

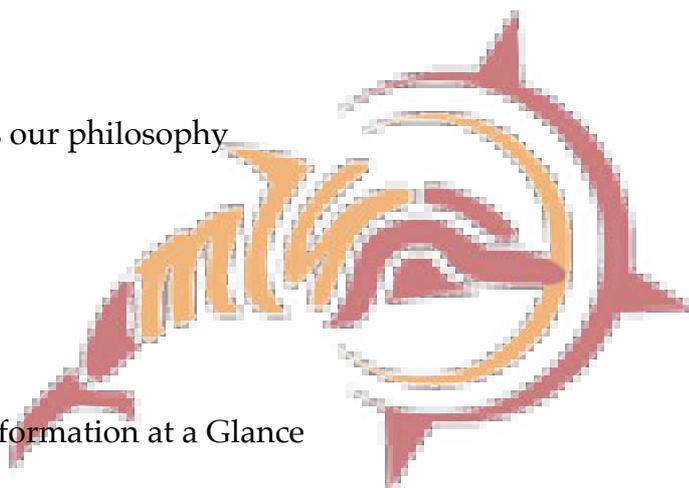
Multiple Intelligence School Handbook

Suva, Fiji Islands, 2019



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Is this a brochure for a school or a dolphinarium?

This is the handbook for a primary and secondary school. Please see the back of this brochure for an explanation for the dolphin picture.

Welcome

We are excited to be working with your child at this primary school and secondary school level where we are involved in helping to lay down the foundations which will serve your child for the rest of her or his life.

The School is a privately owned & managed by the Senior Educators. It receives no financial assistance or subsidies from the government or any other organisations. However, we are an established and recognised primary school with Fiji's Ministry of Education from Class 1-8 (SF: 8239). We opened our doors in January 2008.

The main sections of this booklet are: (i) an explanation of our philosophy and approach to teaching primary school aged children; (ii) a more detailed description of what children can expect in our teaching programmes &; (iii) the administrative stuff. Of course we're happy to field any additional questions you may have, and we are delighted to listen to any feedback you may have for this handbook.

Multiple Intelligence School Highlights

- * A maximum of 15 children in a class.
- * A strong family atmosphere in which to learn.
- * A theoretical frame work that acknowledges different ways of knowing about the world, which guides our teaching practice. giving children different pathways to understanding.
- * A curriculum that is constantly evolving but has a basis in benchmarks developed by the New Zealand national curriculum.
- * A secondary school leaving national certificate of educational achievement (NCEA) that is compliant with the New Zealand Qualifications Authority (NZQA).
- * Incorporation of 'synthetic phonics' for superior faster and superior performance in 'reading & writing'.
- * An emphasis on learning for 'real world' or authentic activities with appropriate assessments that grade the real world or authentic performance.
- * A strong emphasis on 'survival' particularly for our younger pupils in: swimming; road awareness and crossing; as well as bush walking.
- * Customised activities that engage the senses for learning, either individually or in groups.
- * A secular school that nevertheless places high value on strong ethical and moral behaviour both socially and in the environment (a 'green' school).
- * Extended (more than a few nights away) field trips on three distinct occasions in their thirteen years schooling with us.
- * First Aid station and qualified staff trained in basic First Aid.
- * Fiji's first school to have a child protection code policy.
- * Instilling a love of learning, as well as 'learning to learn' skills.

An Overall Educational Direction

The highlights mentioned above give smaller snapshots of what we think makes MIS stand out. However, as a more general overview we do have a clear sense of what we want to aim for when our children leave our school and potentially get a job, or if they go onto higher studies.

There are four main areas that we think our children should have as qualities regardless of their educational achievement or aspirations when they leave.

Socially responsible – our pupils should be socially responsible, behaving in a moral and ethical way that impacts not just on their own individual lives, but also that of the greater community (which could extend right through to being a member of the global community).

Environmentally responsible – our pupils should be aware of the impact and ramifications of their lives, their actions and the actions of others on the environment, from local environments through to global environments.

Achieving Potential – our pupils as active adults should feel that they achieving their potential. This is a hard quality to define but it is easy to see the effects when an individual feels that they are not achieving their potential. Possibly the best way of describing this is people who are described as having a 'mid-life crisis' are probably individuals who feel that their lives are not meaningful or

Contributing Positively to their Community – our pupils as active adults will contribute in a positive way to their identified community (family, village, church, hobby group, provincial, national, regional, global).

Pathways to Achieve Learning at MIS

The only thing that we can confidently predict about the future in 15 years time (about the time that a child entering into Pod 1, will be entering into the work force) is that everything we do today will have changed. This does not have to suggest being 'hopeless' or negative, but it does mean that if our children today are to 'thrive' and not just 'survive' then they must be prepared to be lifelong learners. There are two ways that we are trying to ensure that this occurs.

Love of learning – our main aim in the primary school years is that our children love the process of learning. They are excited to learn, they are keen to come to any learning place, not just with us in MIS, but also in future places of learning. If they love learning they are always going to be able to entertain the idea of retraining, retooling and rethinking their career path as adults.

