

# Interest-Based Professional Development

by Theresa LeValley

<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> To provide an overview of COMPASS education and provide 3 systems thinking tools for participants to learn and apply in their professional endeavours.</p>
<b>Context of lesson/case study:</b>	Interest-based professional development
<b>Participants (# and description):</b>	19 participants: Administrators (Gen. Director, MS and ELEM principals), HS teachers, MS teachers, ELEM counselor, ELEM teachers and Technology Specialist
<b>Topic, Theme, or Key Understanding of unit/project:</b>	To provide an overview of COMPASS education and relay 3 systems thinking tools to use in professional (or personal) endeavors.
<b>Length of unit/project:</b>	1 hour
<b>Resources/materials &amp; setting required:</b>	Posters, Youtube video, Icebergs, Compass templates, school-related vocabulary, string for webbing, post-its, writing utensils, parking lot for exit tickets and reflection. Classroom, outside space.

## 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.

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(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:

Participant quotes: "The iceberg for problem solving, to solve problems and create new ideas in their team, webbing, the thinking, you need to know a system to make changes, everything is connected, we all have to collaborate, I can apply this at solving situations in my classroom and with a team." "We used whole group instruction with 3 activity-based centers to rotate participants through and ended with a wrap up. It was a great introduction to systems thinking.

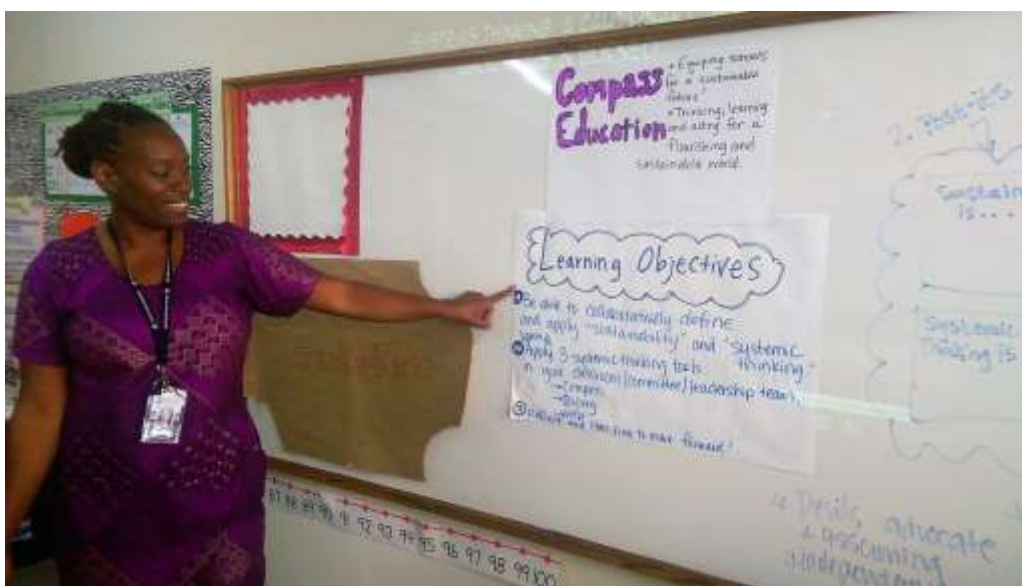
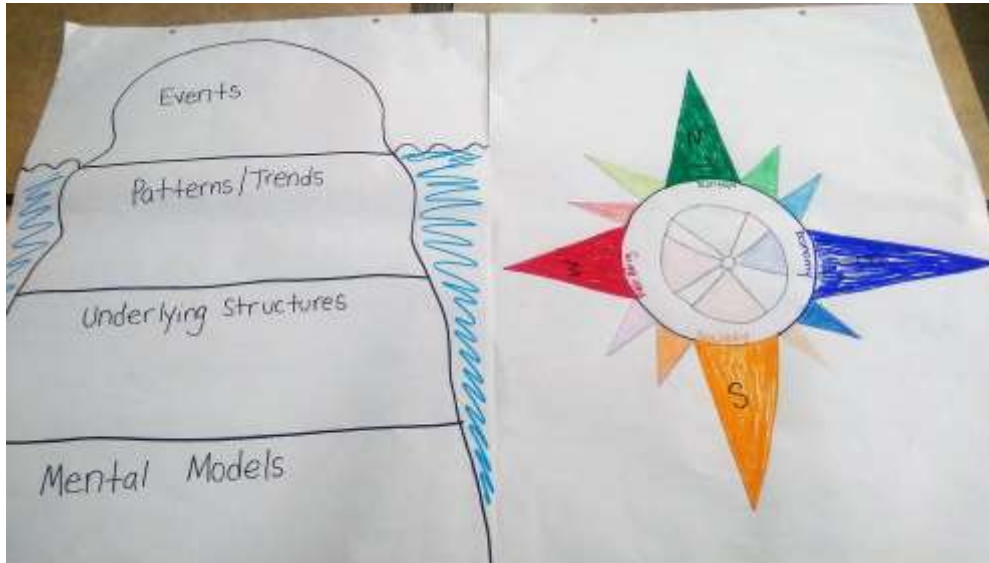
### Challenges:

We would want a little more time for whole group summarization/ reflection so we could have gone in a little more depth on the intro, and each activity. The web was difficult with approx. 5 people. Perhaps the order would make a difference to do the compass first, then web, then iceberg.

### Suggestions for other practitioners and educators:

This lesson plan was an AMAZING introduction, but we would make the break out groups "stations" instead of centers or add more people to each group and do it in order: compass, web then iceberg. OR do compass and iceberg, switch, and then have the whole group do the web so people can visualize the connections.

**Evidence and Resource:**



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**Case study submitted by: Theresa LeValley, 2017, while serving as Academic Support Coordinator at Colegio Interamericano de Guatemala**

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