Multiple Intelligence School Curriculum

(a parents guide)

Parents of course have every right to know and understand what the curriculum is of the school that their children attend. We have produced this document as a guide to the curriculum that our pupils at the Centre will encounter. Many times, a curriculum is presented in seeming isolation without an understanding why it has been chosen or presented in this way. Our curriculum is based on two parallel strains of thought. The first is that we believe that education for our children should follow four aims, they are that we contribute to the child's education that:

- means not just 'surviving' in later life but '**thriving**'. Having the tools to live a successful life which does not just mean financial success but also psychological well being.
- where an individual's **potential is achieved**. Life satisfaction is less likely to come to the person that does not believe that they are achieving their potential in at least some or substantial areas of their life.
- means they can behave as a **responsible Global citizen**. The harsh reality whether one embraces it – or would prefer to reject it, is that we do live in a Global world. At the same time the 'worst' of Globalism has been the abdication of responsibility to the larger community for the short term individual gains. Enron and Bhopal for instance. Our children are to carry an ethical code that inoculates against this corporate greed.
- means that they behave as a **responsible Environmental citizen**. Our children have no choice but to live in the consequences of the 'head in the sand' mentality that affected the current and previous parents generation on issues that affect the environment. Our children will feel empowered that their contribution, however small, will count.

More details of this rationale can be found in MIS's foundational document. Overlaid on this is a broad vision of how a child's complete education would proceed from early childhood through to secondary & post secondary education. That is:

- Primary educational goals: to *gain a desire and a love of 'learning'*, so that children feel empowered that in the ever rapidly changing world of their future, they understand that they will always be able to adapt by 'learning' something new.
- Secondary educational goals: To *learn how to learn*. Having a love to learn is a pre-requisite but only when the objectives and learning plans are already laid out. Children from the teens to early adulthood need to learn how to set their own learning agendas so that they are not tied to formal curricula.
- Tertiary educational goals: To learn how to critically evaluate and create appropriate innovations (technological, personal, social) so that they are equipped in the only guarantee that we can make of our children's future; that is that the society will be changing rapidly – unfortunately in what direction we do not know.

We feel that as parents it is important for you to understand what the curriculum is trying to achieve by explicitly stating our overall educational goals. This means that the curriculum may change as and when we learn that there may be an even better way of achieving those goals. The curriculum outlined here is necessarily broad (otherwise the document would be too long). The actual curriculum for each year is planned in more detail headed by the relevant teachers at the Centre, however this document is the same starting document that the teachers use.

The Curriculum

We have broadly based our curriculum on the New Zealand primary school curriculum. There are a number of reasons for this. The first is that the NZ curriculum seems very mature in that it does not dictate to schools the texts and content or methodology of a school's curriculum. They (correctly in our opinion) consider the schools to be the best organisation that knows what is relevant to the context of the children coming to that particular school. Accordingly they set 'benchmarks' and then leave it up to the school to decide how to get there. Secondly, the core areas (described below) seem entirely relevant, particularly to a multiple intelligence inspired school such as ours. Finally the NZ curriculum does also try to acknowledge values and principles as part of their curriculum. This fits in with out stated goals of educating principled and ethical students. We adopt the NZ curriculum as a starting point because we believe that it is a good one, and we do not see the need to re-invent the wheel from scratch.

Having said that, there are notable differences, principally in our social sciences, but also in the context that we present our other material. Rather than being New Zealand focussed we have a focus that is on Fiji and our small Pacific Island state neighbours along with our larger Pacific neighbours, Australia, New Zealand and Asia.

Our curriculum, is founded on the idea of eight core competencies which should be achieved by the time that children reach Year 13. They are:

1. English language
2. Mathematics
3. Arts (two & three dimensional, dance, drama & music)
4. Health & Well-being (Sports, swimming & bush craft, and nutrition)
5. Social Sciences (history, human geography, cultural studies, languages)
6. Science (environmental sciences, physics, chemistry, earth & space science)
7. Technology/Engineering
8. Second language

The first three years focus more on the first four areas. They then have the tools to successfully take on the final 4 topic areas during Class 4-13.

MIS's curriculum is based on understanding foundational principles, rather than presenting a huge amount of facts and figures to be learnt in a rote manner. The issue at hand is to give children the mental tools to apply their thinking skills outside their class room and apply their knowledge in everyday life. That does not mean that facts and figures are not learnt. In fact facts and figures will be learnt as this is the 'language' in which children can express their thinking. However, their use of these facts and figures is not confined to simply repeating them back 'parrot fashion', rather they will learn how to use them in innovative and creative ways.