Learning how to teach one's self. Whilst children have a format within MIS, and in the future in a tertiary institution of how to learn, but the reality is that their future learning and training (perhaps when they are in their mid 40s) is not daunting, and relatively easy in how they can organise their own training and learning.



Foundations: our name reflects our philosophy

The Multiple Intelligence School's philosophy can be summed up in two sentences as

"Giving children a love of learning. Teaching them how to teach themselves".

As profound as we believe this statement is, we



understand that we need to explain ourselves a bit more.

We believe that today's children will inevitably be 'lifelong learners'. Not that it was not desirable or previously neglected before today's environment, but it seems inevitable that today's

Frequently Asked Questions

Q. Does your school teach children to become 'super-intelligent' because you use the title 'Multiple-Intelligence'?

A. Our school accepts that children can be 'intelligent' in many different ways, not solely in language and mathematics. We will help children to the best of our abilities to use their strengths in 'intelligences' to maximise their learning potential in all areas. In other words we don't teach them to automatically become members of 'Mensa' but we generally get 'the best' out of our children.

Q. Doesn't your school seem a bit utopian? I mean no teacher seriously believes that effective education can be fun all the time?

A. We believe that children that are motivated, make the best learners. We also believe that children with high self-esteem tend to be more motivated to try than those that have low self-esteem; and finally we believe that children at primary school age are incredibly curious and inquisitive. So our belief is to try and continually strive to provide a learning environment that keeps self esteem high, and providing the most opportunities to let a child's own curiosity and inquisitive nature provide the major component of their motivation. We do accept that we cannot always do this, and sometimes there are just somethings that are hard to do without some rote or repetitive learning schedules (such as learning one's times tables).

Q. I have an 8 year old niece that is in a school similar to yours, and when I compare her progress with other girls at the same age going to a 'traditional' school, it seems my niece is always 'behind'. Rather than doing regular homework, my niece always seems to be 'playing'.

A. This is a well known phenomena in 'progressive' educational programmes at primary schools. What is found is that approximately the first three years, it seems as if children in the alternative schools lag behind their peers in traditional schools in things such as arithmetic and spelling. However, far from lagging, these children are building solid 'foundations'. After the first three or four years the children in progressive educational programmes quickly catch up and then the majority surpass their 'traditionally' educated peers. At the same time children that come from schools such as ours are already well ahead in terms of being creative and thinking laterally and with innovation.

Q. Isn't all this teaching philosophy and programmes a bit ambitious and does Fiji really have the expertise to offer it?

A. We are probably not as different as one might expect. The one big difference we have, is that we do not stress a rote learning, fact-cramming style of schooling, so you won't hear children all simultaneously reading out some course book in a chant like (and non-understanding) manner. Our teaching approaches are not 'brand new'. They are in fact well researched and well practised even in traditional Fiji schools. Our programme is more about presentation of material and emphasis on foundations. Most parents would recognise many (60%) of the things that we actually do. Parents might have heard about (but not experienced) 20% of the things that we do, and finally they probably would not recognise 20% of what or how we teach.

Q. I've never heard of 'Multiple Intelligences' is there a danger that this is yet another educational fancy fad?

You might not have heard of '*Multiple Intelligence Theory*' for a number of reasons. Firstly, it is **NOT** an educational method, or prescription. It is a psychological theory about intelligence. Educators are attracted to the theory because it supports what they have observed and known about from their own classroom teaching – that is children have unique constellations of strengths and not a single 'intelligence' that affects every activity. So strictly there is no such thing as a 'multiple intelligence' school, but rather there are schools like ours that are informed by '*Multiple Intelligence Theory*'. Such schools have been in existence in the US, UK & Australia for more than 20 years. Ours is the first such school in Fiji.

Q. Do you specialise in children with learning disabilities?

A. We do not 'specialise' in children labelled this way but we do have a reputation for being more accepting of such children. We feel that many children are labelled this way because a traditional educational programme ('Chalk & Talk') does not allow children to express their intelligence unless they are good at language and/or mathematics. We find that many children who who are labelled 'learning disabled' tend to flourish under our programmes. For children with special needs, we cannot provide specialised training that they would need in a 'mainstream' school system. However, if you are a parent and can either provide such a specialist, or other arrangement, then we are happy to take on such children – please consult with us.

children will have to relearn and re-skill as the pace of technology and change in our global society has rapidly increased (and shows no sign of slowing down). Hence they need to be able to teach themselves even after they have left the formal education sector and entered into adult life.

Since they are going to be learning all their lives, it makes no sense that they do not inherently enjoy learning. If they actually have an aversion to learning, this will make their future adult lives, that much more difficult. One of the ways that we believe that all children can actually enjoy learning is by adopting a theoretical framework that guides our teaching and learning approach called the 'Multiple Intelligence Theory'; in fact this is how we came to title our school just to show how fundamental we think this theory is to our framework.

Multiple Intelligence Theory is a theory of intelligence developed in the early 1980s but Harvard developmental psychologist Howard Gardner, which states that children are not assessed as 'intelligent' by a single dimension

Questioning Our Maths Curriculum

For instance, we question the need to learn calculus at 12 years old (even if we still teach it) because so few people actually use calculus skills unless you are a professional mathematician, engineer or other scientist that is very numerate. Please note we are not saying calculus is unimportant - we simply question if a 12 year old should be grappling with it. On the other hand we do believe that our 12 year old children should be statistically literate (descriptive statistics) as everyone is bombarded with statistical information on a daily basis. Our 12 year old graduates would shame most undergraduates with their statistical knowledge and practice.

sion such as an IQ score. Instead we all possess different ways of understanding and processing information from the world. Some of us can think well with words, whilst others think well with numbers or logic. Yet others understand people very well and some of us have a good understanding of orientation and spatial features. Some of us can move our bodies very well in sport, or dance, whilst others are naturally musically inclined.

Multiple Intelligence Theory does **not** dictate an educational practice, but rather it gives as a framework with which to guide it. Children are given multiple ways of understanding topics and expressing their understanding of their topics. Many educational practices give priority to understanding and expression of understanding through language and mathematical skills (even if topics that are not language or maths – so geography or history requires expressing the information in only or mainly in the language of words or numbers).

Focus on Foundations

Our teaching focus is on foundation building. We aim to instil in your child an understanding of the usefulness of 'learning'. We do not mean that a child necessarily understands the philosophical arguments of being educated (although we find many children are normally more

capable of understanding that basics than many adults give them credit for), but rather than do perceive their school to be a 'chore' or a 'burden'. If your child perpetually feels that they do not want to come to our school, then we feel we have failed her or him.

We're not suggesting that every learning opportunity will be or can be incredible fun, but we certainly strive to make as much of it 'fun' by exploiting the naturally inquisitive nature of children at this age. If we can have children leave our primary school programme without thinking that school is a 'burden' and that the children themselves understand that there is value in going to school, then they are in the perfect state to enter into a secondary school system which teaches them more about 'learning how to learn'.

The Different Intelligences Defined

There is no order implied in the way that they are presented. Each is just as valuable as the other.

Musical Intelligence

Having the ability to understand elements of music such as melody and rhythm. This intelligence may express itself in different ways, in the ability to hear the music (discriminate), or be moved by it (aesthetic) or produce it (become a musician).

Kinaesthetic Intelligence

The ability to move one's body and also to know how one's body is moving. We see this most dramatically with dancers and athletes.

Logical-Mathematical Intelligence

Most often identified as the skills required by 'scientists', it is however not restricted to them. To some extent the material success of 'Western' culture can be attributed to the emphasis on solving problems using logic.

Linguistic Intelligence

This intelligence forms the bedrock of humanity's communication system. Linguistic intelligence is not just restricted to the spoken word, but also to reading and writing. It is hard to imagine our society being able to reach this complexity without having strong linguistic intelligence. Authors, poets and journalists must have high linguistic ability.



The School has a shop which is run by the more senior children to demonstrate mathematics skills in a more authentic context.

Spatial Intelligence

The ability to understand spatial orientation and the use of space. Think of architects, artists, photographers and interior designers.

Interpersonal Intelligence

The ability to 'read' people, particularly moods, temperaments, motivations, and intentions. In more advanced forms, this intelligence permits a skilled person to read the intentions and desires of others, even when these have been hidden. People that show high degrees of this skill include: religious or political leaders, teachers, therapists, and parents.

Intrapersonal Intelligence

Having the ability to know himself or herself. They can draw on their strengths and know when to look for

support to prop up their weaknesses. It is believed that autistic children have very poor or impaired intrapersonal intelligence; indeed, the child may not even be able to refer to her or himself. Actors are good examples of people with high intrapersonal intelligence.

Naturalistic Intelligence

The ability to categorise and identify commonalities and differences in objects both natural and artificial. Naturalists are considered to have high naturalistic intelligence.

Foundational or Existential Intelligence

The ability to 'ask big questions'. So although many people who are attached to religions or spiritual movements have high existential intelligence, this does not mean that they ultimately have to be 'religious' or 'spiritual'.

Our Educational Programme

In the previous section we explained a bit about our educational philosophy. This section provides more details to this philosophy.

Curriculum

Our curriculum is broadly based on the New Zealand primary school curriculum. We have chosen the New Zealand curriculum for a number of reasons. The two principle ones are that (i) it fits in well with our philosophy (see above) and (ii) provides benchmarks rather than a rigid curriculum. The New Zealand curriculum fully expects schools to design their own curriculum to achieve these benchmarks. There are seven essential learning arenas (language, science, technology, social studies, maths, arts, health & well being). Our staff have had years of experience with this curriculum and find it easy to adapt to the context in which our children live and grow up in Fiji. New Zealand is perhaps the most familiar with Pacific Island cultures (and we don't mean simply Maori ethnic culture) so there are resources that tap into this wellspring of cultural knowledge. We find that the Fiji curriculum is still very heavily dependent on rote learning as an educational practice; however there are elements of the Fiji curriculum that we do take inspiration from such as the culture & history of Fiji. The Australian curriculum also has much to offer and where relevant we incorporate ideas from the Australian curriculum.



Our curriculum is guided by the principle that it is not enough to teach children simply 'survive' but also to 'thrive' by the time that they enter the workplace as productive citizens of our society. First things first

though and we place a heavy emphasis on being physically safe. Our Class 1 & 2 children spend a lot of time on learning how to swim, learning how to cross the roads and walk along them, and how to walk safely through bush or along the sea shore.



We have a strong emphasis on personal skills, both in terms of knowing others and knowing oneself. Furthermore we strive to instil humanistic codes of ethics and morality, simply put to respect the world we live in, treat others with dignity & courtesy, to be honest and courageous. Although some of our staff are practising Christians and may use the Christian Bible to illustrate a point, we do not 'preach' any religion. We do however acknowledge and join in celebrations of major religious festivals such as Christmas, Diwali or Eid). If your child comes from a religious home, you will find that all our activities support the core principles of the world's major religions.

However, we would like to stress that we are **not** a denominational school. We do not preach or try to indoctrinate your child with any religious dogma. We do however, believe that a strong core of ethics and morality is part and



parcel of a child's holistic development and is part of a child's mental and emotional safety.

We are of course concerned with language and numerical literacy, and we try to maximise a child's natural psychological development cycles to attain these literacies as thoroughly as possible.

Pedagogy

Pedagogy refers to how we teach. We tend to have an activity approach to our teaching that embeds our teaching into something that the children are far more able to see the relevance to why they should learn about something. Activities also allow our children to have a variety of different paths into a topic that they are learning about. This fits in well with the notion that children have different strengths in the way that they understand and interact with their environments (their different 'intelligences'). Our teaching is also not strictly delimited into 'maths' or 'geography' classes. Our teaching recognises opportunities in many topics to support other disciplines. So fractions or percentages might come in a biology lesson; comparing the relative lengths of time that dinosaurs lived compared to mammals.

We have found inspiration from the *Montessori* and *Waldorf-Steiner* schools. Despite the vast years of experience that our staff have, we still believe that no teacher's education is ever 'finished'. We continue to attend workshops or professional development courses either organised here or by travelling abroad.

Like the *Montessori* and *Waldorf-Steiner* approach, we have a strong multi-sensorial approach to teaching. That means that we might use, music, dance and art to help us in our learning of language, maths or science.

Children are Unique Learners

Children have different strengths or weaknesses in these different intelligences. Children are more likely to try and understand the world through the intelligences that they are naturally stronger in. A Multiple Intelligence inspired school tries to offer at least some degree of individualised educational programme in recognition of this fact.

Holistic Education with Relative Greater Emphasis on Arts

Since there are multiple entry points to a topic the education as a whole tends to be more holistic. This means that many schools that use a multiple intelligence approach are perceived to have a relatively greater emphasis on arts. This is not to say that such schools promote arts more (than science, ICT or economic subjects), but is more a reflection of the 'arts' being perceived as of less vocational value in today's traditional school curriculum and hence it is taught relatively less.

Many Entry Points to an Educational Topic

To at least some degree, multiple intelligence orientated schools tend to provide more than one way for a pupil to understand a topic. This means that a child may have a better chance of 'entering' into understanding a topic

if these 'multiple entry points' match up with an intelligence domain that they feel more comfortable with.

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	MIS doors open				
8:00	Early morning lessons				
9:30	1st break				
9:50	Mid morning lessons				
11:20	2nd morning break				
11:30	Late Morning Lessons				
13:00	School ends or Lunch break				
13:45		Sports / PE day	Survival skills day	Project Day	
15:15					

Mandatory Field Trips

Education at its best, does not just teaching abstract concepts, but it also tries to showcase how these concepts apply in the real world. The best way to do that is to go into the real world and interact/observe/play with it. Field trips are the best way to do this and of course we do many excursions into the greater Suva area and other times we go out of Suva for the day (such as our swimming assessments in Kiuva and Waidina).

In 2016 we started to plan for a significantly new component of our children's education and that is three mandatory field trips that work with children at the Pod 5 level, Pod 8 level and Pod 11 & 12 level. It would mean your child spending significant time away from home (2 weeks to potentially 20 weeks) but under the supervision of three to four adults for the group. During this time children will still continue doing their set curriculum but it will be in the context of learning their second language (Fijian, Rotuman or Mandarin) as a total immersion programme; but they will also be doing components of the John Muir Award, an International environmental awareness programme. All students entering for the first time to MIS in 2017 will be required to go on the relevant field trips at the relevant year. It will be phased in gradually but parents need to be aware of this when their children join MIS.

Apprentice Model is Utilised More

Where possible we try to incorporate teaching models that are more akin to an 'apprentice' model where children might be working with an acknowledged expert in a field. This might be one of our own teachers, or indeed some of our parents, or people that we know of that exist in the community. Children with either the strong motivation or identified intelligences for a specific skill set are invited to be partnered as an 'apprentice'. This might come across more like a 'club' or 'hobby' but in fact we believe that these are valuable teaching opportunities.

