



BRIGHT BEGINNINGS PRESCHOOL

MICHELLE NEUBERG
MARIBETH KAVANAUGH
MICHELLE JAROSIK
JULIA SPENCER

BRIGHT BEGINNINGS PHILOSOPHY

- ❖ **Our program is designed to meet the needs of the wide range of developmental skills typically present in preschool age children. Learning is best facilitated in this age group through hands-on, interactive experiences that engage and challenge early learners.**



BRIGHT BEGINNINGS 2016-2017 SCHOOL YEAR

❖ **Classes Offered**

3 days Monday, Wednesday, Friday A.M.

3 days Monday, Wednesday, Friday P.M.

5 days Monday-Friday A.M.

5 days Monday-Friday P.M.

❖ **Extended Day**

3 days Monday, Wednesday, Friday P.M.

5 days Monday-Friday P.M.

BRIGHT BEGINNINGS

2016-2017 SCHOOL YEAR

❖ **What's changing?**

- ❖ Discontinue the two day a week option
 - ❖ Students traditionally have difficulty transitioning and adapting to the schedule when they only come for two days a week
 - ❖ Students miss out on multiday projects
 - ❖ Class time is lost trying to 'catch' these students up while curriculum is repeated to the whole group
 - ❖ Additional days will allow students with IEPs to spend adequate time both with therapists and having the opportunity to carry over targeted skills during center activities

THE MULTI-AGE CLASSROOM


❖ **Class Size**

- ❖ 10 typical peers
 - Including at risk/ELL students
- ❖ Up to 5 students with IEPs

❖ **Classes will be determined by enrollment**

- ❖ Why is this important?
 - ❖ This allows us to leave room for new students, who enroll throughout the year, to enter a classroom that is an appropriate developmental fit
 - ❖ At this point in the school year, the three year old classroom is full and some families have not been able to enroll their children

MULTI-AGE


- ❖ **The Creative Curriculum, which is our curriculum, supports this research-based model**
 - ❖ **It is the norm for surrounding districts**
 - ❖ **Our extended day program and P.M. classes are currently multi-age**
 - ❖ **This model supports the varying ages that are already present in our classrooms**
- 

PHILOSOPHY OF MULTI-AGE

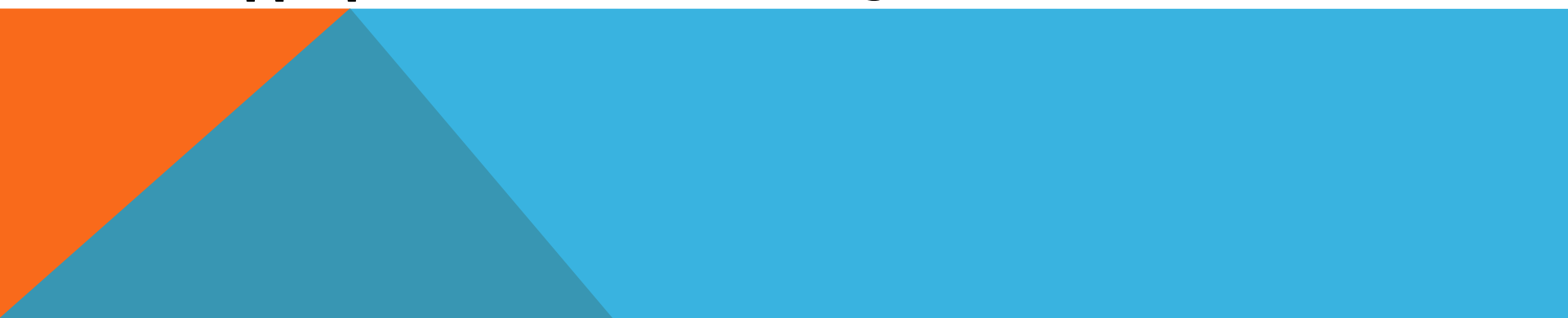
“Interaction lends opportunities for the child to have cognitive conflict, which results in arguing or debating with peers. These types of interaction require children to decenter, or consider another person’s point of view. Piaget observes that children are most challenged in their thinking when they are with peers, because they all are on an equal footing and are freer to confront ideas than when interacting with adults. However, when children are too similar in their thinking, there may be little to debate about, resulting in fewer developmental gains.”

Thinking about Piaget in Relationship to the Mixed-Age Classroom (McClellan, 1993)


BENEFITS OF MULTI-AGE

- ❖ **Strengthens the classroom community by creating a family-like dynamic in the classroom**
 - ❖ **Supports children's growing empathy, acceptance, and ability to nurture**
 - ❖ **Studies show that children who are socially competent perform better academically**
 - ❖ **Learning is a process that depends on social interaction**
- 

BENEFITS OF MULTI-AGE

- ❖ **Students experiencing difficulty in regulating their own behavior improve when encouraged to help their classmates**
 - ❖ **This helps to discourage age stereotyping, which means children are viewed by their developmental abilities**
 - ❖ **Younger students are exposed to more mature problem solving strategies as well as more sophisticated language and conversation**
 - ❖ **Children learn best when the classroom environment is organized, but flexible and when developmentally appropriate tasks are encouraged**
- 

BENEFITS OF MULTI-AGE

- ❖ **This is a learner-centered approach in which each child progresses at their own speed with no competition because all are at different levels**
 - ❖ **Students' needs are met through differentiated center activities**
 - ❖ **Older students gain experience taking on a leadership role which gives them a sense of pride**
 - ❖ **When skills and concepts are revisited for students who attend the program for two years, they gain a deeper, more complex understanding**
- 

QUESTIONS

- ❖ **What are your questions regarding the proposed changes?**

WORK CITED

- ❖ **Aina, O. (2001) Maximizing learning in early childhood multiage classrooms: Early Childhood Education Journal. Vol. 28 #4, 219-224.**
 - ❖ **Favretto, Fran. “Mixed Age Classrooms.” Center for Young Children, College Park, MD. November 2007. Professional Presentation.**
- 