

INNOVATIVE INKLINGS

Comox Valley School District Newsletter for Innovation

October 16, 2015



In this issue:

What is Imaginal?
Teacher Questions
Student Questions
Forward Thinking
Reality Check
Imaginal Learning
Imaginal Brooklyn

What is Imaginal?

The miracle of metamorphosis, through which a caterpillar transforms into a butterfly, is found within special [Imaginal cells](#). Imaginal cells have both the vision to become a butterfly and the ability to execute this amazing transformation.

This is an appropriate metaphor for [Imaginal Learning](#), a journey many in our district have embarked on.

Two Teacher Questions

What do they know?

What are they ready to learn?

Two Student Questions

How am I doing?

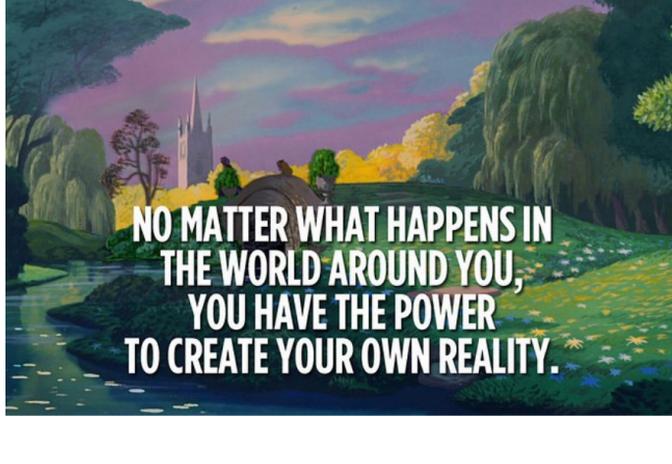
How do I know?



Forward Thinking

“If I had asked people what they wanted, they would have said a faster horse.”

– Henry Ford–



Around the District

Innovative events and efforts from around our district

Imaginal Learning Leadership

A team of four facilitators came to the Valley this week to work with more than 80 educators in our system. Led by [Tom Rudmik](#), an educator and founder of the [Master's Academy and College](#) and [Imaginal Education](#), the team spent two and a half days continuing to support our growth and development in Imaginal leadership and the [Profound Learning Model](#).

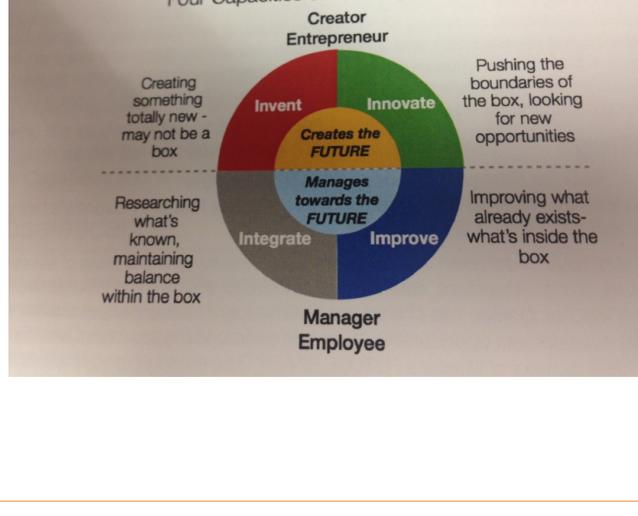
The Profound Learning Model, designed from the latest brain research, teacher and student experience, and contemporary knowledge about learning, aligns with the spirit and direction of our new provincial curricular framework. The work we are doing here will help us with many of the changes we are experiencing in curriculum, assessment, and student engagement.

Much of the work being done in these sessions supports work we are doing in our classes with inquiry based learning; project based learning; developing positive, healthy youth who are encouraged to pursue excellence; and meaningful skill development. These sessions are taking participants further and introducing them to the power of embracing Imaginal Learning. The work being done is designed to support our continuing improvements to the way we support student learning. Participants are also being introduced to Learning Adventures, integrated, engaging, and learning rich activities.

The Profound Learning Model is designed to develop “Ownership” (empowering students to use specific tools to own and track their learning), “Mastery” (closing gaps in learning: using brain compatible experiences), “Innovation” (inspiring and developing seers and creators of the future), and “Future Ready” (preparing students with mindsets, skills and habits essential for their future success) skills, attitudes, and aptitudes in our students.

Several themes have been evolving through these sessions, but one of the most significant ones is that educators are wired for someone else's success; that is where we gain joy. How do we increase the times we feel this joy?

In addition to the work of the [Profound Learning Research Institute](#), participants have been working with parts of [The Learning Code](#). It never ceases to amaze me that the more I learn the more I realize I do not know. Having a more scientific perspective has allowed me to grasp that my past learning, my failures have not been a result of my lack of effort. No, my past learning failures have arisen because I did not know that this Learning Code existed, and that I lacked the knowledge to turn it on. When we have a firm understanding of what learning actually is, and how it is best facilitated, it is much easier to develop learning programs that work.



The Village of Brooklyn—Imaginal

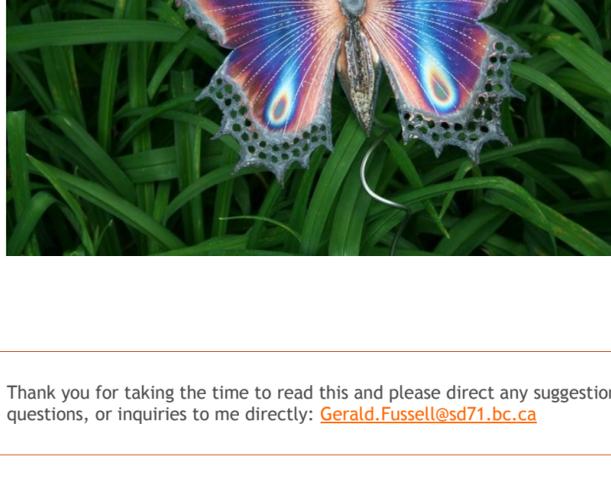
[Brooklyn Elementary School](#) began this school year with an exciting school wide project called the *Brooklyn Village: Past, Present and Future*. Within this project, students and teachers will be exploring what makes Brooklyn a village. The main theme for their project, which will continue throughout the school year, is community building and a sense of belonging. Brooklyn Village will allow students to look at their school community through three different lenses: past, present and future.

For the duration of this project, students have been assigned to multi-age homeroom groups where they will start and finish their day. The students in grades 1 - 3 will be exploring the present, students in grades 4 - 5 will look at the past, and students in grades 6 - 7 will focus on the future. Each group will work on a variety of learning activities based on the main themes of Culture, Sustainability and Community Leadership. The project will wrap up with a *Meet Our Staff Open House* where the whole school community will be invited to come in to see what the students have learned.

By using learning adventures, a concept picked up with the [Imaginal Learning Framework](#) pro-d sessions, to build school culture and social responsibility the teachers are working with concepts and structures seen in the new K-9 curricular framework. The belief is that with stronger community connections and engagement students will thrive.

The early results are exceeding expectations with many highlights of deep learning, community engagement, motivated students and parents, and even a “Big Love Canvas” featuring something from every student and teacher that they love.

Imagine the possibilities.



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