

Multi-Age Learning Parent Information Evening

Thursday, June 4th 2015



Welcome!

Thank you for joining us this evening. The agenda for the evening will follow this format:

- Opening Prayer & Introductions
- Rationale: Why Multi-Age?
- What is Multi-Age Learning? (Mrs. Cormican)
- Questions

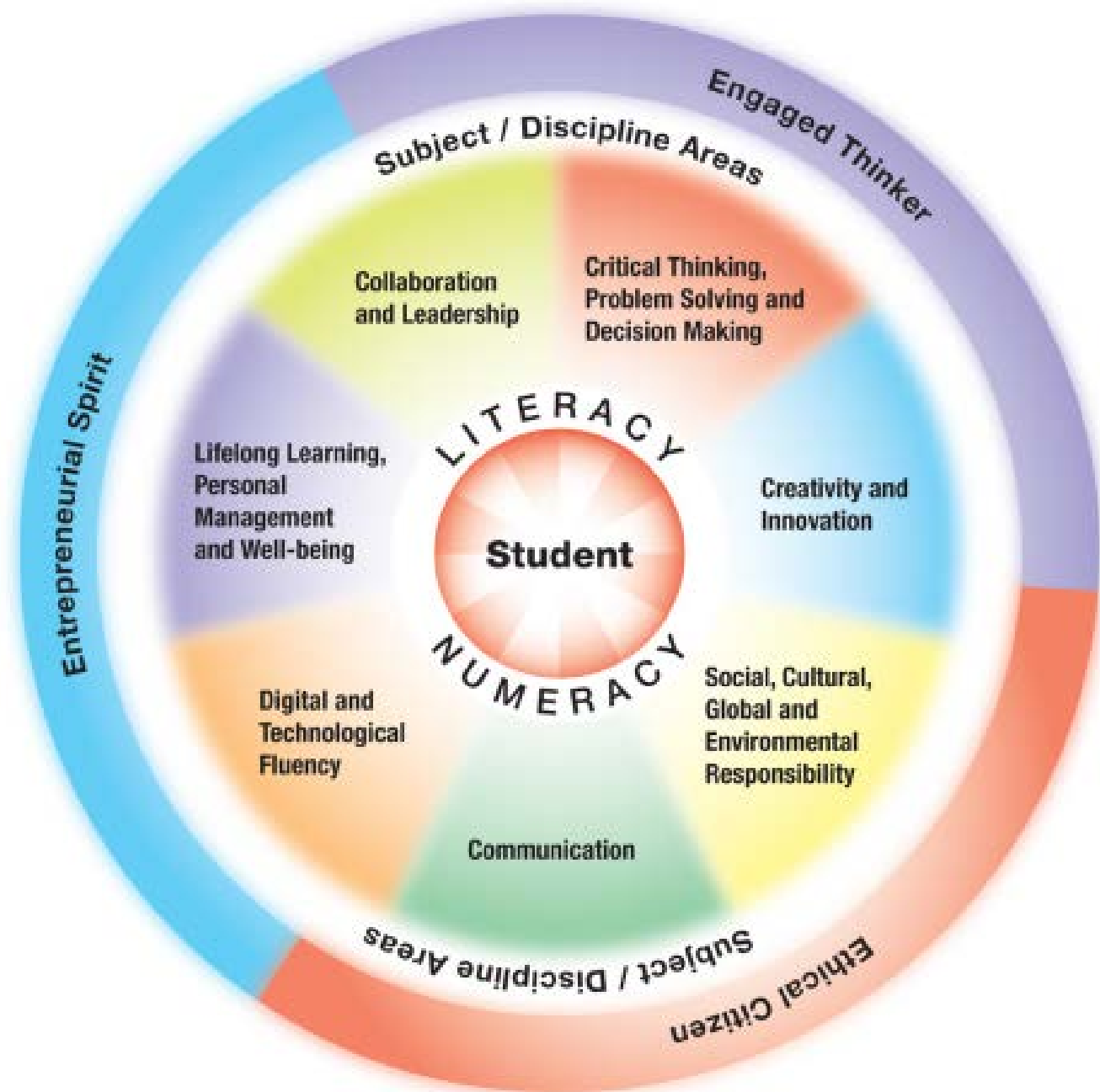
Introductions

- * School Administration
- * Teaching & Support Staff
- * Members of School Council

Rationale: Why Multi-Age?

Ministerial Order

- * On May 6, 2014, [then] Minister of Education signed a Ministerial Order to change the goals and standards on how education is delivered in Alberta.
- * The student is the centre of all decisions and discussions related to curriculum
- * Literacy and Numeracy are foundational to all learning.
- * The 3 Es: Engaged Thinker, Ethical Citizen, with an Entrepreneurial Spirit.



