

# MULTIGRADE TEACHING ANNOTATED BIBLIOGRAPHY N-Z

**Author:** Nash R, Williams HL, Evans M

**Year:** 1976

**Title:** The one-teacher school

**Reference Type:** Journal Article

**Journal:** British Journal of Educational Studies

**Volume:** 24 Issue: 1 Pages: 12-32

**Abstract by AL:** A study of five one-teacher primary schools in rural Wales, with an average of 17 pupils in each, aged between 4 and 11 years old. What is remarkable is that despite the obvious multigrade situation of these schools, classroom organisation was most commonly one of grouping by age.

**Notes:** Not present

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**Author:** Nash R

**Year:** 1977

**Title:** Perceptions of the village school

**Reference Type:** Journal Article

**Journal:** Research Intelligence

**Volume:** 3 Issue: 1 Pages: 10-13

**Abstract by CB:** This is a discussion paper in which Nash attempts to show how the debate about the closure of small rural schools in Wales is closely bound up with larger social questions. He argues that there are basically two opposing camps in Wales, those who see its future in rational economic terms (the 'technocrats' who hold administrative power), and those who see it in terms of cultural survival (the 'intelligentsia' and professional classes). The former are likely to support small school closure, while the latter will oppose it. Nash suggests that for the researcher into rural schools this means that it is vital to ensure that the voices of all parties are reported and to recognise the limitations of their research methods.

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** Nash R

**Year:** 1978

**Title:** More evidence in support of village schools

**Reference Type:** Journal Article

**Journal:** Where Volume: 139 Pages: 189-190

**Abstract by CB:** Nash discusses the context for the closure of small schools in rural areas in England and Wales. He comments on the markedly different attitudes of LEAs to the small schools in their authorities, and to the lack of any consistent evidence to show that larger schools are superior in the education they offer to children. Consequently, he argues that the decision to close small schools frequently has a financial rather than an educational rationale. He believes that in areas such as North Wales there are compelling social reasons why small schools should be developed and supported rather than consolidated and closed. He further suggests that two solutions to some of the problems faced by small schools are in-service training targeted at teachers in small schools in rural areas and school clustering.

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** Nielsen HD, Gillette E, Thompson E

**Year:** 1993

**Title:** Multigrade teaching in Belize: current practice and its relation to student achievement

**Reference Type:** Report

**Institution:** For Ministry of Education

**Date:** April 1993

**Abstract by CB:** This report presents the results of survey research into multigrade schools in Belize, Central America. Schools in the sample were 'full' multigrade schools, or those having two or more grades per teacher. Questionnaires were used to collect data across a range of school related issues. The report includes a lot of interesting descriptive information to guide policy makers. It also attempts to compare multigrade schools with other primary schools in Belize on student performance in the Belize primary school leaving examination. Multigrade schools were found to perform on average in the bottom third of all schools nationally. Using the same test results, the study identified factors that discriminated between high and low performing multigrade schools. From the results, a number of recommendations are given for policy and training options related to multigrade schools in Belize.

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** Nielsen, Dean

**Year:** January 1995

**Title:** Multigrade teaching rapid appraisal procedure.

**Reference type:** Manual

**Institution:** Education Development Center, Washington DC

**Availability:** ERIC Clearing House Documentation No. ED 393864

**Abstract:** Multigrade classes have been recognized as part of elementary education for many years, but their special needs have been largely ignored. This manual focuses on the survey research that should predate the design of instructional management strategies in multigrade classrooms. It describes rapid and reliable ways to collect information about the numbers and locations of schools, student achievement in multigrade classes, information about teachers, and profiles about communities in which multigrade classrooms are found. The document was drafted for the Learning Technologies for Basic Education project, and its ideas were tested in Costa Rica, a country that already knew the dimensions of its multigrade education needs. Needs assessment begins with determining whether a plan is needed for national, district, or school levels. A guide is presented for developing a profile for each of these levels, and a guide for summary analysis and interpretation follows. The rapid appraisal methodology brings a first round of insights into the implementation of multigrade teaching in a country or region. (SLD)

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Niemiec Richard, Blackwell Madeline, Walberg Herbert

**Year:** 1986

**Title:** CAI can be doubly effective

**Reference Type:** Journal Article

**Journal:** Phi Delta Kappan Volume: 67 Issue: 10 Pages: 750-751

**Abstract by CB:** This article challenges the claim made by Levin and Meister (1986) that computer assisted instruction (CAI) is less cost effective than peer tutoring. They argue that Levin and Meister underestimated the effects of CAI and overestimated the effects of peer tutoring in their analysis. At the same time, they point that the costs of CAI vary considerably depending on the software used. Their own cost effectiveness analysis shows CAI to be about twice as effective as peer tutoring in raising mathematics and reading achievement.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Noonan Richard, Hallak Jacques

