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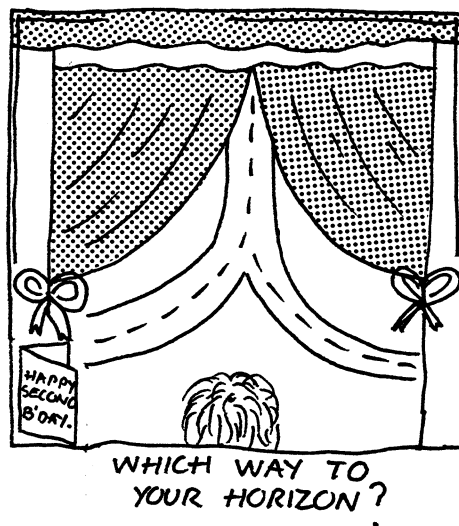
Introduction

How the Imagination in Residence Program Worked at Shelford Anglican Girls' School

When the concept of 'Imagination in Residence' was introduced in mid '94, students were invited to represent visually their understanding of the idea. It was decided that the drawings would then be used to create the background to the launching of the program. This seemed fitting for a project which encouraged ideas management.

One suggestion was to put up a variety of illustrations on either side of the corridor to form 'Corridors of the Mind' which would lead like a hi-tech super highway to the Imagination in Residence which would be represented by a question mark.

Occasionally there could be bypasses, intersections, cross-roads and even traffic lights which suggested 'Stop, Think and then Go!'. One student left her cartoon frame blank for the imagination of the viewer to fill.



Imagination in Residence is about project management of ideas. The aim of the book is to provide a variety of stimulating activities which demand imaginative and organisational skills by student participants.

A combination of short 'idea teasers' known as *offbeating* provide quick activities which can be used by groups or individuals. These encourage unusual approaches to the commonplace or straightforward approaches to the unusual.





There are longer stimulus pieces which provide information about work styles, locales (scenarios) or processes. Each section, which is based on the acronym SHELFORD, provides diverse explorations of thematic topics:

Secretive Surveillance, Humorous Humour, Extremely Explosive, (Un)Limited Licence, Frustratingly Forensic, Optimum Operations, Ridiculous Reform and Daring Design.

Attempts have been made to provide more unusual 'angles' in the activities, e.g. medical surveillance in a neonatal premature baby ward, an interview with a hot air balloon pilot and a description of belly-dancing. Major projects are provided in each section which require research, crafting, business planning and presentation skills. The thematic topics are not sequential and students may begin with any topic or activity.

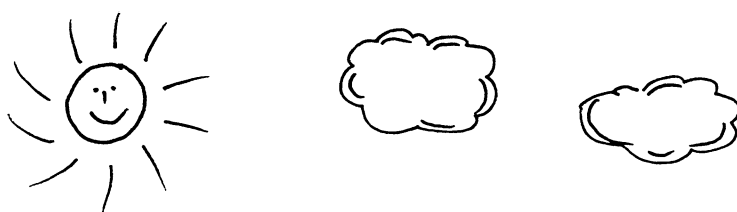
Imagining...How the Material and the Concept was Trialled

The Shelford-based project was managed by Pam Russell, Vice Principal Curriculum, Shelford Anglican Girls' School, and former Tournament of Minds Director.

The Imagineer in Residence was author Hazel Edwards who created the original material and met with students on a fortnightly basis. In-between these sessions, Pam Russell worked with the Horizons students on a student-devised timetable in which they could choose material with which they wished to work. They also met every Wednesday for one period.

Resource Person—Imagineer

The key to an Imagination in Residence program is to have a resource person to provide information which is unusual or outside the normal curricula. This could be an engineer, draftsman, choreographer or philosopher. One suggestion was to introduce a Sceptic in Residence.



IMAGINATION
IN
RESIDENCE





Surveillance: close watch kept on persons suspected of wrong doing.

The following words are associated with the concept of 'surveillance' and may give you some ideas for tackling the activities which follow: keeping an eye on, watching, guarding, vigilance, inspection, baby-sitting, guard, chaperone, sentry, sentinel, keeper.

Offbeating: Ten Quick Activities

Offbeat: Resource Material—Surveillance: A Private Investigator's Viewpoint

Scenario: Location—J Ward, Old Ararat Gaol

Discussion Points:

Punishment/rehabilitation
Criminal/insane

The Story Starts Here: Year 2050, Closing of the Last Prison Building...

A Day in the Working Life of:

1. An Investigator (for Telecom)
2. A Security Consultant

Challenge

3. A Neonatal Bio-medical Technologist

Challenges: Security
Prem baby impressions
Ethical priorities

Extension

Project Planning:

'Perfect Prison' Plan
'Under Scrutiny' (Meet the Press Interview)

Presentation:

'Eyes Everywhere' Surveillance Company