

INNOVATIVE INKLINGS

Comox Valley School District Newsletter for Innovation

March 11, 2016



Destination Imagination

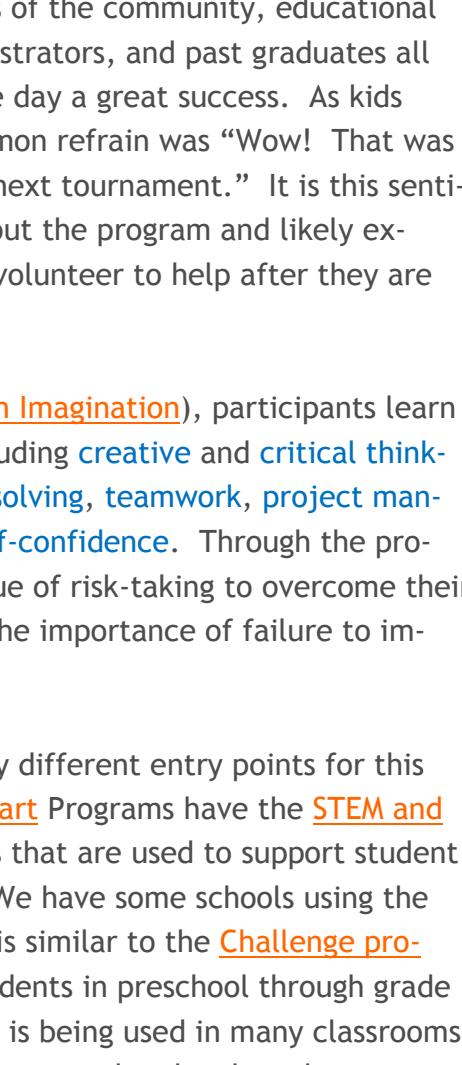
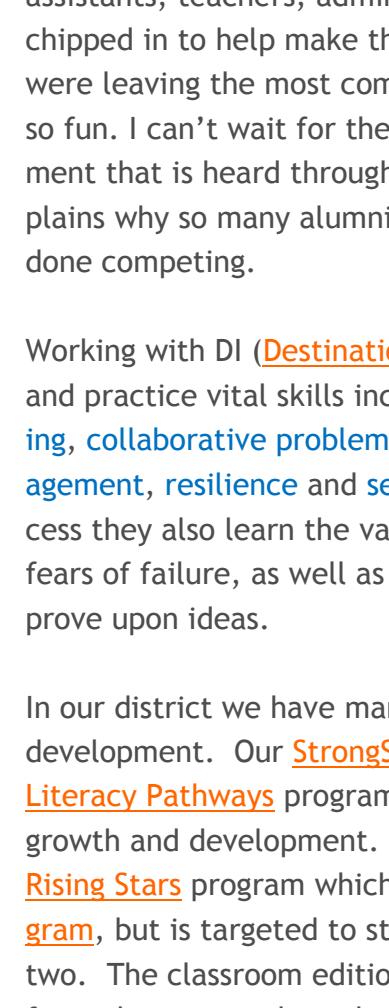
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Destination Imagination Links

The main web-site for [Destination Imagination](#) has information about the program and resources to support teams.

[Imagine the Possibilities](#) is a good video that shows some connections to what we want kids to learn/develop.

There are some interesting posts on the Destination Imagination [blog](#).



"You can't use up creativity: the more you use, the more you have." - Maya Angelou

"Creativity is intelligence having fun." - Albert Einstein

"The true sign of intelligence is not knowledge but imagination." - Albert Einstein

"Logic will take you from A to B. Imagination will take you everywhere." - Albert Einstein

"We cannot solve our problems with the same thinking we used when we created them." - Albert Einstein

Around the District

Innovative events and efforts from around our district

Destination Imagination Regional Finals

Last Saturday students from around Vancouver Island converged on [Highland Secondary School](#) to participate in the Regional Tournament for [Destination Imagination](#). Students from Mill Bay to Campbell River joined the celebration of imagination by presenting their creative solutions to challenges posed in August. Locally, teams from [Brooklyn Elementary](#),

[Puntledge Park](#), [Valley View Elementary](#), [Navigate](#) elementary and secondary, [Highland Secondary](#), and [Isfeld Secondary](#) participated with varying degrees of success. Most teams will be advancing to the Provincial Tournament in Vancouver on April 9th.