**Year:** 1987

**Title:** Multi-age instructional settings in less developed countries

**Reference Type:** Journal Article

**Journal:** Prospects Volume: 17 Issue: 4 Pages: 607-625

**Abstract by AL:** An analysis of IEA data from Chile and India to investigate the effect on achievement of having a wide range of ages within a primary school class. It is not always clear whether they are concerned with a range of ages in a single grade or in a genuine multigrade situation, but they do mention the literature on multigrade teaching, and their conclusion that a wide age range within a grade has no significant effect on achievement can be read as being applicable to a multigrade class.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Oberlander T Marjorie

**Year:** 1989

**Title:** A nongraded, multi-aged program that works

**Reference Type:** Journal Article

**Journal:** Principal Volume: 68 Issue: 5 Pages: 29-30

**Abstract by AL:** A very brief description of a US experiment that mixed five-to-seven year olds in one class, but with more than one teacher available, and with some returning to age-groups at times. Advantages are claimed in terms of the ability of the approach to be tailored to individual needs.

**Notes:** Not present

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**Author:** Office for Standards in Education

**Tear:** March, 2000

**Title:** Small schools: How well are they doing? A report by OFSTED based on the data from inspections and national test results

**Reference type:** Report available at [www.official-documents.co.uk/document/ofsted](http://www.official-documents.co.uk/document/ofsted)

**Abstract by CB:** This OFSTED report uses the results of the first four-year cycle of inspections to compare the achievements and quality of small schools with larger schools. Two categories of small schools are defined: those with fewer than 100 pupils (small schools), and those with fewer than 50 pupils (very small schools). In terms of achievement, students in very small schools achieve significantly less than those in larger schools when eligibility for free school meals is low. There is also a wide disparity between achievement in small schools, with more than would be expected in both the top and bottom performing 100 schools. Pupils in small and very small schools are less likely to make unsatisfactory or poor progress than those in larger schools, but those in very small schools are less likely to make good or very good progress.

The quality of teaching in small and very small schools is reported to be similar to that in larger schools. The biggest weakness is in under-fives provision where teachers in small schools find it difficult to pitch work at an appropriate level, especially when the younger pupils are a minority in a mixed age class. The curriculum is otherwise reported to be as broad and balanced as that experienced by pupils in larger schools. Strengths of small and very small schools potentially lie in their ethos, and the leadership of the headteacher. Although small schools have higher unit costs than larger schools, they are reported to use the money they have wisely effectively.

The report ends on a very positive note, commenting that: "There is much from the first cycle of inspections to encourage those who work in small schools. Higher unit costs notwithstanding, a good case emerges for the place of small schools in the education system as a whole, when the quality of their educational performance is added to the broader contribution they make to their communities."

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Odyek-Ocen, Margaret

**Year:** July, 2000

**Title:** Ugandan experience with multigrade teaching

**Reference type:** Conference proceedings

**Conference title:** Commonwealth Secretariat Regional Workshop on Multigrade Teaching Modules

**Conference location:** Gaborone, Botswana

**Abstract by CB:** This paper describes recent Ugandan experience in piloting elements of the Colombian Escuela Nueva programme in primary schools. The decision to introduce multigrade teaching into remote rural schools was taken for three important reasons:

- not all children had access to a full-cycle of education
- teaching-learning quality was poor
- the curriculum lacked relevance

The programme has been piloted in two districts and there are plans to extend it to two more. To this end, a series of workshops are reported to have been held, not only to orient educators to the programme, but also to produce learning guides for use in the classroom. Guides have already been produced in several subjects, but there are still more to produce. A number of challenges that still remain to be addressed are enumerated in the development of policy, curriculum, teacher training, and resources.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Oxfam, Save the Children, UNICEF

**Year:** 1998

**Title:** Beyond 20/20: the Vulnerable Family - challenges for education

**Reference Type:** Report

**Institution:** Oxfam, Save the Children, UNICEF

**Abstract by CB:** This is a report on the challenges to educating the poorer groups in society facing Vietnam. While there have been major achievements in increasing enrolment and access, significant disparities remain between different regions in the country. The more remote, mountainous and poorer areas have lower education participation and literacy rates. There are also problems, amongst other things, with the relevance and accessibility of education. One suggestion that the report makes is that remote areas need multigrade and bilingual schools to increase participation rates and enhance quality.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Pascal C

**Year:** ?

**Title:** Under fives in the infant classroom

**Reference Type:** Book

**Publisher:** Trentham Books

**Notes:** Extract Available in the Institute of Education, University of London Library.

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**Author:** Pedro, Anne-Marie Year: 2000

**Title:** Comment gérer l'hétérogénéité des élèves en s'inspirant du fonctionnement de la classe multiniveaux et de l'école maternelle ?(Dealing with pupils' heterogeneity by using some principles of multigrade teaching and kindergarten teaching).

