

PRESCHOOL OVERVIEW

FIRST MULTIPLE INTELLIGENCE SCHOOL IN THE PHILIPPINES

The Multiple Intelligence International School (MIIS) was founded in 1996. It is the first educational institution in the Philippines that has based its approach on the multiple intelligence framework of Harvard-based cognitive psychologist, Howard Gardner. The MI approach, which is implemented in the United States and other countries, backed by recent research on how children learn, is truly responsive to the needs of the 21st century. MIIS is a progressive international school that offers programs from PreK-12. As a member of the Council of International Schools (CIS) we are committed to being a premiere international institution that embodies the best practice and global trends in education.



"...at the MI International School in the Philippines, I saw impressive integration of MI ideas under a rubric of education for understanding." (Howard Gardner, 2006)

CHILD'S PLACE PRESCHOOL

Child's Place is the preschool department of MIIS that caters to the Preschool Child from 1 ½ to 5 ½ years. In line with the critical formative years of the child, the MI student-centered philosophy of the school ensures the holistic development of the child **PHYSICAL, INTELLECTUAL, SOCIAL, EMOTIONAL, & MORAL** by providing meaningful relationships with teachers, positive home-school connections, a strong & developmentally appropriate curriculum, and basic respect and love for the individual child.



SCHOOL PROGRAM & ELIGIBILITY

The Multiple Intelligence International School is a PreK-12 school that offers programs in preschool (Toddlers, Nursery, Kindergarten 1 & 2), Lower School (Grades 1-4), Middle School (Grades 5-8) and Upper School (Grades 9-12). The programs are in compliance with both international standards and the Department of Education of the Philippines.

As an International School, students are coming in from different educational set-ups with different levels in the educational ladder of their country of origin. Students will be admitted to a particular level based on the following: scholastic records, last level of schooling finished, age and assessment by the school. A deliberation process will determine what level best matches the needs of the applicant to ensure success.

PRESCHOOL

AGE	LEVEL
1.6 -2.5	Toddlers
2.6 3.5	Nursery
3.6 4.5	Kindergarten 1
4.6 5.5	Kindergarten 2

CURRICULUM OVERVIEW

We have designed our program to give students an edge through developing a love for learning and competence of skills. Our strong educational practice is based on current research, standards of Developmentally Appropriate Practice in the United States, and Howard Gardner's Theory of Multiple Intelligence.

1. **Developmentally Appropriate Practice** ensures that our curriculum is age-appropriate & individually appropriate.
2. Children learn through **hands-on exploration** and **interaction** with the environment, children, teachers and materials that help a child move from **concrete to the abstract understanding** of concepts.
3. The emphasis is **teaching for understanding** through multiple intelligence strategies and materials rather than traditional rote learning and memorization.
4. The **interdisciplinary approach** allows children to see the relationship among the various disciplines and subject areas in understanding meaningful and functional concepts through common themes.
5. The ability to work on **individual goals** and projects to **apply knowledge** in problem solving and **creating useful products** are developed.
6. **International standards** and **21st century skills** are used as guides for curriculum.

CURRICULUM OVERVIEW

Being the foundational phase of a child's learning experience at MIIS, the Preschool department caters to children ages 1.5 - 5.5 years. The curriculum offers a cohesive program that aims to address all the developmental needs of individual children as they go through Toddler to Kinder 2 levels.

The Preschool program is composed of learning domains that target the development of the multiple intelligences of each child towards a strong holistic foundation. Developmentally appropriate practice serves as a foundation for curricular experiences at each level.

Based on Howard Gardner's Multiple Intelligence Theory, the Preschool curriculum aims to develop each child's multiple intelligences and its specific learning domain, which includes:

1. Linguistic (Literacy, Speaking, Reading & Writing)
2. Musical (Music & Performing Arts)
3. Logical-Mathematical (Mathematics)
4. Spatial (Art)
5. Naturalist (Science)
6. Bodily-Kinesthetic (Physical Development: Gross & Fine Motor)
7. Interpersonal (Social Studies & Social Skills Development)
8. Intrapersonal (Character Formation, Work Skills, & Emotional Development)

SPECIAL FEATURES OF THE PRESCHOOL DEPARTMENT



The Art Appreciation Program is integrated throughout the preschool curriculum, but highlights in an extensive month-long program for the K1 level that aims to enrich the children's appreciation towards the visual arts. Preschoolers are introduced to various artists from different genres. An Art Auction for cause culminates the program and celebrates the work of the children in a meaningful and relevant manner.



A Love for Reading program is promoted in the preschool level through rich literacy-based units and through a Book Bag Home Reading Program. Preschoolers do an extensive study of stories around the world and they choose a story that comes alive on Literacy Night. Children engage in interdisciplinary project work to create parts of the story and through home-school partnership, classrooms are transformed into pages of the book.

EARLY CHILDHOOD PROGRAM GOALS

We want students to:

- Develop a positive self-concept and attitude toward learning, self-control, and a sense of belonging;
- Develop curiosity about the world, confidence as a learner, creativity and imagination, and personal initiative;
- Develop relationships of mutual trust and respect with adults and peers, understand the perspectives of other people, and negotiate and apply rules of group living;
- Understand and respect social and cultural diversity;
- Know about the community and social roles;
- Use language to communicate effectively and to facilitate thinking and learning;
- Become literate individuals who gain satisfaction, as well as information, from reading, and writing;
- Represent ideas and feelings through pretend play drama, dance and movement, music, art, and construction;
- Think critically, reason, and solve problems;
- Construct understanding of relationships among objects, people, and events, such as classifying, ordering, number, space, and time;
- Acquire knowledge of and appreciation for the fine arts, humanities, and sciences;
- Become competent in the management of their bodies and acquire basic physical skills, both gross motor and fine motor; and gain knowledge about the care of their bodies and maintain a desirable level of health and fitness;
- To acquire values and character formation.

THE MI LEARNING COMMUNITY

OUR CREATIVE ENVIRONMENT

Our bright, spacious facilities feature air-conditioned rooms that give the students access to numerous learning materials to engage the curious learner. Specialized math manipulatives recommended by the National Council for Teachers of Math (NCTM) in the U.S. are used to facilitate the understanding of math concepts. A print rich environment and a wide collection of children's literature help children develop decoding skills and a love for reading. Plants and animals are part of the learning environment to stimulate questions among children. An outdoor space and playground allow children to develop not only their bodies, but also their social skills. Specialized laboratories in music, art, science and computer are equipped with specialized materials and facilities to ensure meaningful learning. All the classrooms are equipped with audio-visual equipment to allow teachers to maximize the use of technology as a teaching support tool in the classrooms.

OUR TEACHERS

Our teachers practice a curriculum of caring as they develop positive self-esteem and self-control through respect and gentle guidance. Teachers implement strong educational practice based on research and are kept abreast with current trends through our continuous Teacher Training Programs and Professional Learning Communities.

LINKAGES WITH INTERNATIONAL ORGANIZATIONS

International Standards The school recognizes the importance of strong curricular practice based on research. In line with this the school adheres to educational standards set by other international organizations that complement the philosophy, vision and curriculum of the school. Such organizations the MI is a member of are the following:

1. CIS (Council of International Schools)
2. NAEYC (National Association for the Education of Young Children, USA) for Developmentally Appropriate Practice
3. Coalition of Essential Schools
4. ASCD (Association for Supervision and Curriculum Development, USA)
5. NAESP (National Association of Elementary Schools Principals, USA)
6. AERA (American Educational Research Association, USA)
7. MI Schools Network