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A Special Thank You

A special thank you to those members of the MAME Executive for their contributions to the organization. (see side for the list of Executive Members) MAME would not be a success without the help of you and the many other volunteers who donated their time.

It takes a considerable number of volunteered hours to ensure the success and organization of such things as SAGE Conferences, Professional Development sessions, the MAME website, the library and more.

Your dedication is very much appreciated! Once again, thank you all for your efforts and contribution!

If you are interested in becoming an Executive Member of MAME please contact chair@multiagemanitoba.org.



Where all think alike, no one thinks very much.
- Walter Lippmann

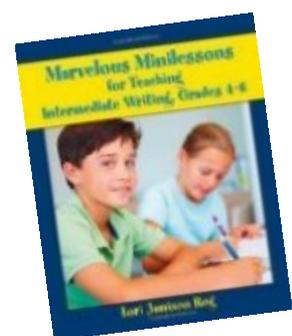
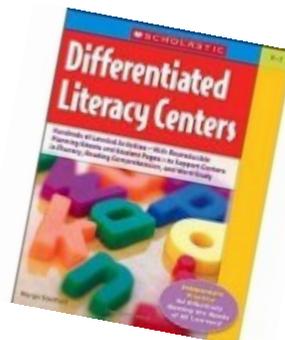
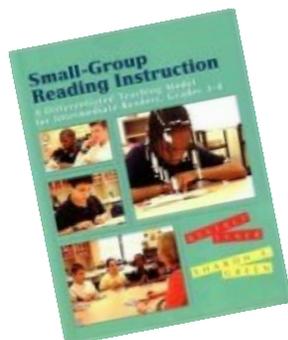
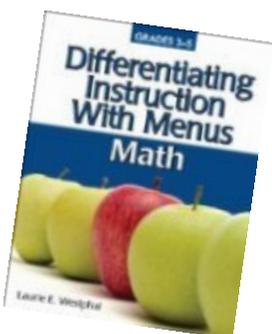
BOOK CORNER

There are many great books available for loan from the MAME library. To borrow some of our great resources please contact Charlene Sacher through the Bookshelf link on our website:

www.multiagemanitoba.org

Some of the titles include:

Thinking Strategies: Multiplication. Building Mastery of Multiplication Facts
 A Thinking Strategies Resource. Problem-Solving Puzzles: Multiplication
 Exploring the Multiage Classroom
 The Café Book: Engaging All Students in Daily Literacy Assessment and Instruction
 The Daily Five: Fostering Literacy Independence in the Elementary Grades
 Readers Theatre in Rhyme: A Collection of Scripted Folktales
 6+1 Traits of Writing
 Together is Better: Collaborative Assessment, Evaluation & Reporting
 Differentiated Instructional Strategies: One Size Doesn't Fit All
 Multi-age Groupings in the Early Years
 Differentiating Instruction in the Regular Classroom: How to Reach and Teach All Learners, Grades 3-12
 The Multi-Age Classroom: A Family of Learners
 Implementing Multiage Education: A Practical Guide
 Marvelous Minilessons for Teaching Beginning Writing K-3 and 4-6
 Guided Reading Basics
 The Write Genre
 The Differentiated Math Classroom: A Guide for Teachers, K-8
 Planning for Inquiry: It's NOT an Oxymoron!
 Teaching for Comprehension in Reading
 Multi-Age and More
 Practical Ideas to Spark Up the Year: Grades K - 3
 Ideas to Spark Up the Year: Grades 4 - 8
 Reading Essentials: The Specifics you need to Teach Reading Well
 Teaching Essentials: Expecting the Most and Getting the Best from Every Learner, K-8
 Writing Essentials: Raising Expectations and Results While Simplifying Teaching
 Creating the Multi-age Classroom
 Playing: A Kid's Curriculum
 How to Differentiate Instruction in Mixed-Ability Classroom
 Multiple "Responsive Classroom" Books



AUSTRALIA STUDY**AUSTRALIA
STUDY TOUR****Have you ever had the opportunity to walk through classrooms in action?**

This study tour will take you through 3 or 4 Australian schools and give you insight into multi-age philosophies and practices abroad, in a country where “multi-year” classes are common practice!



10—12 days of travel, fun and some professional learning!

July

Apply for funds through MAME!

This tour is planned in partnership with the National Multiage Institute from Northern Arizona University. (No credit or University enrollment necessary...just come for fun!)