The curriculum's emphasis on the eight core areas does not preclude other topics from being studied. These might be tailored to the interests of the teachers that are at the school in any one time, however, it is expected that these specialised topics will be offered on a voluntary basis and they will still overlap with the eight core areas in one way or another; theatre production or mat weaving for instance might be offered as a specialised topic.

Each of the broad topics is outlined in more detail below. The tables give very broad guidelines, the text in the table cells represents what we imagine a typical child will be able to achieve by the end of that year. Some children maybe ahead, others may be behind. In the early years we try not to force the child that is 'behind' but we do strive to find alternative ways to make the information accessible. Children however, may simply not be 'ready' to absorb the information in those early years. By Class 4 however, we start to (gently at first) 'push' children that are not achieving what we think is our minimum standard.

Class Naming Structure

For all intents and purposes the classes are simply numbered 'Pod 1' through to 'Pod 13'. The reason we talk of 'pods' is because we have a dolphin in our logo and think of the school's mascot as a dolphin. Groups of dolphins are called 'pods'. The curriculum is reflected in the tables below according to this scheme.

English

The main language of instruction at MIS is in English. English along with Mandarin, Spanish & French is one of the most spoken and written languages of the world. Being good communicators in English, both orally, reading and writing will equip the child for the future. All MIS students take the New Zealand Qualifications Authority's National Certificate of Educational Achievement (NCEA) in English in years 11-13. The broad aims are outlined in the table below.

Pod 1	By the end of the year, Pod 1 children are able to present to their class and beyond (oral skills) and they are using the verbal precursors to reading and writing. This means that they are blending and segmenting sounds as well as being able to substitute sounds from a word and make a new word with a new sound ('take the 'i' out of pig and put 'u' in and you get?'		
Pod 2	By the end of year 2 pupils can start to orally present ideas with supporting information. Exposed to the idea of questions in formal presentations. They can form all the letters in the alphabet and can both read and write the 'basic' code in English, these are 'perfectly spelled' words like 'cat' or 'pug'.		
Pod 3	At the end of this year, Pod 3 pupils are now confidently presenting oral presentations to the whole school. They are beginning their understanding of the 'advanced' code in reading and writing English, such as when two spellings make the same sounds (the 'oe' sound is found the spelling of 'so', 'sew' and 'toe'). Pupils should be starting a regular reading programme at home by the end of this year.		
Pod 4	By the end of this year, Pod 4 pupils are learning to modulate their voices to make oral presentations more interesting to listen to. They are able to confidently stand up to a 'critical' question during a presented oral submission. Pupils are now reading regularly outside of school, this is the main way to increase their vocabulary. This is the year in which their handwriting should become cursive. We encourage parents to look for a traditional fountain pen. They continue their work on the 'advanced' code in reading and writing.		
Pod 5	By the end of this year, pupils are beginning to construct their own oral presentations from their own research. They are beginning to monitor their oral presentations whilst presenting by looking at audience feedback. They should now be able to read all of the advanced code and have increasing confidence in spelling it. In short they should be able to read out of a newspaper article and pronounce the words properly even if they do not understand the vocabulary. Basic grammar will be in place. They are reading at least one age appropriate novel a week. They are writing cursively.		
Pod 6	Pupils at the end of this year can confidently present a 5 minute structured presentation, with appropriate use of novel material; they can adapt their presentation information from questions from audiences. They can comprehend texts such as that typically written in editorial sections of national newspapers and an ability to evaluate with some critique the ideas in such a written piece. They should now be routinely reading two age appropriate novels of about 120 pages each. Their grammar includes appropriate tense declensions and ability to comprehend and write simple nested sentences.		
Pod 7	Pod 7 pupils can by the end of the year create ideas for creative story titles, and then generate outlines from those ideas in order that they can write the story. Pupils are confidently able to create and present an 8 minute structure presentation with question time afterwards. Pupils should also able to talk for a 1 minute opinion on any given topic given to them without being repetitious or too many silent pauses. Pupils are able to take appropriate notes for any of their subjects/topics/classes.		
Pod 8	Pupils at the end of this year have an understanding of simple archetypal story structures, and write to these story structures. They are starting their literature studies with studied texts that can come from a variety of sources including, novels; journalistic essays; poems; films, or plays; & graphic novels.		

