regarding sustainability. This is especially important in a school that aspires to have sustainability be ‘caught, rather than taught.’ Change is hard for everyone; getting caught up on the need for major change can intimidate and overwhelm, making people more likely to give up. Therefore, staff were encouraged to choose small, attainable goals to help ensure success.

For more information, contact Donal O’Connel, PTIS Geography teacher and Sustainability Co-ordinator at donalo@ptis.ac.th.

PTIS International School
What change are you making, personally?

Another activity everyone really enjoyed was testing water quality at the campus farm. Students used nets to scoop sediment, plants and water out of drainage canals and collected living things in bowls. Then they marked a scorecard that gave point values for each living thing they had found. The students discovered that the water was considered very clean because of the types of living things it could support (such as those requiring oxygen). The activity gave them a tangible way to experience and understand ecosystems and humans’ effects on water quality.

For more information, contact Kate O’Connel, Grade 2 Teacher at kathryno@ptis.ac.th.

How Are You Using Compass?

Please let us know how you are using the Compass and ISIS Accelerator tools in your classroom, in other areas of teaching and learning and in your school’s management and strategic planning as you integrate and incorporate sustainable development into education.

Send your stories and ideas to communications.compass@gmail.com.
What is a Compass School?

A Compass School is a school which actively incorporates the Sustainability Compass and ISIS into any and/or all aspects of school life in order to reorient ‘education as sustainability’ in the school and assist students and teachers in transforming their mental model of how the world works, i.e. the way we think / our “habit of mind”.

The starting point for a Compass School is the metaphor of the compass itself: a tool for assessing our present situation and for setting direction towards living and learning more sustainably.

The Compass of Sustainability uses the four directions of the compass (N, E, S, W) to reflect four fully interdependent dimensions of life:

- **(N = Nature)** The natural systems on which all life depends.
- **(E = Economy)** The economic systems that provide humanity with goods, services, and meaningful work.
- **(S = Society)** The social and cultural systems that provide cohesion, identity, security and freedom.
- **(W = Wellbeing)** The health, happiness, and quality of life for individual people and their families.

These ‘Four Compass Points’ provide a simple, clear, integrated, and comprehensive structure for sustainability learning. It is also a platform for the sustainable management of schools as institutions that actively model the behaviour that they seek to develop.

The Compass can be used as a holistic lens or mental model in classroom lessons, or used to help frame the entire curricula for alignment with education for sustainable development (ESD). The Compass can also be a frame and guide for setting school policy in line with sustainability principles, help manage school operations for more effective embodiment of the sustainability ideal and help develop measurable indicators of progress. It also easily provides a common symbol, a metaphorical ‘center of gravity,’ around which everyone in the school community can gather and feel part of this great civilizational journey toward a sustainable society.

The Compass Schools approach and methodology translates these general dimensions into the more specific working areas of school life, which we call Compass School Portals. They are five key areas within and outside of the school where new ideas and action can be implemented, and they encompass the following areas:

1) **School Governance**;
2) **Teaching and Learning**;
3) **Management, Operations and Support**;
4) **Buildings and Grounds and**
5) **Networking and Partnerships**.

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