

# Roberts McCubbin Primary School Multiaging Information Night 2009



# Why Multiage at Roberts McCubbin?

- A whole school multiage structure was established in 1995 as a result of decisions made by the then Principal and School Council based on sound educational practice and the philosophy of developmental learning
- Prior to this a lot of staff professional learning was undertaken with staff visiting many other multiage schools
- Parents were given the opportunity to attend a series of information sessions facilitated by teachers from multiage schools and other professional experts

# Why a philosophy of developmental learning?

- Developmental learning acknowledges that all children learn at different rates
- Children learn to walk and speak etc at different rates, learning at school is no different
- Two children who both happen to be five (or 6, or 9) will probably not be at the same developmental level educationally when they begin school at the start of the year. 'Grading' children like eggs does not mean that their individual needs will be met within the classroom
- As adults we also learn skills and develop understandings at different rates (sewing, ITC etc)

# School Purpose

- RMPS is committed to the principles of developmental learning, with a shared vision of effective teaching approaches
- We have developed key beliefs and understandings within our multiage structure, through which we aim to ensure that our teaching and learning strategies are matched to the developmental learning needs of all our children
- Our inclusive and comprehensive curriculum seeks to provide our children with the opportunity to reach their potential and achieve success

## How is our purpose evident?

- In the deliberate arrangement of our classes. We have 8x P,1,2 classes, 4x 3/4 classes and 4x 5/6 classes
- All specialist teachers teach the children in their multiage groupings
- In the way we group the children within the classroom (not static, fluid, mixed ages, mixed abilities)
- In the programs we plan (catering for individual needs through ensuring there are a wide range of learning experiences every day)
- In the expectations we have of each member of the class (never lowering the bar due a child's differences or background)

# How is our purpose evident?

- In our shared vision, philosophy and beliefs in how children learn
- With teachers working within professional learning communities and who reflect upon and renew their practices to enable connections with their students
- In our teams' commitment to continuous school improvement
- Teams meeting regularly to plan, evaluate and modify teaching programs to meet the needs of individuals

# How is our purpose evident?

- In our commitment to the use of open-ended tasks where tasks and expectations are matched to the developmental needs of the children
- Through the use of activities that are worthwhile and with purpose
- By taking the children's education beyond the walls of the classroom