Organized by Destination Imagination Regional Director and Isfeld Principal, [Jeff Taylor](#) and Highland Vice-Principal [Greg Kochanuk](#), this event celebrated the creativity and achievement of students. Members of the community, educational assistants, teachers, administrators, and past graduates all chipped in to help make the day a great success. As kids were leaving the most common refrain was "Wow! That was so fun. I can't wait for the next tournament." It is this sentiment that is heard throughout the program and likely explains why so many alumni volunteer to help after they are done competing.

Working with DI ([Destination Imagination](#)), participants learn and practice vital skills including [creative](#) and [critical thinking](#), [collaborative problem solving](#), [teamwork](#), [project management](#), [resilience](#) and [self-confidence](#). Through the process they also learn the value of risk-taking to overcome their fears of failure, as well as the importance of failure to improve upon ideas.

In our district we have many different entry points for this development. Our [StrongStart](#) Programs have the [STEM](#) and [Literacy Pathways](#) programs that are used to support student growth and development. We have some schools using the [Rising Stars](#) program which is similar to the [Challenge program](#), but is targeted to students in preschool through grade two. The classroom edition is being used in many classrooms from elementary through the secondary level, and some schools have integrated different elements of Destination Imagination into their school life inside and outside of classrooms. The tournament this weekend celebrated the [Challenge Program](#). In essence, this program has teams of up to 7 students work on a solution for a themed challenge (all students in the world get the same challenge which becomes available in August) and then present their solutions, in a creative way, to appraisers at tournaments. While at a tournament, teams must also solve an 'Instant Challenge' in a finite amount of time. This is a challenge that they have not previously seen that will require them to demonstrate their skills of creative and critical thinking, innovative problem solving, communication, and effective collaboration.

[British Columbia's](#) Affiliate Director for DI, [Joan Vyner](#), came over to take in our Tournament and commented "I am in awe of the original work the students produced and the pride taken in this work." One of the solutions that stood out was a group of students who found that people were struggling to keep track of school events so they designed an app for students and staff to download that not only has schedules but provides reminders. More than half of their school have downloaded the app since its launch last month.

From [Maria LeRose's Presentations](#): ([February 24 Storify](#))

Employer Wants	Core Competencies
Think	Creative Thinking
Communicate	Critical Thinking
Positive Attitude and Behaviour	Communicating
Responsible	Personal Awareness
Adaptable	Personal Responsibility
Team Players	Positive Personal Identity
Continuous Learners	Positive Cultural Identity

From [Dan Pontefract's Presentations](#):

"Employers are looking for two things: resilience and openness to change."

From [Daniel Pink](#), [Alan November](#), and many others:

"Students need to learn self-advocacy—they need to take ownership of their learning and will only do this if they know the why." - you can access more notes by [clicking here](#).

