



Multiple Intelligence

Most schools focus most of their attention on linguistic and logical-mathematical intelligence. However, we should also place equal attention on individuals who show gifts in the other intelligences: the artists, architects, musicians, naturalists, designers, dancers, therapists, entrepreneurs, and others who enrich the world in which we live.

Dr. Howard Gardner, professor of education at Harvard University, developed The Theory of Multiple Intelligences in 1983. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposed eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:

- Linguistic Intelligence (word smart)
- Logical-mathematical Intelligence (number smart)
- Spatial Intelligence (picture smart)
- Bodily-Kinesthetic Intelligence (body smart)
- Intrapersonal Intelligence (self smart)
- Musical Intelligence (music smart)
- Interpersonal Intelligence (people smart)
- Naturalist Intelligence (nature smart)

The educational philosophy at KLAY is Multiple Intelligences. An MI philosophy reminds teachers that their classroom works best for students when many ways of knowing and doing are valued and accepted. It allows teachers to perceive student's learning strengths in multiple ways. For example, students strong in the mathematical-logical intelligence would do well with completing a puzzle on life cycle of a butterfly while a student with Linguistic Intelligence would do well with writing a poem on lifecycle of a butterfly. Our well-planned classrooms are divided into various learning centers. Children make their own choices about which centers interest them and are encouraged to explore, discover and learn.

An example of how a "Farm Animals" lesson is planned to cater to all strengths.









- **Circle time:** gather the children to the circle time mat with an animal walk (**kinesthetic intelligences**). Sing farm animal songs with actions (**musical intelligences**) Show flash cards of animals (**spatial intelligences**) Encourage a group discussion by some the children to name and describe the animal seen in the flash card. (**interpersonal intelligences**)



- **Library Centre:** Books on farm animals like “The Little Red Hen”, “Three Little Pigs”, “Chicken Licken”, etc.
MI_catered: linguistic, intrapersonal, intelligences, interpersonal if discussions allowed
- **Art Centre:** Farm Animals stamps with paints or gluing cotton on the sheep cutout
MI catered: intrapersonal , spatial, intelligences, interpersonal if discussions allowed
- **Sand/Water Centre:** A water tub with ducks and ducklings for children to explore
MI catered: naturalist, interpersonal, kinesthetic
- **Math Centre:** Farm animals puzzle, play-dough with farm animals cutters and lacing farm animal toys would cater to the logical intelligences
MI catered: naturalist, interpersonal, kinesthetic
- **Role-play Centre:** Setup barn/ farm and children pretend play Old McDonald
MI catered: naturalist, interpersonal, kinesthetic, musical if they go around singing farm animal songs.
- **Language Centre:** Story telling on farm animals, sing Old McDonald and other rhymes
- **Block Centre:** Farm blocks, Lego blocks and farm animal toys for children to pretend play.
MI catered: naturalist, interpersonal, kinesthetic, musical if they go around singing farm animal songs.

Teachers who integrate the theory of MI know that they cannot use one yard stick to measure all the students. A student’s achievement of a learning objective should not be inferred from the completion of one task. A child is observed in multiple settings, for example a child who may not show you the colour red during circle time but may do so if you ask him to jump on a red circle during outdoor play, or wear a red hat during role play.

Multiple Intelligences Learner Types

	Verbal Linguistic	Word fans	Love reading, writing, memorizing language and speaking
	Logical Mathematical	Number fans	Love order and structure, sorting, classifying and experimenting
	Visual Spatial	Art fans	Love creating, designing, experimenting with shapes and colour
	Body Kinesthetic	Action fans	Love being on the move, constructing, using the whole of their bodies
	Musical Rhythmic	Music fans	Love rhyme and rhythm, poetry, playing, singing or moving to music
	Interpersonal	People fans	Love company organizing activities involving others and communicating
	Intrapersonal	Reflection fans	Love seeing the “big picture”, spending time thinking and planning
	Naturalistic	Enviro fans	Love learning about and exploring the natural environment



At KLAY, MI is integrated into circle time as well as activity time.

MI integrated into the activity centres.