

Research on Grade Configurations:

- 1) Theilheimer (1993): children of different ages learn well together; an accepted range of levels in the class allows for enhanced child development
<http://fun2teach.net/multiageteaching.html>
<http://www.ugdsb.on.ca/program/kindergarten/article.aspx?id=15566>
<http://ecrp.uiuc.edu/v1n1/mcclellan.html>
- 2) Katz (1992): a child's age is not an accurate indicator of his/her ability; when we create dual-aged learning groups, we increase every child's appreciation and acceptance of learning differences
<http://www.ncrel.org/sdrs/areas/issues/methods/instrctn/in500.htm>
- 3) Anderson and Pavan (1993), Katz, Evangelou & Hartman (1990)
- mixing ranges of ability provides more opportunities for cooperative learning, student collaboration and leadership
http://web.me.com/macash/kbs.school.nz/Info_Links_files/Comp%20Classes%20WHY.pdf
http://www.mcdowellfoundation.ca/main_mcdowell/projects/research_rep/92_multi-age_teach.pdf
- 4) Whiting (1983), McClellan and Kinsey (1997): cooperative and pro-social behaviours such as sharing, turn taking and helping are significantly more evident in mixed-age classrooms; fewer children experience social isolation than in same-age classrooms and this is particularly important to academically bright but socially immature learners who have difficulty making friends with same-age peers
<http://www.ericdigests.org/2001-3/grouping.htm>
<http://faculty.mdc.edu/jmcnair/Multiage%20roupings.htm>
- 5) Parker and Asher (1987): building social skills and empathy in the early years is crucial since social rejection and aggressiveness in children are the most consistent predictors of later life difficulties

<http://www.peeearlyyears.com/pdf/Childrens%20social%20behaviour%20in%20relation%20to%20Participation%20in%20Mixed%20Age%20or%20Same%20Age%20Classrooms.pdf>

- 6) Lougee and Graziano (1985): observed that when children are given consistent opportunities to provide leadership with younger children, their own behaviour improves; students accepted a shared responsibility for positive learning cultures in classrooms
<http://www.jstor.org/pss/1130450>
- 7) Harman (2001), Anderson and Pavan (1993): multi-aged groupings appear to be especially beneficial to boys, but all 'at risk' students make significant gains in an accepting, multi-age environment
<https://dspace.gla.ac.uk/bitstream/1905/171/1/113.pdf>
- 8) Katz (1990): both younger and older students are winners in multi-age classrooms - older students are encouraged to develop leadership skills while younger students participate in more complex play than they might initiate when playing with students of the same age
- 9) <http://www.multiage-education.com/>