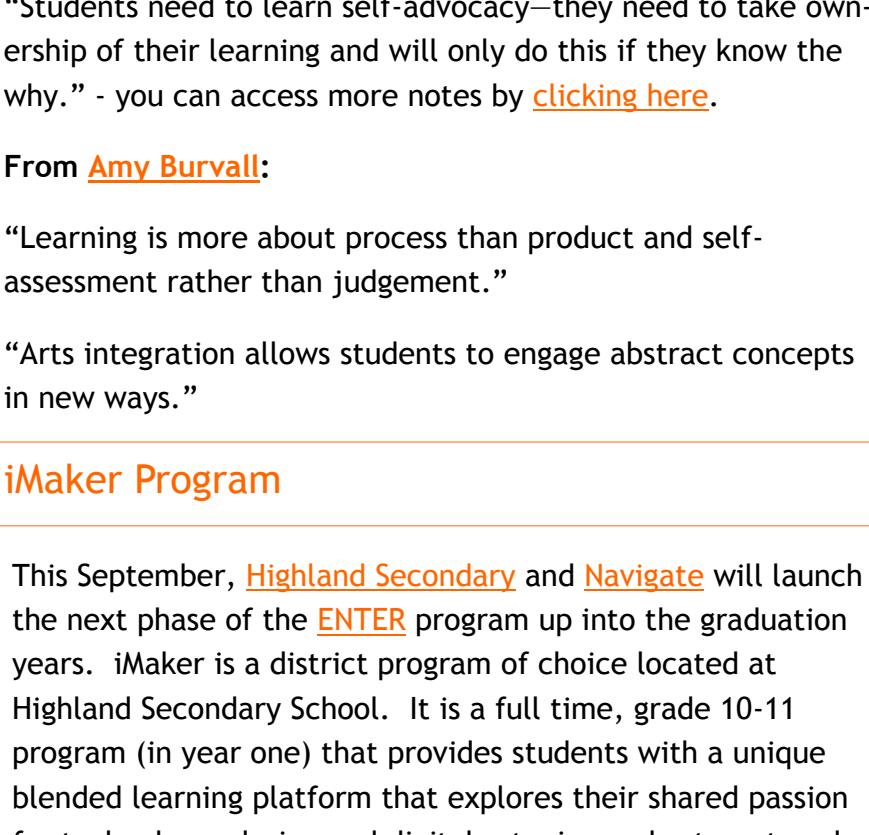
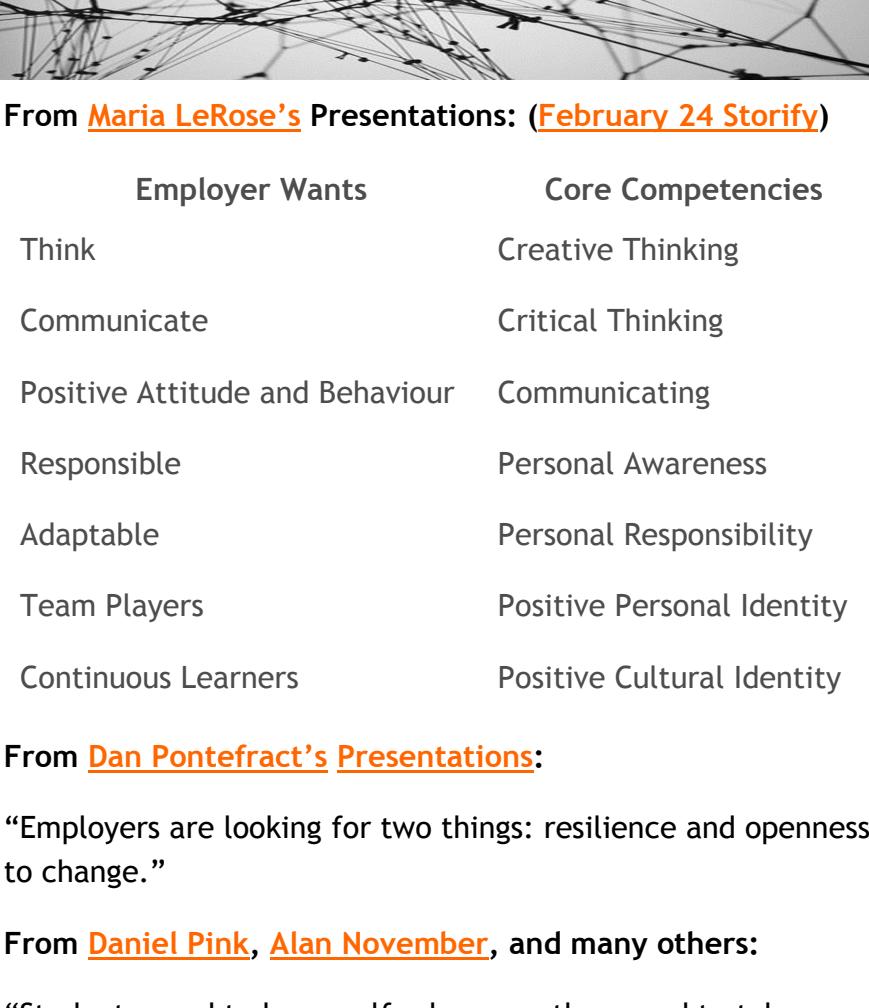
From [Amy Burvall](#):

"Learning is more about process than product and self-assessment rather than judgement."

"Arts integration allows students to engage abstract concepts in new ways."

iMaker Program

This September, [Highland Secondary](#) and [Navigate](#) will launch the next phase of the [ENTER](#) program up into the graduation years. iMaker is a district program of choice located at Highland Secondary School. It is a full time, grade 10-11 program (in year one) that provides students with a unique blended learning platform that explores their shared passion for technology, design and digital arts, in a cohort-centered model, guided by a specialist iMaker teacher. The students, parents and teacher begin each year by developing a "Personalized Education Plan" (PEP) for each student that plots the learning strategies, resources and course programming that will foster their individual achievement. During half of the timetable the students work as a group that emphasizes project and inquiry based learning, as well as Independent Directed Studies (IDS courses), which asks each student to design and explore their own specialized "spark" projects in depth. The iMaker students work the other half of the timetable within the school schedule, completing their required core academic courses in either regular face-to-face classrooms at Highland or online through Navigate - or a combination of both settings depending on the preferences of each student.



[lizclimo.tumblr.com](#)

Thank you for taking the time to read this and please direct any suggestions, questions, or inquiries to me directly: Gerald.Fussell@sd71.bc.ca