



Learning Walk-throughs in Lower School

(Submitted by Donna Kelly, Mabetty Perez, Maritza Valdes and Georgina Schofield, 2019, while serving at International School of Havana, Cuba)

Tool(s) used:	<ul style="list-style-type: none"> • Systems Iceberg • Behavior Over Time (BOT) Graphs • Causal Loop Diagrams • Ladder of Inference • AMOEBA
Purpose of using tool:	<ul style="list-style-type: none"> • Generating Questions • Synthesizing Thinking <p>Overview:</p> <p>The Systems Iceberg, BOT graphs, and Ladder of Inference helped clarify our thinking in how others might be viewing the same situation. The Causal Loop diagram actually caused a cognitive shift which resulted in our conclusion. All of the tools helped us make our thinking visible.</p>
Context of lesson/case study:	Learning walk-throughs in Lower School
Participants (# and description):	Lower School teachers, Lower CODs and Principal
Topic, Theme, or Key Understanding of unit/project:	<p>a) In the desire to have more presence in classrooms and a more informed understanding of learning and teaching in Lower School, we have tried different approaches and so far, between feedback from teachers and our own sense, we have not chosen the best approach.</p> <p>b) As learning leaders we have not been able to find a sustainable system that allows us to be present often enough while simultaneously honouring staff feedback</p>
Length of unit/project:	Year-long
Resources/materials & setting required:	Coordinator time
Lesson Plan/Description of the Project:	
<ul style="list-style-type: none"> • Ladder of inference to identify all actions and behaviours • Causal loop diagram to help identify why we were stuck in the loop and to identify leverage points for future action. This helped us change a whole process into discrete action points. • Systems Iceberg explored the mental models of our teachers and also ourselves that we needed to address or consider in moving forward 	
Reflection	
Plusses:	
<ul style="list-style-type: none"> • The Causal Loop Diagram and the Iceberg helped our thinking the most. We were able to identify not only the leverage point for action but also our own mental model and where we had taken 3 steps instead of 1, which brought us back to the possible solution. • Processing the events to the extent we did (and we did seem to do this for a very long time) really 	





helped us separate out each little part of the project and our thinking; we were able to see discrete parts instead of a jumbled whole.

Challenges:

- We found working with the ladder of inference quite challenging for this particular project. This may quite well have been because this level of systems thinking is new for us and we were not clear how to present the many components of the whole project in the different levels of the ladder.
- Perhaps spend more time asking for help in choosing the right tools for the project.

Suggestions for other practitioners and educators:

Be willing to try out a few different tools to find out what works best for your thinking and for your particular context. Also be willing to be vulnerable and share the issue with someone more experienced in systems thinking to help with processing.

Evidence and Resources:



