



THE SMART8 UNDERPINNING PHILOSOPHY

Children learn best when their surroundings are stimulating, the teaching is challenging and explicit and when they enjoy themselves in the learning process. Glen Waverley Primary School has embraced the “Thinking Curriculum” and teachers adopt the work of different contemporary educationalists, such as Edward De Bono, Howard Gardiner and Art Costa, when working with the students in their care.

When the school embarked upon the challenge of developing a comprehensive enrichment and extension program it was agreed to use “*Gardiner’s Multiple Intelligences*” as the foundation stone for the opportunities offered to our students. For Gardiner, intelligence is:

- the ability to create an effective product or offer a service that is valued in a culture;
- a set of skills that make it possible for a person to solve problems in life;
- the potential for finding or creating solutions for problems, which involves gathering new knowledge.

Howard Gardiner at Harvard University's School of Education has identified and categorised eight different kinds of intelligence.

The following is a list of these intelligences as identified by Howard Gardiner:

WORD SMART	MATH/LOGIC SMART	PICTURE SMART	BODY SMART	MUSIC SMART	GROUP SMART	SELF SMART	NATURE SMART
Everything having to do with language, speech, reading, and writing.	The capacity to think conceptually and abstractly and understand the underlying principles of some kind of logical or numerical patterns or to manipulate numbers, quantities, and operations.	The capacity to perceive the visual world accurately- to transform, modify, and recreate aspects of one's visual world.	The capacity to use your whole body or parts of your body (your hands, your fingers, your arms) to solve a problem, make something, or put on some kind of production. The ability to control one's body movements and to handle objects skilfully.	The capacity to think in music; to be able to hear patterns, recognise them, and perhaps manipulate them. People who have strong musical intelligence don't just remember music easily, they can't get it out of their minds.	The capacity to detect and respond appropriately to the moods, motivations and desires of others. The ability to understand other people.	The knowledge of self-the ability to draw upon your own feelings to guide your own behaviour.	The capacity ability to recognise and categorise plants, animals and other objects in nature the ability to discriminate among living things such as plants and animals, and sensitivity to other features of the natural world such as clouds and rocks.

WORD SMART	MATH/LOGIC SMART	PICTURE SMART	BODY SMART	MUSIC SMART	GROUP SMART	SELF SMART	NATURE SMART
Activities may include: Reading fiction and non-fiction Writing letters, reports, scripts etc. Talking Debating Word puzzles Making up and telling jokes Storytelling Emailing Listening to tapes and people Poetry	Activities may include: Mazes and puzzles Graphing Mathematics and numbers Problem solving Timelines Strategic games and codes Spreadsheets and databases Computer games Patterning and sequencing Fact finding and collecting	Activities may include: Drawing and painting Cartooning and doodling Reading and making maps Sketching and illustrating Making murals, charts, posters, collages, statues and mobiles Photography Creating and understanding films Making constructions and models	Activities may include: Dancing Sports and athletics Throwing, catching, jumping etc. Building and manipulating Performing, role-playing and drama Shaping and sculpting Keyboarding Experimenting Obstacle Courses	Activities may include: Singing Playing a musical instrument Remembering songs Making up song lyrics Tapping and clapping Writing jingles Composing music Performing music for a group Listening to music Understanding music	Activities may include: Working with others in a group Communicating with others Group games and challenges Leading a group Debating Sharing with others Caring about other people Questioning and surveying	Activities may include: Working independently Writing diaries and journals Poetry Writing autobiographies Setting goals Creative writing Imagining Planning and organising Thinking	Activities may include: Exploring the natural environment Hiking Touching Reusing, reducing and recycling Gardening Fishing Star gazing Photography Camping Looking after a pet

It is important to understand that these intelligences operate together and complement each other. Gardiner has described people as having blends of intelligences. The aim of the **SMART8** program is to make a broad range of opportunities available to all students and thus support and encourage the development of multiple intelligences. By cross-referencing the activities offered to students against Gardiner's Intelligences and the Victorian Essential Learning Standards (VELS) we are confident of the increased learning and thinking that will take place.

The Glen Waverley Primary School motto, "**Learn, Grow, Achieve**" sits comfortably with the values that underpin the **SMART8** program

