



Fundación Colegio Americano
Quito

Multi-Age PYP Program International Section

3 & 4 years old



*Transformative *Personalized *Caring

Our Multi-Age Program transforms a child's learning experience. Grounded in sound pedagogy, it brings three and four-year-olds together, in one classroom, while offering a more personalized and transformative learning experience.

In our program, we offer a caring environment and with the many known benefits to the multi-age classroom, where the teachers put learning at the center, both socially, emotionally, and academically. The older students in the class help teach the younger students by modeling more sophisticated, complex problem-solving and critical thinking skills.

Research has shown that children in mixed-age classrooms have increased social and emotional understanding, engage in both collaborative and independent learning with greater ease, and have more positive peer interactions than their counterparts in single-grade classrooms.



"We chose to launch the Multi-age classroom to support our families who were passionate about joining our section with their young children in a safe and educationally aligned environment. In this classroom, along with all of our classrooms, we respect each child's developmental level and rhythm by offering a holistic and integrated environment for student learning, based on inquiry and exploration. This is carried out by embedding internationally recognized standards, like the Common Core from the USA, into our International Baccalaureate Primary Years Programme (PYP). The teachers have created various learning spaces in the classroom to provide and offer many intentional learning experiences for the students, all while respecting each individual child's interests and skill level. While the majority of our Multi-age program is taught in English, students continue to develop their Spanish language skills in special classes; like Art, Music, Sports, and Guidance. All of our teachers are highly educated professionals who enjoy learning as they innovate their classrooms while taking into account the latest brain research for the continuous support of effective student learning."

—Ashley Mogollon, Primary International Coordinator





Our Learning Approach

We follow the International Baccalaureate Primary Years Programme, which provides an inquiry-based, globally-minded curriculum to all students, starting with our 3 and 4-year-old Multi-age program. Our school's Program of Inquiry describes the units of study for each class and guides our yearly curriculum planning. The class explores the transdisciplinary Units of Inquiry.

PYP Units of Inquiry are:

Who we are.

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

Where we are in place and time.

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations, and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

How we express ourselves.

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Our standards used for instruction are:

- Common Core Standards (Prekindergarten Foundation from The New York State Education Department)
- Next Generation Science Standards
- American Education Reaches Out Social Studies Standards
- National Core Arts Standards

How the world works.

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How we organize ourselves.

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

Sharing the planet.

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.



Daily Schedule



Multi-Age Int 2022-2023

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
9:00	Arrival					
IA 9:00 - 9:25	Initial Activities					
1 9:25 - 10:20	Spanish	English				
SNACK 10:20 - 10:30	Snack					
RECESS 1 10:30 - 10:50	Recess 1					
2 10:50 - 11:45	English	Library	Spanish	English	Arts	Sports
LUNCH 11:45 - 12:15	Lunch					
RECESS 2 12:15 - 12:35	Recess 2					
3 12:35 - 1:30	Music	English	Spanish	English	Guidance	
FA 1:30 - 1:40	Final Activities					
1:40	Departure					

Benefits of the Program

Improved Academic Outcomes: It gives children the chance to learn from each other, learn at their own pace, and respect individual learning styles and skills. Students are encouraged to play and learn in multiple learning spaces in the classroom, this allows for continual differentiation.

Boosts Social Skills: Research shows that older children often develop a mentor role that helps everyone practice prosocial behaviors such as sharing, helping, and more!

Encourages Emotional Well-being: There is less competition with a focus on discovery and the joy of learning. Because each child is working at their own pace, they can focus on their own learning goals and progress. Additionally, each child has someone they can work with, regardless of their skill level. Children don't feel left behind if they struggle with a concept, and they also don't feel bored by repetition of something they have already mastered.

Builds Self-Confidence: The younger children look up to the older ones as role models and the older children look forward to the opportunity to be mentors. This mentorship role helps older children develop self-confidence and leadership skills.

Provides Stability: Through daily circle time and routines, children form solid relationships and a sense of community with both their peers and their teachers. Offers a Real-World Experience: It better prepares the children for the "real world," in which they will interact with other people of a range of ages, experiences, and abilities.



Frequently Asked Questions

Is an older child adequately challenged in a Multi-Age Classroom?

Learning is not linear and does not happen in discreet age bands. Learning alongside younger peers gives students the freedom to develop at their own pace and not feel rushed by a set of singular grade level expectations. Children do not feel left behind if they are struggling with a concept or skill. Every child develops at their own rate. Teachers observe students for signs of 'readiness' in acquiring skills and provide plenty of opportunities for students to practice skills towards mastery in a variety of ways.

In order to focus the instruction for all of our students, especially for our older students, children have opportunities to work in one-to-one settings and small groups; really personalizing the instruction. Teachers work with a tangible set of social-emotional, and cognitive outcomes, including a focus on developing early literacy and numeracy skills. Students engage in a range of play-based activities that develop key skills like phonological awareness, fine motor, and gross motor skills as well as activities that will develop their number sense and spatial awareness.

These activities support our student's transition through our Multi-Age Preschool program and into our Kindergarten.

How will my child benefit from the Program?

Bringing children of different grade levels together to learn is more of a natural arrangement. We continue to learn with and from people older and younger than us throughout our lives. Older children can thrive when given responsibilities and asked to show younger children how to go about something. And when a child teaches another child, they are reinforcing their knowledge as well. Students in multi-age classrooms also develop a strong sense of community through play and learning alongside older and younger peers.



Frequently Asked Questions



How do Teachers Measure My Child's Progress?

A child's progress is tracked weekly, and is accessible through multiple platforms including ClassDojo and Google Classroom, along with regularly scheduled reflective conversations with classroom teachers. Every week, children are exposed to open-ended provocations that are linked to PYP unit Learning Outcomes, as well as through Pedagogical Documentation.



Documentation serves multiple functions and groups:

- It is for the children; when children see their own work, and their processes of learning they become inspired and empowered.
- Documentation is also for the families to make the work of their child visible.
- Documentation that is made visible to colleagues allows for the opening of reflective dialogue to occur between professionals, which creates a culture of transparency and inspiration. It also allows space for the teacher to discover new insight into the children's interests, and processes of learning, propelling the learning into more in-depth ventures.