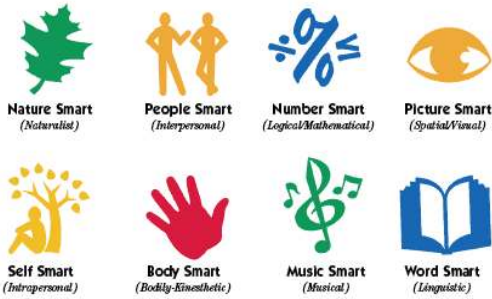


# Educational Philosophy



In 1982, Howard Gardner wrote a book, Frames of Mind, that would change the face of education. He defined intelligence as the ability to solve a problem, to create a problem to be solved, or the capability of contributing to one's culture. Additionally, through specific and thorough research, Gardner found that:

- ★ All students can learn. It is up to us to find the most effective ways each student can accomplish this.
- ★ We have the ability to actually improve and expand our IQ.
- ★ Not only can intelligence change, it can also be taught to others.
- ★ Intelligence is a multiple reality that occurs in different parts of the brain/mind system.
- ★ Each of us are born with at least eight different intelligences (listed below), but they are not all developed equally. This causes us not to be able to use them all effectively.

We believe Gardner's theory simply states what good teachers have known all along... that all children are smart, they are just smart in different ways. We are committed to working with your child, and getting to know him/her well enough to be able to weave individual daily activities around the most effective learning for your child. Below you will find brief descriptions of Gardner's eight ways of "being smart". Most of us have a *tandem dominant* intelligence and then varying levels of development in the other intelligence areas. Please avoid the temptation to "label" your child, thereby, unwittingly, limiting the development of his individual intelligences. Instead, use this list as a tool for understanding your child better as you observe him/her daily. This will allow you to encourage your child in every area of individual and unique growth and development.

- ★ The **Verbal-Linguistic child** is word-oriented; a good storyteller and writer, a trivia expert; an avid reader who thinks in words and loves verbal play (tongue twisters, puns, riddles).
- ★ The **Logical-Mathematical child** is concept-oriented; the little scientist who loves experiments, testing hypotheses, and discovering logical patterns in nature; a good math student.
- ★ The **Visual-Spatial child** is image-and picture-oriented; a daydreamer; an artist, designer, or inventor; attracted to visual media; adept at spatial puzzles (Rubick's cube, three-dimensional tick tack toe; creates visual patterns).
- ★ The **Musical-Rhythmic child** is rhythm- and melody-oriented; may sing or play a musical instrument; sings little songs in class; becomes animated and may study better when music is playing.
- ★ The **Bodily-Kinesthetic child** is physically-oriented; excels in athletics or fine-motor areas like crafts; achieves self-expression through body action (acting, dancing, mime); touches things to learn about them.
- ★ The **Interpersonal child** is socially-oriented; has strong leadership abilities; mediates disputes, can be an excellent teacher; enjoys group games and cooperative learning.
- ★ The **Intrapersonal child** is intuitively-oriented; is strong-willed and self motivated; prefers solitary hobbies and activities; marches to the beat of a different drummer.
- ★ The **Naturalist child** is environmentally-oriented; understands, appreciates and enjoys the natural world; ability to observe, understand and organize patterns in nature; enjoys nurturing plants and animals.