



Hanahau'oli initiated its study of a multiage school organization in 1995, began its implementation in 1997 and has been refining the practice of multiage teaching ever since. An ad hoc committee composed of parents, faculty, administration and board members recommended to the Board of Trustees that the school could better fulfill its mission and focus on each individual child if it organized its classes in the following way: JK, K/1, 2/3, 4/5, and Grade 6. The multiage groupings provide opportunities for children to find their levels of comfort and mastery and experience being both an entering and a continuing, which naturally provides opportunities to lead, follow, collaborate and express autonomy. Each child's day will feature opportunities to work with a variety of others.

### Why Multiage?

- Resembles family, neighborhood and community learning (real world)
- Stimulates thinking and cognitive development
- Attends to individual readiness needs: maximizes learning opportunity
- Increases leadership opportunities for children
- Promotes cooperative learning
- Emphasizes caring and respect for others
- Allows teachers to know the child over a longer time

### What value does multiage add?

- Enables instruction defined by need, skill levels, interests, talents, personalities, contributions, or friendships - groups vary in size and change according to the learning taking place
- Recognizes the variability in readiness for learning among all children no matter what age or grade level
- Broadens the range of cognitive challenges and social relationships

- Reflects the real world (people working together with others of various skills, talents and ages)
- Offers more opportunities to learn together and from each other, promoting respect for different ideas
- Supports children in learning how to lead and when to follow
- Nurtures children in developing realistic awareness of their abilities, which supports a positive self-concept
- Facilitates meeting the needs of individual children
- Minimizes stress associated with entering a new classroom every year
- Provides more time and energy to learning because children are familiar with routines

### How is learning assessed?

- Assessing individual child's growth over time (not by grade level); contiguous progress is the goal
- Empowering children to assume responsibility for learning (goal setting)
- Demonstrating growth/progress through individual portfolios
- Using authentic experiences and approaches (applying learning to real problems)
- Engaging parents in the process (three-way conferences)



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