Assessment

Some parents may feel that our curriculum may offer a 'buffet' approach with the danger that their child might suffer from having such a mixture. We would like to as-

sure our parents that this is not the case. Our curriculum offers children an excellent grounding with which to enter a secondary school system in either Fiji, New Zealand or Australia. We are exploring the possibility of having a license to offer the New Zealand Qualifications Authority's 'National Certificate of Educational Achievement' (NCEA) which is the New Zealand's secondary school leaving certificate and is recognised in all the main tertiary institutions in the English speaking countries. Currently our children take external NCEA exams in a college in New Zealand. Our students do in addition take continuous assessments and formal exams that provide a comprehensive transcript of educational achievement for the MIS school leaver.

Although we are a young school, there have been students that have left MIS either in Year 12 (Form 6) and have transferred to other post secondary educational institutions, such as Foundation studies at the University of the South Pacific or acceptance into undergraduate

diplomas in Fiji National University. Others have left at Year 13 and have achieved 'University Entrance' with one of the students entering successfully into an Australian medical degree programme. In other words you can feel assured that your child is not 'locked' in our (possibly) unique school and teaching system.

Our own assessments within MIS prior to the final years of secondary school, tend to be focussed more or continual assessments which teachers build up a 'portfolio' of a child's educational achievement. This is done primarily to help the teacher identify where possible weaknesses are and therefore what possible remedial programmes might be required; and also to identify strengths which the teacher can normally tap into to help a child bridge into other areas of learning.

We provide biannual reports in the main topic areas that explain these strengths and weaknesses as well as parent-teacher interviews to help explain these reports.

Administrative 'Stuff'

Admission and Enrolment

Prior to your child's first day at the MIS, you must fill out and return to us the following forms:

1. Enrolment Form
2. Parent Information Form

We need these to ensure your child's safety and has you accept our policies. There is a natural limit to the number of children that we will accept and we have a 'first-come-first-serve' policy for our initial intakes.

Fees

There are three types of fees, an initial child deposit fee, an annual administration fee and the actual teaching fees for each term.

Child Refundable Deposit Fee

Every child admitted needs to pay a refundable deposit of \$1000. It is a one-off fee that occurs only on initial admission. When the child leaves, the deposit is returned at the beginning of the academic year following the child's permanent departure from the school.

Administration Fee

An annual administration fee of \$660.00 is charged to secure a slot for your child year at the Centre's. The administration fee has to be paid in full even if the child does not attend or start in the first term of the year. The fee is due in the November before the following year starts.

Normally no refund is given, even if the child does not attend or start in the first term of the year unless special conditions apply.

Term (teaching) Fees

We prefer it if term fees are paid in advance and certainly no later than the first week into the term. For those parents that are able to pay in advance of every term, we offer a 3.5% discount on the term fees. For those that can pay the whole year in advance, we offer a 7% discount.

The normal term fees are \$1010.00 per term for Class 1-8, and \$1,190.00 per term for Class 9.

Thus the total, inclusive of enrolment and four term teaching fees is \$4,700 (Class 1-8) and \$5,420 (Class 9-12).

Refunds and Exemption of Fees

If during the child's first four weeks in the Centre, it is evident that the child is not well adjusted or happy at the centre and it is necessary to withdraw the child, a refund of all but a \$100.00 handling fee.

We are sorry but no fee deduction is made if a child is away on holiday during or part of the school term. Every year we do have to turn away potential pupils whose parents would pay for the full fees.

School Term and Holidays

There are four terms in the year, with the inter-term holidays of 2 weeks each. Our start and end of the academic year coincides with the public schools in Fiji even though they have a different term time to us. The current dates for 2019 are:

Term 1: 14th January – 22nd March

Term 2: 8th April – 14th June

Term 3: 1st July – 6th September

Term 4: 23rd September – 22nd November

Weekly Timetable

We actually have quite a full timetable with close to an additional 5 hours more than the average school per week. Having said that, the schedule is not quite as severe as it may seem. For one thing, our main activities take place in the mornings. There is a pedagogic reason for this which is try and avoid the hottest part of the day