Pod 9	Create a narrative that includes mind-maps, an outline and then write the story to the outline.
Pod 10	Have studied and are able to write/speak confidently about English literature (written and visual texts) that they have studied. Are able to also dissect and analyse unfamilar texts in novel writing; non-fiction; & poetry and/or song lyrics.
Pod 11	Learn to touch type. Study for and take the New Zealand Qualifications Authority's Level 1 NCEA English external examinations for both 'studied texts' and 'unstudied texts' (written and visual).
Pod 12	Study for and take the New Zealand Qualifications Authority's Level 2 NCEA English external examinations for both 'studied texts' and 'unstudied texts' (written and visual).
Pod 13	Study for and take the New Zealand Qualifications Authority's Level 3 NCEA English external examinations for both 'studied texts' and 'unstudied texts' (written and visual).

Numeracy

The emphasis on numeracy at MIS, is on numeracy skills that will be used for life, arithmetic, statistics, geometry, and algebra. There is a heavier loading on arithmetic and statistics. The aim of the Numeracy curriculum is above all to let children understand that maths is like another language, albeit steeped in logic. The striving for our children at MIS is to learn not to fear numeracy. We believe that numeracy education is one of our strengths, even though we appear to have a softer 'touch' when teaching it. All MIS students take the New Zealand Qualifications Authority's National Certificate of Educational Achievement (NCEA) in mathematics & statistics in years 11-13.

	arithmetic	statistics	geometry	algebra
Pod 1	able to count up to 100			
Pod 2	continuing to count up to in principle 1,000. Introduction of symbols to symbolise quantities. Basic addition and subtraction principles.			
Pod 3	Understands basic addition & subtraction. 2x, 3x, & 4x times table.			
Pod 4	Multiplication & Division. Completion of the multiplication tables up to 12, the x25 table and the 1/2 x 2 table. Multiplication and division by 10.	Summary data in a historgram	concept of area and calculation of area in a rectangle.	
Pod 5	familiarity with fractions, the number line, understand decimal conventions and powers. Long division.	introduction of probability theory, fully familiar with percentage conventions	ability to spot symmetry, calculations of angles, ability to work with maps and plot compass bearings.	
Pod 6	Classification of numbers as integer, real, categorical, ordinal, interval & ratio, ability to convert between measurement units	understand central tendency measures (mean, mode, median) can plot and interpret scattergrams, can plot and compare & evaluate the central tendency measures of two groups	graph gradients, understand relationships between 2D drawings to 3D objects. Can make a verbal description of landscape from contoured map.	
Pod 7			Area of triangles and trapezoids	
Pod 8	Multiplication and division of fractions.		Volumes of basic shapes	
Pod 9	Introduction to chunking.	Different ways of using	Circles and areas of circles	
Pod 10	Mental maths with double digit multiplication	Understanding of quotients and how it is used to calculate percentage (probability). Probability trees	Combination areas and volumes (tesselation required).	understanding factors in algebra

Pod 11	Study for and take the New Zealand Qualifications Authority's Level 1 NCEA Mathematics external examinations for algebra, relationships between tables, equations and graphs; understanding of chance and data.
Pod 12	Study for and take the New Zealand Qualifications Authority's Level 2 NCEA Mathematics external examinations for algebra, calculus & probability methods.
Pod 13	Study for and take the New Zealand Qualifications Authority's Level 3 NCEA Mathematics external examinations for advanced algebra (calculus) and statistics.

Social Science

Understanding of groups, mechanisms and perspectives when one considers societal groups from the level of a family up to a collective of nations (e.g. the UN). It covers the broad discipline of history, human geography, economics, and cultural studies.

Our curriculum focusses on the ethnic cultures particularly of Fiji and our neighbouring small island states as well as Australia and New Zealand and the main Asian states. This does not mean that we ignore Europe or the US, but they are not a central focus. The table below gives broad outlines for areas that are covered, but they are not treated as totally separate. A particular topic might encompass two or even three of these topics. 'Cultural studies' is the foundation for what in tertiary education would differentiate into law, psychology & sociology.

	Cultural Studies	Human Geography	History
Pod 4	understanding personal contexts		
Pod 5	understanding others have different personal context (learning different points of view)	recognising differences in immediate nation states	introduction of a historical timeline
Pod 6	cultural practices may differ but have similar purposes, the role of formal and informal groupings in society. Second language in Rotuman.	Pacific neighbours	Where do current Fiji citizens come from.
Pod 7	structures of leadership in Fiji, similarities & differences to other countries.	Migration patterns around the Pacific	How people remember and record their past.
Pod 8	inter-cultural relationships and it's effect on people, resource management and it's impact on societies.	the role of environment in affecting the society in which we live	the role that passing on heritage and culture has on society
Pod 9	differences between culture and tradition, human rights and responsibilities, the barter system as an economy. Second language in Mandarin	modern migration patterns and it's effects on the modern world.	historical figure case studies as a consequence on modern lives today.
Pod 10		humanities impact on the local and global environment.	observing different view points of the same historical event(s).

