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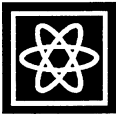
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Introduction

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Welcome!

This book represents, literally, thousands of hours of effort by New City teachers and administrators. But, as you might suspect, creating it has been a labour of love. Our five years of work with the theory of Multiple Intelligences (MI) has taught us that MI is not only a theory of intelligence; MI can be a philosophy about how kids learn, how teachers teach, and how schools operate. We hope that our efforts will make a difference for others, just as MI has made a difference for us.

Why a book about MI?

We want to share our ideas and approaches so that children and teachers everywhere can benefit from the MI theory. Precisely because it is not a theory of education or curriculum design, MI can be adapted by each school's staff to the school's personality in the way that they see fit. The work of The New City School with MI, for example, is different than that of the Key School's program in Indianapolis, Indiana, or the efforts of the San Jose School in Jacksonville, Florida; that's OK! In fact, in this era of increasing public criticism of education and educators, and broad sweeping nostrums, one of the attractions of MI is that its various implementations respect the identity and integrity of the teachers and schools which use it.

We realise that school environments and teaching situations vary quite dramatically. Almost all of our staff have worked in other public, private, and parochial schools before coming to New City. We know that not every teacher has the advantage of working in a school in which the entire staff is committed to MI, that not every teacher has the luxury of having her students' parents support efforts with MI curriculum and instruction. And we understand that not every teacher has the autonomy to take risks, learn, and grow. But we believe that there are things that we have learned which can be useful to others, regardless of their setting. We believe that good teachers grow and develop, regardless of — sometimes in spite of — their circumstances. This book can facilitate and support that growth and development.

There are other good books published about MI. But we are unaware of any books that have been written collaboratively by an entire faculty. As you will see, New City's implementation includes many different directions and permutations, from redesigning curriculum, to using portfolios, to emphasising the personal intelligences, to addressing genuine understanding. This school wide approach, coupled with the myriad of perspectives that come from an entire faculty, make *Celebrating Multiple Intelligences* a unique and encompassing vision of MI.

The New City School MI Implementation

Sometimes when we talk about MI, people say, "But you're a private school. We can't do the kinds of things that you do!" We disagree. Although we are an independent school, our per pupil expenditure is no higher than the Missouri State average. Although we are an independent school, our students must take competitive standardised tests in the sixth year to enter into private secondary schools. And, most important, because we are an independent school, each

year our students' parents have the option of whether or not they will elect to continue to send their child to our school and pay thousands of dollars in tuition. We must provide a quality education to our students. That's accountability!

Children are children, and their needs and areas of potential talent are similar regardless of their race, ethnic background, or economic circumstances, and regardless of the kind of school that they attend. Yes, there are differences between independent and public schools, just as there are differences among various independent and among various public schools. And certainly New City is a different environment than most schools, public or private. But many of the MI practices which we adopted can be used in any setting. Implementing MI requires motivation, thoughtfulness, educating of all a school's constituencies (not just the students, but also the administration, the students' parents, and other teachers), and effort. In this respect, it is no different than any other educational innovation.

Credit

Credit goes to all of the various authors of the books and journals we have read, to the presenters of all of the workshops that we have attended, and to all of the teachers with whom we have talked and worked over the years. Our school is committed to staff development and professional growth; we believe that everyone in the building must learn and grow. As a result, we are constantly pulling in information from here and there, adapting and sharing it with others. That is why although the articles in this book list the authors' names, the lesson plans do not. Our feeling is that any lesson plan is, necessarily, an amalgam of ideas from a variety of sources, most of which the teacher has forgotten. To assign specific authors' names to specific lesson plans would mean that someone was probably being overlooked.

How to use this book

We have tried to make this book as user friendly as possible. It is organised by intelligence and section (preprimary, primary and intermediate). Pre primary includes three year olds through Prep. Our primary classes are years one, two and three. Our intermediate classes are years four, five and six.

Graphics are used so that the reader can either peruse the pages by looking at all of the lessons for a particular age or year of child, or can focus on lessons designed for specific intelligences, regardless of the age of the child. Each lesson contains MI extension ideas for all of the intelligences. Of course, just as the intelligences are not totally distinct from one another, so, too, despite their major focus, each of the lessons utilises a variety of intelligences.