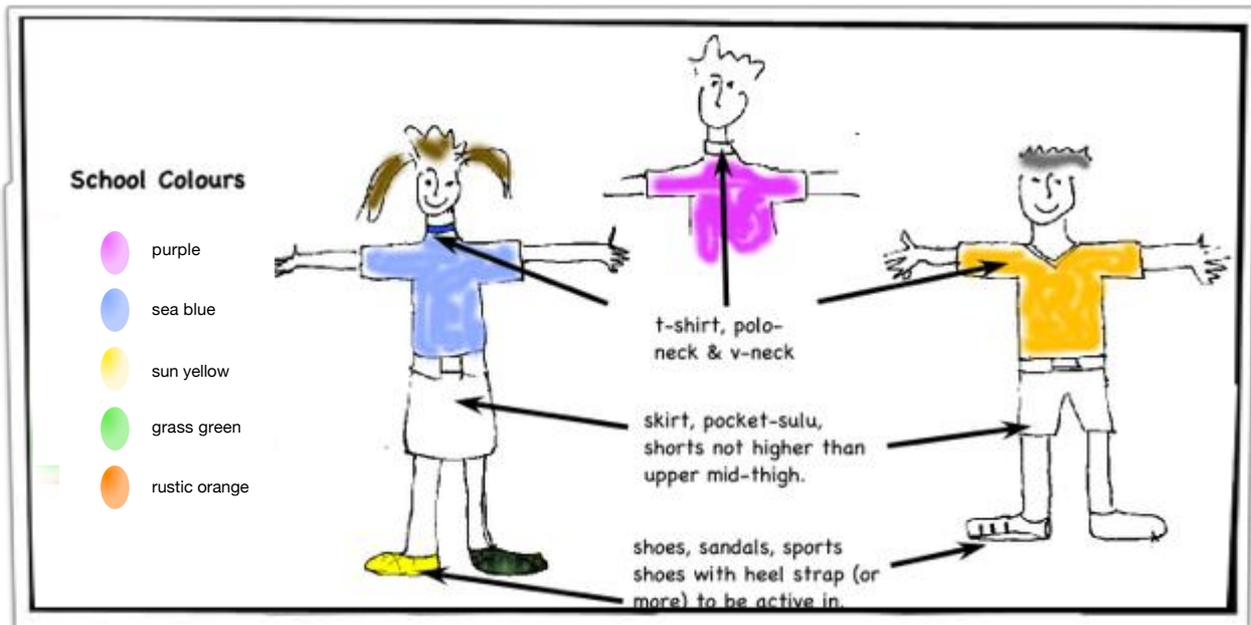
We start early and we finish the traditional 'chalk & talk' at 1pm. There are two mini breaks during the morning, so we suggest packing enough for two wee snacks. We also have afternoon activities on Tuesday, Wednesday and Thursday only. That means that your child goes home at 1pm on Mondays and Fridays. We need this time for our teachers to both plan and to evaluate. Our afternoon activities normally include:

Survival Skills: Where we focus on physical survival skills such as swimming, road safety & bush walking.

PE & Sports Skills: Many of our classes tend to focus on sports & PE during the afternoons. These are actually two different programmes. The first is where PE is about learning how to look after ones body for long term sustainable health. It is about learning good habits particularly to help ourselves in our middle and mature age.

Project Afternoons: We often work with our children on active projects on afternoons that are normally not so 'academic' and are a little bit more hands on. Sometimes we ask outsiders to help us too in order to give them access to people with genuine expertise that they can appreciate or become enthusiastic about.

In the weekly timetable you can see the structure of our teaching week. Please note that our afternoon sessions are NOT 'extra-curricular' activities, they are an integral part of the school curriculum.



Clothing & the Issue of Uniform

We do have a school uniform, but it is not completely rigid.

Upper Body

It is a cotton (not nylon, or other synthetic material) T-shirt, V-neck, polo-neck, or collared shirt. Short or long sleeves. No holes or tears (please repair these as soon as possible, and before they become too big to repair them). Children have the choice of five plain colours upper garments to choose from.

- Sea Blue
- Purple
- Sun Yellow
- Grass Green
- Rustic Orange

Lower Body

This is accompanied by shorts, trousers, skirts or pocket-sulus (no colour specified). No lower body garment should be shorter than the mid-upper thigh.

Shoes

Sensible shoes that have a proper strap around the heel such as shoes, sandals with heel strap, 'canvas' or 'trainer' sports shoes & 'Croc' shoes. Essentially we want shoes that children can run and play in without tripping over, or hurting their feet. We do not allow flip flops, or any sandals that have no heel strap. No high heels, or platform shoes. Your child might have to bring along specialised shoes for special occasions such as doing a field trip to a farm or a mangrove swamp, or engaging in sporting activities.

What we Do NOT Allow

As 'loose' as our uniform is, there are certain things that we do **not** want children to wear at school. Please be advised that these are really for the safety and comfort of your children whilst they are at school.

- No flip flops or high heeled shoes, or shoes which are open at the heel.
- No shorts, or skirts that are higher than mid-upper thigh.
- No 'outfits' which expose the midriff.
- No jewellery (earrings, necklaces, bracelets)
- No make-up

We want your children to feel that they are part of our school, on the other hand we want children to acknowledge their individuality, hence this rather 'loose' uniform. Please as parents, ensure that your child comes in clothes that are practical and 'smart' (no holes or tears please). Exercise common sense when dressing your children. If your child comes in expensive 'designer label' clothes do not expect that (i) our teachers will recognise them as such and (ii) that your child will be any more careful with them, possibly with the result of them being hard to clean or repair from the rough and tumble of the playground.



Our children run the school meetings along democratic lines. Children vote on issues, decide on restorative justice measures. This is the 'real' school meeting, not a practice one. Teachers too are participants and can also vote - but their vote is only worth half a pupil's vote. This is a heritage from the "Sudbury School" system approach.

Additional Clothing Required

Swimming

Our survival swimming days tend to be quite intensive in terms of getting in and out of the water and especially getting in and under the water. We would highly recommend that your child has a good pair of swimming goggles.