Science

Science studies at primary school are more about learning the way knowledge is acquired and acted on in the scientific method. It focusses on 4 major areas of scientific knowledge: astronomy, environmental science, physical sciences and the material/chemical sciences. These areas also provide the context to learn about the nature of scientific enquiry, that is the 'logic behind science as a way of knowing, the actual practice of doing science and the way that scientific findings are formally communicated. All MIS students take the New Zealand Qualifications Authority's National Certificate of Educational Achievement (NCEA) in biology, chemistry and physics in years 11-13.

	Physical Geography & Cosmology	**Environmental**	**Physical**	**Material (chemistry)**
Pod 4	Earth's basic structure	Adaptation of living things to the environment. Recognition & classification of three kingdoms	Introduction to different forms of energy.	
Pod 5	Understanding the differences between suns, planets and moons, description of the solar system	John Muir Discovery Award.	Different phases of material and the impact energy has on it	Different material properties, introduction of chemical reactions.
Pod 6	Planetary and lunar motion in the solar system,	Requirements for 'life', recognition of extinct life forms compared to today.	Introduction to atomic structure, basic description of forces in motion.	chemical building blocks, broad definitions of elements
Pod 7	Major determinants of weather patterns, long term global changes (tectonics, erosion) shaping the earth, astronomical bodies outside the solar system.	Classification and basic description of life to the *Phylum* level.	Aristotelean vs. Newtonian physics.	Understanding differences between pure chemicals and mixtures
Pod 8	Climatology, learning to read weather maps. Basic physical geology. Forces that dictate solar planetary motion. Description of movement in galaxy structures.	The cell as a building block, inter-connectedness of living systems (ecology), classification to the *Class* level, intro to bio-geography.	further exploration of atomic structure, description of electro-magnetic spectrum. Forces considered in basic civil engineering.	simple chemical reactions as a function of chemical structure and physical environment.
Pod 9	Seeing weather patterns and being able to predict the weather. Impact of human activity (e.g. global warming). Big Bang Theory. Relativity theory.	cellular processes, concepts of eco-spheres as a unit of study, selected classification to the *Order* level, introduction to evolutionary theory	Simple Newtonian relationships in physical world, introduction to sub-atomic particles, properties of electro-magnetism. Forces involved in moving parts (e.g.. transport).	chemical reactions and introduction to bio-chemistry.

Pod 10		basic genetics, environmental (mis-)management, selected classification to the *Species* level, including Human species, evolutionary theory and introduction of behavioural ecology.	Newtonian vs. Einsteinian vs. quantum mechanics, introduction to nuclear physics. Electromagnetism in everyday life. Applying physics to everyday life.	The relationship between atomic theory and chemical reactions. Seeing chemistry in everyday life. Simple bio-chemical reactions including enzyme reactions.
Pod 11		Study for and take the New Zealand Qualifications Authority's Level 1 NCEA three external biology examinations.	Study for and take the New Zealand Qualifications Authority's Level 1 NCEA three external physics examinations.	Study for and take the New Zealand Qualifications Authority's Level 1 NCEA three external chemistry examinations.
Pod 12		Study for and take the New Zealand Qualifications Authority's Level 2 NCEA three external biology examinations.	Study for and take the New Zealand Qualifications Authority's Level 2 NCEA three external physics examinations.	Study for and take the New Zealand Qualifications Authority's Level 2 NCEA three external chemistry examinations.
Pod 13		Study for and take the New Zealand Qualifications Authority's Level 3 NCEA three external biology examinations.	Study for and take the New Zealand Qualifications Authority's Level 3 NCEA three external physics examinations.	Study for and take the New Zealand Qualifications Authority's Level 3 NCEA three external chemistry examinations.