**Reference type:** Report

**Report number:** Mémoire IUFM PE2

**Institution:** Académie de Montpellier.

**Abstract by LA:** This report focuses on how multigrade and kindergarten teaching might help primary school teachers to deal with pupils' heterogeneity in monograde classes. It has been written by a primary school teacher in her second year of teacher training when she experienced multigrade, monograde and kindergarten teaching. Her idea is to use pedagogical principles of multigrade and kindergarten teaching to improve the teaching in monograde class and answer better to pupils' various needs.

The author considers autonomy as the main outcome of multigrade teaching. From her experience, four elements lead to pupils' autonomy in a multigrade context: class organisation, the organisation of the pupils and of the teacher's time, materials and relationships between the teacher and the pupils and between the pupils themselves. The author shows how those elements can work in a monograde context, to enhance pupils' autonomy and therefore allow the teacher to deal better with the various pupils' levels in a monograde class. Then the author describes the characteristics of kindergarten classes and sees how they can be applied in monograde classes.

A synthesis gives tools inspired from multigrade and kindergarten teaching to deal with pupils' heterogeneity in monograde classes: space organisation, time organisation, materials, class rules, working rules, organisation and role of the teacher. Examples of lessons inspired from those principles and tools are given in annexes.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Philippon, Anna

**Year:** 1986

**Title:** Guide pour classes à plusieurs niveaux (Guide for multigrade classes)

**Reference type:** Book

**Publisher:** Pédagogie pratique à l'école, Hachette Education, Paris.

**Abstract by LA:** This guide gives advice to teach in multigrade classes. First, class organisation issues are presented, models of furniture are given, and the importance of the "corners" (reading corner, game corner...) is explained.

Second, time tables are given, related to the French Curriculum, for a fictional class gathering 6 grades, from the last grade of kindergarten to the last grade of primary school. Time constraints and various time organisations in a multigrade context are underlined.

Third, curriculum issues are raised. Quarterly and yearly plans are given for reading activities, grammar, history/geography and arts. There are also examples of materials which can be used by the same pupils in different grades.

Lastly, a chapter is dedicated to the inclusion of kindergarten's pupils in a primary multigrade class, knowing that they do not have the same needs than the elder pupils.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Phillips Emma Year: 1997

**Title:** A critique of the existing research into small primary schools

**Reference Type:** Journal Article

**Journal:** British Journal of Educational Studies Volume: 45 Issue: 3 Pages: 235-247

**Abstract by AL:** Article that reviews major studies carried out in UK on small primary schools. It argues that research in these areas is flawed because there is no agreed definition of 'small school'; investigations are biased in their favour as a result of research design and analysis; finally, there has been a neglect of certain key issues, notably those affecting pupil grouping.

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** Pratt David

**Year:** 1986

**Title:** On the merits of multiage classrooms

**Reference Type:** Journal Article

**Journal:** Research in Rural Education Volume: 3 Issue: 3 Pages: 111-115

**Abstract by AL:** Through an interesting mix of ethnology, anthropology and history, the argument is made that mixed-age groupings are 'natural' and lead to less tension and aggression. The introduction of single-age classrooms to the USA is traced to nineteenth century Prussian models. A review of thirty experimental studies in the USA and Canada concludes that it is the social and emotional development of the child which benefits from multiage classrooms, not academic achievement. It is further argued that, through greater flexibility, multiage classrooms can better meet the needs of both the exceptionally fast and slow learners without the social and emotional problems of grade skipping or repeating. While admitting that multiage organisation can be a strain on teachers, the author suggests the introduction of some cross-age activities into all primary schools.

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** Pratt, C. and Treacy, K. Year:1986.

**Title:** A study of student grouping practices in early childhood classes in western Australian government primary schools (Co-operative Research Series No. 9).

**Reference type:** Report

**Institution:** Education Department of Western Australia: Nedlands.

**Notes:** Extracts Available in the Institute of Education, University of London Library. Book present in British Library.

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**Author:** Pridmore, Pat with Son, Vu

**Year:** 2006

**Title:** Adapting the curriculum for teaching health in multigrade classes in Vietnam

**Reference Type:** Article in edited collection, Angela Little (ed.) *Education for All and Multigrade Teaching: Challenges and Opportunities*

**Publisher:** Springer, Dordrecht

**Abstract by NB:** This article reports on a curriculum development exercise which attempted to lessen the heavy burden often placed on multigrade teachers who have to adapt monograde curriculum materials and requirements for use in their classrooms. Specifically, the exercise involved the reorganisation of the primary curriculum for health and the development of lesson plans for multigrade teachers in Vietnam. The article provides the background and context of multigrade schooling in the country, as well as a detailed description of the curriculum development exercise itself and of the resulting health curriculum and lesson plans.

