



# **2024 Staffing and Class Configuration Update**



## Background information

As the school division is looking at a reduction in funding for the upcoming school year, we have been allocated a reduction of 1.5 teaching staff for the upcoming school year. This leads us to re-examine our practices in an effort to give your children the best education possible. One strategy we are considering is moving to multi-age classrooms. Before making a decision we wanted to consult with families. This information was presented at the May School Council meeting and is now being shared with all families. Please look through this presentation and then answer the questions on the survey in the last slide no later than May 15. If you have any questions please feel free to contact us at the school.

# 2024-25 Class make-up if students stay in straight grade classes

2024-25		
Grade	# of Classes	Avg Students/class
K	TBD	TBD
1	3	16
2	2	27
3	2	25
4	3	21
5	3	20

## Considerations:

- Grade 1 classes would be kept small to allow for better learning at the younger age group
- Grade 2 and 3 classes would be split into only two classes as they are the smallest groups
- This would produce large classes in those two age groups
- Teachers would need to be moved from grades two and three into grades one and five

# What does the research around multi-age Classrooms say?

## Effects on Academics

- There is no statistically significant evidence that shows that it benefits or harms academic performance
- Teachers reported continuity of planning as an academic benefit

## Effects on Social Emotional Learning

- Better relationships between students and teachers (indicated by teachers, students and families)
- Students report higher levels of self-esteem and better attitudes towards school
- Positive mentoring opportunities for older children are valuable



# What are the drawbacks to Multi-Age Learning?

## Drawbacks for students and families:

- None reported in the studies (some families did report hesitation beforehand)

## Drawbacks for staff:

- More Curriculum content for staff to learn
- Could require learning new teaching strategies
- Teachers also reported hesitation beforehand



# Southern Alberta Schools with Multi-Age Classrooms

There are several schools in Southern Alberta that already utilize multi-age classrooms as a philosophy to improve learning (not because they have to due to numbers). These include:

- AB Daley School (Nanton)
- Coalhurst Elementary School
- Coalbanks Elementary School (Lethbridge)
- Fleetwood Bawdin School (Lethbridge)
- St. Paul School (Lethbridge)
- Senator Buchanan School (Lethbridge)

# What could the 2024-25 Class Make-up look like with Multi-age classrooms?

One possibility:		
Grade	# of Classes	Avg Students/class
K	TBD	TBD
1	3	16
2/3	5	20
4/5	5	24

## Moving to Multi-age Classrooms:

- Grade 1 classes would remain small to allow for better learning at the younger age group
- Grade 2/3 and 4/5 classes would be more manageable at 20 and 24 students respectively
- Students with challenging behaviours would be distributed between more classrooms
- Teachers would not need to be re-allocated into different grades each year



## Your feedback:

Please respond to this Google Form with your feedback by Wednesday, May 15th.

[https://docs.google.com/forms/d/e/1FAIpQLScZFYbLThbPenCqCBXekAXA2xqpib5iq2Cf4hqgp6-A3mlyXw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLScZFYbLThbPenCqCBXekAXA2xqpib5iq2Cf4hqgp6-A3mlyXw/viewform?usp=sf_link)





# References

Broader Strokes: The Curricular and Pedagogical Possibilities of Multiage Educational Settings; Wiechmann, Conn & Thorpe, 2019

Affordances and Constraints of Multi-Age Classrooms: An Analysis of Teacher and Student Experiences; Godinez, 2019

The advantages and disadvantages of Multi-age Classrooms in the Era of NCLB Accountability; Song, Spradlin & Plucker, 2009

The effects of multi-age grouping on young children and teacher preparation; Jensen & Green, 2006

From Teachers' Perspectives: The Social and Psychological Benefits of Multi-age Elementary Classrooms; Marshak, 1994

The effects of Multigrade and Multi-Age Classes Reconsidered; Veenman, 1996