Health & Wellbeing

Traditionally this strand of education was relegated to simply 'physical education'. However, recent studies show that not only are much of the world's developed nation's children considered 'obese', also have high levels of depression by the time they reach adulthood. In addition, there are many other factors ranging from increasing multiculturalism, to the break up of the extended family, the impact of globalism and increasing migration patterns. Our children have to face modern challenges that we or our parents rarely encountered. Thus the focus is not just on physical personal health, but on a relationship with others in the community. Above all we want to contribute to children's education in respecting the opinions of others, being polite, being open and tolerant to different ways of living, and learning how to secure meaningful relationships with family and friends, on top of learning how to look after themselves physically. This area combines physical education, home economics, religious studies (and we don't mean 'Bible studies') and health psychology. Children in the 'Relationships with Communities' not only get to learn about the 'theory' of relating to the community but also strive to get to practice some aspects of contributing to the community depending on the year that they are in.

Health & Wellbeing are a direct 'tap' into the 'personal intelligences', even though personal intelligences are needed and required throughout all the other study areas.

	Personal Health	**Motor Skills**	**Relationships with Others**	**Relationships with Communities**
Pod 1	being able to describe oneself, safety around water, safety on the road	Basic athletic skills, swimming instruction, road crossing skills and movement on or around the road.	listening skills, scripts to talk to strangers	different community groupings, ethnicity & religions of Fiji.
Pod 2				
Pod 3		exposure to different athletic activities, simple floor gymnastic skills, swimming, bush walking	communication skills, identification of societal pressures to change behaviour	As above plus formal government influences in community.
Pod 4		Exposure to individual and team sports,	learning appropriate assertive techniques to respond to pressure	As above plus non-government organisations and their roles in the community
Pod 5		Acquire complex motor skills in a learnt sporting activity	learning to recognise when and where to make reasonable choices in social situations	learn about and study at least one group that actively contributes to the well being of the community or an aspect of it.
Pod 6	Regular exercise (including after hours), survival skills in the tropics			
Pod 7	Regular exercise (including after hours), nutrition & health			

Pod 8	Regular exercise (including after hours), planning a balanced nutritional diet,	Basic First Aid, & life saving skills (without entering water).	understanding rights and responsibilities of individuals, learning to handle being challenged in social situations	understanding the similarities and differences of opinions of individuals vs. those of the community.
Pod 9	Regular exercise regimen self setting skills,			
Pod 10				
Pod 11	Self defence (reading situations and verbal response scripts).			

Technology

It can be argued that one of the defining features of humanity is the way that it has adapted technology to help live life, from the plough, to writing, to the semi-conductor chip, these are all technologies that have leveraged humanities capacity to adapt to hostile environments. A focus on technology which tries to place appropriate technologies and perhaps to be exposed to the utility of technology, may help our children to appreciate where and when technology can be most appropriately used. A focus on technology does **not** mean pushing a sequence of buttons or using an internet, since it is virtually guaranteed that by the time primary school children leave school the technology will be redundant. Learning about the principles of technology and its' place in our society, may help children to use it appropriately and perhaps in creative ways that were not originally anticipated. Technology projects include 'building' something but it is normally small scale and not inherently of value (such as building a transport mechanism to move an egg across a room with elastic bands and plastic straws), but the focus is on the principles involved and the process needed to construct the machine.

Whilst it may seem as if studies in technology are suited best for children with an engineering frame of mind, in fact it may be studied under a variety of overlapping topics such as history (building pyramids), or social studies (the impact of telecommunication & computing industries on globalism) or ethical concerns in biological sciences (genetic engineering), or economic competitiveness of companies utilising an emergent technology.

<table>
<tr><th></th><th>Practice</th><th>Nature of technology</th><th>Knowledge</th></tr>
<tr><td>Pod 6</td><td>Exposure to the principles of planning, development and evaluation of technology practice</td><td>Understanding of technology being a deliberate attempt to attain 'leverage' in living</td><td>Learning the language of modelling, performance properties and technology systems (inputs, transformations & outputs).</td></tr>
<tr><td>Pod 7</td><td>First attempts at descriptions of planning, development and evaluation of a simple technological outcome.</td><td>societal impacts of technology</td><td>Systems representations (black box systems).</td></tr>
<tr><td>Pod 8</td><td rowspan="2">Refinements at the above cycle.</td><td rowspan="2">review of technologies impact on humanity and the characteristics that made technologies successful, or not.</td><td>The language and use of prototypes as an exploratory process in technology development.</td></tr>
<tr><td>Pod 9</td><td>properties of materials based on performance criteria.</td></tr>
<tr><td>Pod 10</td><td>The full cycle of planning, evaluating and constructing a technology</td><td>Understanding of the inter-disciplinary and inter-related nature of technology(ies)</td><td>Model building to assess feasibility studies and risk management of new technologies.</td></tr>
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Arts

The arts curriculum is seen as an integral part to a child's successful education at primary school. We sincerely do not believe that the arts is something that should be left behind at Kindergarten, or even at Class 1-2. Instead our belief is that arts should be taught to all children through their primary and secondary years. Two and three dimensional art work assesses a child's spatial awareness. So does dance but this is combined with body awareness (kinaesthetic). Drama techniques are an ideal way to teach children both inter-personal intelligence (knowing people well) and intra-personal intelligence (knowing ones self well).

