Calgary Board of Education | **Eric Harvie School**

What does 'multi-age' classrooms mean?

Comparison of Learning Structures

Split Grades	Blended Grades	Multi-Aged Grades	Looping Grades
Characteristics: ▪ Children from two grades sharing one learning space, led by a single teacher – include a span of ages greater than one year. ▪ Curriculum is taught completely separately. ▪ While one group is being taught, the other grade is working independently without readily available access to the teacher. ▪ Limited opportunities for re-grouping or personalization of learning for students.	**Characteristics**: ▪ Students from two grades share one learning space, led by a single teacher – include a span of ages greater than one year. ▪ There is one "curriculum" taught, blending the KSA's (Knowledge-skills-attributes) that both grades have in common and meshing common content; all the curriculum goals are covered. ▪ Enhanced opportunities for cooperative learning, pro-social interaction, flexible instructional groupings according to developmental needs. ▪ Usually for one school year.	**Characteristics**: ▪ Students from two grades share one learning space, led by a single teacher – include a span of ages greater than one year. ▪ There is essentially one curriculum taught, blending the KSAs from both grade levels and meshing common content. ▪ Children experience multiple years of instruction with a teacher; additional teachers or teacher assistants may be included in that learning space. ▪ For content areas such as science or social studies, there may be "flips" made. ▪ Excellent leadership, social, flexible academic grouping opportunities.	**Characteristics**: ▪ Students from one grade level are assigned to a teaching space led by a single teacher. ▪ A regular year of curricular instruction is followed. ▪ The students "loop" up to the next grade with the same teacher and group of peers, spending two grade levels with one teacher and the same classmates.

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