For more info, contact Kathy:
kklenk@mymts.net

**Travel Itinerary I includes:**

- **Sydney: Opera House, The Rocks, Darling Harbour**
- **Blue Mountains: The Three Sisters**
- **Cairns: Snorkel or Scuba on the Great Barrier Reef, Ride a cable car through the rainforest, Ride the Kuranda Railway**
- **Surfer's Paradise on the Gold Coast: Ride the waves or relax on the beach!**

Meredith's "Old Doll" - A Mothers Plea for Multiage Structures

Last summer, we drove our 12 year old daughter, Meredith, to Berwick to attend another Junior Choir Camp. She has been attending this camp (for children ages 8 - 13) every summer since she was 8 years old, and so has "Old Doll" - her nightly bed companion since she was 6 months old. Meredith had just completed her first year at Evangeline Middle School in grade 6.

We arrived at the camp early, completed the registration and proceeded to the cabin she was assigned. Her cabin counselor greeted her with a welcome smile and announced that she was the first to arrive. We decided to wait with her until some of the other campers arrived. Meredith seemed a little

apprehensive so I suggested that we busy ourselves, setting up her bed. Noticing the lump at the bottom of her sleeping bag, I started to reach in to investigate; but

Meredith blocked my attempt, quietly saying that it was just 'Old Doll'.

It wasn't long until the next camper arrived - a 9 year old, with her doll tucked under her arm. Meredith's face broke into a relieved smile as she was introduced; then reached into her sleeping bag to pull 'Old Doll' up to her pillow.

I have been a teacher of Multiage classes for a long time - 26 years - and over that time have done extensive research and pedagogical analysis to develop an effective learning environment for children that also is compatible with our provincial curriculum guidelines. I have gained a reputation in Nova Scotia as a multiage guru, and I am frequently invited to speak to groups of parents, admin-

istrators and teachers about Multiage Teaching/Learning. It is reassuring for parents and educators 'new' to this educational structure and for those involved in small schools to listen to someone that is so convinced of the benefits of a non graded philosophy. But I had a lot of doubts early in my career as a 'multiage teacher'. In 1973, when 2 colleagues and I started 'Vertical Grouping' (modeled after The British Infant School') at our 'streamed' elementary school, we had very little literature available to us to read. It was prior to the 'Whole Language' movement, integration, and early into the 'continuous progress' policy in Nova Scotia. We were fortunate that our supervisor, Dr. George Forsyth promised the parent community to do a comparative study



Meredith's "Old Doll" - A Mothers Plea for Multiage Structures continued

of the learning development of children in the multiage classes and the single age classes. He spent time observing our classes, meeting with us, and 'reflecting' back to us our methods, language, and program, constantly challenging us to analyze what we were doing and to create more effective ways to accommodate the diversity of learning in our classes.

Working with children for more than one year, helped me to understand developmental learning and to be reassured with 'late bloomers'. When I became a parent of two daughters (4 years apart), I experienced the benefits of a multiage environment from a different perspective. Watching my own children go through multiage programs at our elementary school, clearly demonstrated validity of research that has been done about a non graded philosophy. My oldest daughter, Kerri - as many first born children - has taken on many leadership roles in school and community situations. She loves being on stage and plans to pursue a performing arts career in another year. At the same time, she has been fairly hesitant in her approach to learning new things such as: riding a bicycle, reading, alpine skiing and driving a car. She was fortunate to spend her first 3 years of schooling in a multiage class, allowing her to develop those foundation skills at her own pace.

Unfortunately at that time, there were no multiage programs offered at the upper elementary level at her school. I recall that her grade 5 teacher was very conscientious about preparing the class for Middle School.

When Kerri went to Middle School, she made high marks but was very unhappy for 3 long years. Meredith, being the younger child, was often described by her teacher in early elementary as being a bit reticent in class - avoiding any situation that centered the attention on her. In her third year, she was in the oldest group of a multiage class (5, 6 & 7 year olds). She was given lots of opportunity to develop leadership and peer tutoring skills. I will never forget the time that she offered to come into my class of 5, 6, & 7 year olds to teach a math game to all the children!

The following year, she was placed into a new multiage class of 8&9 year olds with a new teacher to the school. The next year, for various reasons, Meredith's teacher kept her 'grade 3' half of class on to a single grade 4, adding other 9 year olds to the group. This was a very difficult year for Meredith. At home, she was very temperamental, often erupting in temper spells and very mean to her older sister. At school, her teacher expressed concern about Meredith's tendency to pull away from her friends and physically isolate her desk in the classroom. On a few occasions, she and a group of classmates got into trouble and sent to the office. It shocked her father and I that she would even associate with children that frequently acted out at school. We worried that if she was not confident enough to make responsible choices now, then she most likely would be vulnerable to more serious offers (vandalism, drugs, alcohol, etc.) when she got to Middle School. Meredith had one year left of elementary school and was invited by her teacher to stay with her in a multiage