St. Paul School: 2016 & Beyond

- * New North Side Catholic Elementary School opening in September 2016.
- * Will be drawing about 1/3 of St. Paul School's current student population
- * Multi-Age ensures stability for students while continuing to meet the needs of all of our learners

What is Multi-Age Learning?

- * The multi-age classroom is where students of different ages and abilities are placed in the same classroom to learn a non-graded curriculum.
- * It is based on a philosophy that strong relationships with peers and teachers is one of the most instrumental influence in student success.
- * This is not a new concept or “fad.” The philosophy of placing students of different ages together to learn goes back to “the one room school house.”

Multi-Age Versus a Split Class

Multi-Age	Split
<ul style="list-style-type: none">- two or more grades in one classroom for educational reasons (school wide)	<ul style="list-style-type: none">- two grades in one classroom for numbers reasons (single classes as needed according to school population)
<ul style="list-style-type: none">- curriculum is combined/adapted to incorporate both grade levels	<ul style="list-style-type: none">- teacher is teaching two separate curriculum
<ul style="list-style-type: none">- students stay with the same teacher for two years	<ul style="list-style-type: none">- students stay with the teacher for one year only
<ul style="list-style-type: none">- students are assessed on a continuum and work at their own skill level	<ul style="list-style-type: none">- students are evaluated according to the graded average
<ul style="list-style-type: none">- includes students of mixed ability levels and learning styles	<ul style="list-style-type: none">- students may be placed according to their skill level or work habits

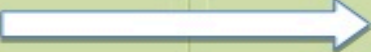

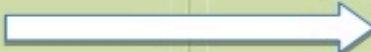
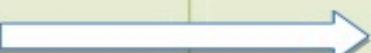
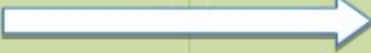
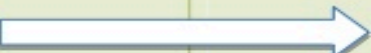
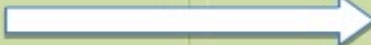
Key Components of Multi-Age Learning

- * student-centered
- * students progress and are assessed on a continuum (developmental stages)
- * students work at own level and pace through common activities and projects
- * team-teaching
- * peer-tutoring
- * fosters social-emotional skills and development
- * promotes collaboration and cooperation

How does multi-age connect with the Ministerial Order on Student Learning?

- * They both focus on literacy and numeracy development.
- * They both focus on collaboration, cooperation, a sense of community, responsibility, self-reliance, confidence and an appreciation of diversity.
- * They both focus on teaching students the skills to become independent learners and thinkers.

Direction of Education in Alberta

LESS		MORE
System-focused		Student-focused
Content-focused		Focus on competencies
Prescriptive curriculum with limited flexibility		Opportunities for local decision making and greater depth of study
Primarily focused on summative assessment		Balance among formative and summative assessments
Print-based		Digitally based
Ministry-led development		Collaborative and co-development models
Sequential development		Synchronous development

Alberta Education is changing how education is delivered in Alberta and is calling on teachers and schools to change the way they teach students.

What did we do this year?

- * As this was a pilot year, we have one 3/4 multi-age class, which is team taught by Sandra Cormican (full time) and Carmen Larsen (1/2 time).
- * We have been educating staff and parents about the multi-age philosophy through newsletters, blogs, show cases and presentations.

A Day in the Multi-Age Classroom

- * Morning Routine
- * Literacy Block
- * Math Block
- * Fine Arts Block
- * Project Block
- * Gym

*The key is to have large blocks of time devoted to student learning.

**Learning is achieved through direct teaching, small group activities (teacher or student led), student discussions (whole or small group) and independent activities.

C-MA Student Comments

- * “I like that we have tools to help us get work done.”
- * “I like being in the multi-age class because it is fun and I am always excited to come to school.”
- * “I love that we get to choose what we get to do in math and other stuff.”
- * “Another reason it is different is by learning what you want and you can pick what you want to learn.”
- * “I like being in a multi-age class because we learn different topics. We play with different people. We have tables instead of desks.”
- * “I like being in the multi-age class because we do fun activities and learn fun things.”

C-MA Parent Comments

“I’ve enjoyed the opportunity for [our son] because of many reasons, but 2 quick ones are:

1 – expanded social cues – working alongside a younger students helps him to adjust his communication to another age. 2 – he can see what he has learned & how far he has come since the previous year & the grade 3s can see where they are headed & see kids learning it & they can anticipate the own learning.”

Mrs. Cormican’s Blog

<https://multiagejourney.wordpress.com/>

Questions



Thank You for Coming!

Please help yourself to a handout!