Particularly for the girls we think that the best swimming costume to have is a one piece swimsuit with crossed shoulder straps. This stops the straps from slipping off the shoulder. We would also recommend a high sun screen swimming top (60PF) to protect against our tropical sun.

It's not necessary but also a pair of flippers can help enormously to gain the survival skills the children learn with us.

Walking Shoes

Your children learn to walk next to roads and cross them safely, as well as learning how to do some basic bush walking. For that some sensible walking shoes are required. They do not need to be state of the art walking shoes, but they do need to be comfortable to walking in for at least 40 minutes of walking across terrain that will be 'off road', and therefore liable to get a bit muddy and wet.

"Dressing Up"

Occasionally we ask the children to dress up in a theme of one sort or another but this is optional and we inform the parents in advance.

Sun-sense

Particularly for children with fair skin (but not restricted to them), a hat and some sun-screen is advisable.

Children's Pencil Case & Contents

We expect your child to come with the following items:

- Pencil case
- Pencils & Pencil sharpener
- Eraser
- Ruler
- Crayons
- Coloured pens (twist top)
- Medium sizes scissors
- Paper glue stick

All other materials will be provided by the school.

Lunch

The school does not provide any lunch or food. Parents need to provide the child with a nutritious lunch and something to drink during the day, and possibly a mid-morning snack. We encourage healthy nutritious snacks and meals. Sweets, lollies and chewing gum (junk food) are not to be included, the teacher will confiscate these foods and return them to the parent at pick up.

Please let us know if your child has any particular food allergies.

The School has a refrigerator and a microwave for storing and warming food if required.

Safety, Medical Emergencies & Health Policies

Safety

PLEASE BE CAREFUL PICKING UP & DROPPING OFF YOUR CHILD

The drop off and pick up of children represents to us the biggest safety issue, please use extreme caution when entering and leaving the drop off and pick up area. Children may even under the supervision of their parents, suddenly dart out into the road.

Medical Emergencies

The Centre has basic first aid kits and our staff are trained in first aid. However, in the event of a medical emergency, and should the Centre be unable to reach the parent (or if the child needs emergency medical attention that cannot wait until the parent or guardian is contacted), your child will be taken for treatment. Costs of any emergency treatment are to be paid or reimbursed by the parent.

Health

Please be considerate to your child, the other children at the Centre and of course the Centre staff if your child appears to be ill or sick. Please make arrangements to keep them at home, particularly if he/she has:

- * A fever or has had one in the past 24 hours.
- * A constant cough, wheezing, green nasal discharge, vomiting or diarrhoea
- * Symptoms of communicable diseases. These are usually sniffles, reddened eyes, sore throat, headache, or abdominal pain plus fever.

Remember that we live in the tropics where it is quite easy to transmit what might be affectionately known as unwanted 'pets' such as mites (scabies), fungi (ringworm), head lice, contact viruses (verruccas) and other undesirables. If your child has contracted these unwelcome travellers (there is no shame in this, just a fact of where we live) please be considerate to the other children in the school and take appropriate measures to ensure that they do not pass them onto the other children.

Discipline

Despite the best of intentions, it would be impossible to teach more than four children in any class without the ability to impose some sort of discipline. Furthermore we do not think discipline is such a terrible skill to acquire, but we take care to see that it is timely and appropriate. One thing that we will NEVER do however is subject your child to corporal discipline. Nor will we

ever try to deliberately embarrass or belittle your child. If your child does not respond to our discipline and we feel it is necessary to take it to the next level, we will hand over to you the parents to discipline appropriately.

Some actions we may take include (in increasing order of severity):

- * The child's attention being diverted to a new activity.
- * Talking to the child and giving reasons for doing things another way.
- * Privileges denied by withholding something relating to the inappropriate behaviour;
- * A visit to a Director's office for a talk
- * Parent, teacher, and/or Director interview.

Student Romantic Relationships

We have a strict policy that no romantic relationships are to occur between the students. If it does, then one of the students will have to leave MIS.

Child Protection Policy

MIS was the first school in Fiji to have a child protection policy. We developed ours in conjunction with expertise from Australia. All our staff members sign up to this policy. You can download a copy from our web site.

Leaving MIS

There are a few instances in which students leave MIS other than either coming to the end of their natural learning career with us, or because parents have to move away from Suva. It is worth being mindful of these things:

- * Parents just feel that MIS is not right for their child's education. We can assure you that if this is the case, no ill will or bad feelings are incurred. As much as we bond to the children at school, they are of course your children and you are in the end, responsible for your child's education.
- * Parents sometimes recognise only later after the child has been enrolled, that they do not feel comfortable for the values and criteria that we support and promote. For instance one area where this has happened is when we make it clear that all parts of the curriculum are mandatory. Some parents have found that they did not realise that this would mean that their child would have to go on a field trip. For instance, if a parent insists that they would prefer that their child does not do our survival swimming programme, then we respectfully suggest that this is the same as refusing to take 'English' or 'Maths' at school. Children have to leave MIS
- * Children sometimes do not feel motivated or attempt to want to engage in the learning process. If, after repeated attempts, it is clear that a child simply does not want to learn – or learn with our approach – then we feel it is wasting the child's time, the parent's resources and of course our efforts. We invite the students to leave MIS.
- * Students at school have a romantic relationship and they are not prepared to discontinue the relationship. One of the students must leave (or both if neither is willing to leave).
- * Non payment of fees.

