

CARD 01 | DIRECT ANSWER

What is systems theory in education?

Answer on reverse

CARD 02 | BOUNDARY

What does a system boundary do?

Answer on reverse

CARD 03 | OPEN SYSTEM

Why can a school be called an open system?

Answer on reverse

CARD 04 | STOCK AND FLOW

How do a stock and a flow differ?

Answer on reverse

CARD 05 | DELAY

Why do delays matter in a school system?

Answer on reverse

CARD 06 | FEEDBACK

What is a reinforcing loop?

Answer on reverse

ANSWER 02 | BOUNDARY

It says what is inside the map and what is outside. A useful boundary is narrow enough to guide a choice and open to change when key people, facts or steps are missing.

Evidence-bounded to article SHA 1e061f345b3a

ANSWER 01 | DIRECT ANSWER

It studies how people, steps, rules, tools and settings work together in a school or class. It helps a team map links and test ideas. It is a family of views, not one proven method.

Evidence-bounded to article SHA 1e061f345b3a

ANSWER 04 | STOCK AND FLOW

A stock is an amount held at one point in time, such as open referrals. A flow changes that amount, such as new referrals entering or closed cases leaving the queue.

Evidence-bounded to article SHA 1e061f345b3a

ANSWER 03 | OPEN SYSTEM

It takes in and sends out people, data, tools and influence. An open-systems model can link inputs, school steps, results, feedback and context. It does not prove cause.

Evidence-bounded to article SHA 1e061f345b3a

ANSWER 06 | FEEDBACK

It amplifies change. If a quantity rises, the loop pushes it further up; if it falls, it pushes it further down. Reinforcing does not mean helpful or good.

Evidence-bounded to article SHA 1e061f345b3a

ANSWER 05 | DELAY

An act may take time to affect a result, and data may show an older plan. Naming the delay helps a team avoid both early praise and waiting for ever.

Evidence-bounded to article SHA 1e061f345b3a

CARD 07 | FEEDBACK

What is a balancing loop?

Answer on reverse

CARD 08 | EVIDENCE

What does an arrow on a system map mean?

Answer on reverse

CARD 09 | LEADERSHIP

How can a school leader use systems theory?

Answer on reverse

CARD 10 | CLASSROOM

When is a systems lens useful to a teacher?

Answer on reverse

CARD 11 | LEARNER SAFETY

Can a map diagnose a learner's need or behaviour?

Answer on reverse

CARD 12 | DECISION

What makes a system map useful?

Answer on reverse

ANSWER 08 | EVIDENCE

Only what its label and evidence say.
Mark the link as observed, assumed or disputed. A drawn arrow is a claim to test, not proof that one factor caused another.

Evidence-bounded to article SHA 1e061f345b3a

ANSWER 07 | FEEDBACK

It counteracts change around a goal or limit. Balancing does not mean harmful or bad. It is also not another name for corrective feedback in teaching.

Evidence-bounded to article SHA 1e061f345b3a

ANSWER 10 | CLASSROOM

It adds value when an issue crosses tasks, routines, roles or time. It is less useful when the next act is already clear, such as teaching a missed step or making an agreed adjustment.

Evidence-bounded to article SHA 1e061f345b3a

ANSWER 09 | LEADERSHIP

Map the current process, waits, handovers, data, roles and context. Include learner, family and staff views. Choose one feasible change, then track the result and any harm.

Evidence-bounded to article SHA 1e061f345b3a

ANSWER 12 | DECISION

A clear outcome, practical boundary, facts, different voices, labelled assumptions, other explanations, one justified change, a review date and a rule to continue, adapt, stop or escalate.

Evidence-bounded to article SHA 1e061f345b3a

ANSWER 11 | LEARNER SAFETY

No. It can prompt questions about tasks, talk, routines and setting. Use direct checks, learner and family voice, school procedures and expert assessment where needed.

Evidence-bounded to article SHA 1e061f345b3a