<table>
<tr><th></th><th>2 & 3D</th><th>Music</th><th>Drama</th><th>Dance</th></tr>
<tr><td>Pod 1</td><td rowspan="2">exposure to different artistic mediums for drawing/painting, and production of 3 dimensional objects,</td><td rowspan="2">explorations of making sounds and manipulating them to express ideas.</td><td>identify drama in everyday life, explore and play with elementary drama</td><td>Learning to communicate an idea through dance</td></tr>
<tr><td>Pod 2</td><td>identify some of the purposes of drama, explore use of drama to express personal or imaginative history.</td><td></td></tr>
<tr><td>Pod 3</td><td></td><td></td><td>understand drama in cultural, historical and technological contexts, imitate and develop ideas with others to create drama, respond to drama and identify techniques</td><td></td></tr>
<tr><td>Pod 4</td><td></td><td></td><td rowspan="2">understand cultural conventions in drama (similarities & differences), apply some of these conventions in drama production</td><td>Use of dance in a purposeful way, awareness of dance in own cultures/ contexts</td></tr>
<tr><td>Pod 5</td><td>begin to explore the different purposes of visual artistic expression, use visual arts to communicate ideas</td><td>music in different contexts and its purpose, generating sounds in a musical manner. Reflect on live and/or recorded music</td><td>explore & describe dance from variety of cultures, extending dance movements, prepare and present dance movement combinations.</td></tr>
<tr><td>Pod 6</td><td>visual arts in different cultural contexts, exploration of visual artistic mediums to communicate ideas, the beginnings of being able to appraise a visual art piece.</td><td>music in different contexts including historical contexts, generating sounds as a group. Reflections and responses to live and/or recorded music</td><td></td><td>knowing how dance is used in different cultures, learning how use dance for more complete expressions, preparation of dance with an awareness of context</td></tr>
</table>

Pod 7	opportunity to explore a subset of visual artistic medium in greater detail, understanding of visual arts as a product of the social context, both contemporary & historical, in depth study of a selected visual art piece	consideration of music from historical and culture perspective to evaluate it's purpose, ability to make sounds for a performance, recognise different technologies in sound production. Reflections/ responses to live and/or recorded music		understanding dances past and present, exposure to all elements of a dance production
Pod 8				
Pod 9	compare and contrast different art pieces in both production and purpose it serves(d), work on a sequence of art pieces in selected medium to express problem and/ or it's solution, investigation & evaluations of a artists work.	understanding of music in societies (past and present), to jointly prepare and produce a musical performance, to critically evaluate live and/or recorded music	recognition of drama contrasted with different historical periods, research, refine and evaluate dramatic formats to present a drama, be able to make a preliminary critical appraisal of a dramatic production.	exploration of & recognition of different dance styles even within a culture, initial attempts at self production of dance performance.
Pod 10				
Pod 11		Study for and take selected the New Zealand Qualifications Authority's Level 1 NCEA Music external examinations.		
Pod 12		Study for and take selected the New Zealand Qualifications Authority's Level 2 NCEA Music external examinations.		
Pod 13		Study for and take selected the New Zealand Qualifications Authority's Level 3 NCEA Music external examinations.		

Miscellaneous Issues

The following issues are not directly related to the contents of the curriculum but they do have an impact.

When to Put Your Child in MIS

It is expected that normally children would arrive in Pod 1 at the start of year after they are at least 5 and one half years old. In other words, we will not normally consider a child suitable for entry if their sixth birthday is in July of the year that they wanted to join MIS.

We would urge parents to not try to 'force the pace'. Children grow up fast enough as it is, we believe that children should enjoy their childhood and not be in a hurry to become an adult. All else being equal, we spend more time in our lives as an 'adult' than as a 'child'.

Our experience is that for children of those parents that attempt to force them through at an earlier age; they are constantly playing 'catch up' either academically; socially or even emotionally. Ultimately we all have the educational welfare of your child in mind.