Why Did We Start MIS?

Primarily (pun intended), we started this school because we think there is a gap in educational offerings that provide the holistic and grounded education that is most likely to maximise a child's potential. As educators, we felt frustrated that we were not fully able to help children 'spread their wings'.

Secondly, we recognised that there remains a shortage of schools that provide high educational standards at a price that is affordable to the majority of local (Fiji citizen) middle income earners.

Thirdly, we understand that parents want continuity in their child's education. We feel that we are a natural extension to a number of Early Childhood Educational establishments which favour a more *Montessori* or *Waldorf-Steiner* style of teaching.

Finally because we are committed to the nation and we believe that real development (rather than band aid solutions) will only come from investing in the education of our children. We sincerely believe that we're helping to educate the innovative and lateral thinkers as well as the leaders of tomorrow.

Miscellaneous

Contacting Us:

At the moment our contact details are:

Phone/Fax: +(679) 337 3772	Email: office@intelligencefiji.org Web: http://www.intelligencefiji.org
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Our actual physical address is: Lot 2, 43 Rewa Street., Suva.

Who are We?

We have two tiers of teaching staff. The management directors who are also senior-educators, and educators. From time to time we may also have assistant teachers associated with the MIS who are either doing volunteer work, or who are doing training experience. The current full time teaching staff are:



Ms. Sofia Koroi - Academic Director. More than 26 years of teaching experience. Sofia is a child of the land, with a love for gardening, flowers and planting.



Dr. Robin Taylor - Curriculum Director. Research psychologist. 21 years of university teaching. Robin is a child of the North, having been born and bred in Northern Europe but who has figuratively and literally married into the Pacific.



Ms. Jieni Marike - Pedagogic Director since 2010. Jieni is the lead pioneer in our extended Rotuma field trips, and is also helping to pioneer our swimming for survival programme.



Mr. Tomasi Koroi - Educator at MIS since 2008. Tomasi is a gifted musician as well as being a Tae-kwon do martial artist.



Ms. Salote Bainivalu - Educator since 2010 at MIS. Salote has been at the cutting edge of our 'synthetic phonics' programme.



Ms. Jeanette Ufiamorat - Educator since 2014 at MIS. Jeanette is a completing her double major in psychology and sociology.



Ms. Nitika Ram- Administration Officer since 2017 at MIS. Nitika is studying for her undergraduate degree in Human Resources Management & Tourism Management.



Mr. Vishal - Educator since 2017 at MIS. Vishal is completing his teaching degree whilst at MIS.



Ms. Kelly Finiasi - Educator since 2017 at MIS. Kelly is an experienced teacher who took a break from teaching whilst she brought up her young family.



Mr. Tevita Tobeyaweni - Educator joined us 2019. Tevita is a senior partner and choreographer with the professional dance troupe Aue Fiji when not teaching at MIS.



Mr. Kritish Chand - Educator joined us 2019. Mainly secondary science and maths. Kritish is pursuing his postgraduate studies as well in maths/physics.

Multiple Intelligence School Information at a Glance

Contact

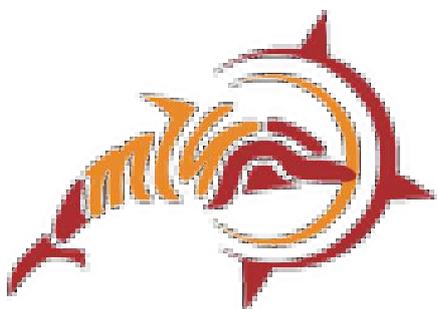
Phone & Fax: +(679) 337 3772
 Email: office@intelligencefiji.org
 Web: <http://www.intelligencefiji.org>
 Mail: PO Box 016108, Suva, Fiji Islands
 Our actual physical address is: Lot 2, 43, Rewa Street, Suva.

Weekly Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
07:30	MIS doors open				
08:00	Early morning lessons				
09:30	1st break				
09:45	Mid morning lessons				
11:15	2nd morning break				
11:30	Late Morning Lessons				
13:00	School ends or Lunch break				
13:45 – 15:00		Sports day or survival skills	Project day	Club / apprentice day	

After Lunch Programme Pick Up Times

	Location	Pick Up Time
Tuesdays:	From the the School	3.00 pm.
Wednesdays:	Normal pick up from the Aquatic Centre (opposite National Stadium).	3.00 pm.
Thursdays:	From the the School	3.00 pm.



Why is there a picture of a dolphin on our front cover?

Our logo at the top of this page, features a dolphin silhouette with the words 'MIS' forming part of the body. The dolphin sits on top of the points of a compass. We have chosen the dolphin as an animal that represents 'intelligence'. The compass represents teaching and learning, the compass directions emphasises our roles as facilitators and pointers in different directions for a child's own learning.

So our handbooks have always featured the beauty and majesty of dolphins and dolphin species.