As part of the curriculum development process, the lesson plans were field tested in ten rural multigrade schools. Among other things, the findings showed that the teachers were easily able to follow the lesson plans and to facilitate the activities, and that students' confidence increased and they were better able to develop communication and groupwork skills. The article concludes that this kind of curriculum reform is important, and must be part of much more comprehensive efforts to improve the quality of teaching and learning in multigrade settings.

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**Author:** Psacharopoulos George, Rojas Carlos, Velez Eduardo Year: 1993

**Title:** Achievement evaluation of Colombia's Escuela Nueva: is multigrade the answer?

**Reference Type:** Journal Article

**Journal:** Comparative Education Review Volume: 37 Issue: 3 Pages: 263-276

**Abstract by AL:** Cognitive and non-cognitive tests were used to compare children's achievement in Colombia's Escuela Nueva and traditional schools. The authors concluded that Escuela Nueva had significant independent effect on student outcomes, controlling for student background and school inputs. (They contrast this with the findings in industrialised countries that no cognitive effect is observed from multigrade teaching, although it should be remembered that multigrade is only one aspect of Escuela

Nueva). They consider multigrade, when implemented properly, to be an effective way of increasing achievement, but they include cautionary notes about their encouraging preliminary cost analysis and about the problems of replication of the project. (See also Colbert et al, 1993, for a description of the Escuela Nueva programme).

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** Psacharopoulos George, Rojas Carlos, Velez Eduardo

**Year:** 1992

**Title:** Achievement evaluation of Colombia's escuela nueva. Is multigrade the answer?

**Reference Type:** Report

**Institution:** The World Bank Technical Department, Latin America and the Caribbean region

**Date:** April 1992

**Report Number:** WPS892

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Regalado, Maria Ruth M.

**Year:** 2004

**Title:** A Model for Multigrade Class Implementation in Pre-service Teaching

**Reference type:** Report

**Institution:** Philippine Normal University, Manila

**Abstract by RR:** This descriptive study utilized the Reflective Practice Cycle as an Approach to Qualitative Research as coined by the researcher. It disclosed the following major phases of the model, each consisting of components that specify activities and procedures in putting multigrade instruction to operation.

The Organization Phase, composed of four components, is the period of planning, preparing and structuring the multigrade class in pre-service teaching for operation. It involves the selection and designation of human resources, as well as the identification and arrangement of material resources. More specifically, its component on the selection of the supervising instructor/professor for the multigrade class identifies the desired professional and personal qualities of the faculty in consideration of his/her roles and responsibilities in the conduct of multigrade instruction and in the training of multigrade student teachers. On the other hand, its component on selecting the learners for the multigrade class discusses the factors that must be considered in determining the grade level combinations and the class size. Likewise, it provides information on the procedures of selecting the learners, most importantly, on the value of conducting orientation meetings for the parents of the prospective multigrade learners. In a similar manner, the component on selecting the student teachers for multigrade class teaching presents the procedure of determining the trainees who would undergo the special training, and the ideal number of multigrade student teachers per training period. Finally, the component on organizing the learning

environment for multigrade class teaching specifies the space and furniture requirements that facilitate multigrade teaching and learning processes.

The Implementation Phase, composed of three components, focuses on the period of the actual conduct of training activities of the student teachers for multigrade class teaching. Its tasks are arranged from the simplest to the most complex, gradually immersing the student teachers to the more challenging parts of the training. The first component, Stage 1: Monograde Class Teaching is a pre-requisite to the next component as it incorporates the basics of planning, preparing and implementing of single-grade teaching. The second component, Stage 2: Multigrade Class Teaching, consists of activities that develop among the trainees the essential knowledge and skills on multigrade instructional planning, implementation and evaluation, the most significant of which are grouping techniques and task analysis. Both components commence with focused group observations on demonstration teaching conducted by the supervising instructor/professor, proceeds to instructional planning and try out teaching, and conclude with the student teachers' performance of demonstration teaching for formal evaluation. In between the two stages, there are also other teaching-related activities for multigrade student teachers that may be classified as basic and modified teaching-related activities. The basic tasks include duties that all teachers, monograde or multigrade, must accomplish, i.e., school forms, classroom organization. The other tasks that may also be carried out in regular single-grade classes have been modified for adoption to the multigrade set-up.

The Evaluation Phase, consisting of three components, pertains to the period of assessing the academic performance of the multigrade learners as well as the teaching performance of the multigrade student teachers which, in effect makes up the processes that pertains to the informal assessment of the overall implementation of multigrade class teaching.

A summative chart is presented in Table 1 for a more simplified view of the research findings.

**Notes:** Extract Available in the Institute of Education, University of London Library

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**Author:** Rishi Valley Education Centre Year: 2000

**Title:** Second national workshop on planning and implementation of multigrade programmes.

**Reference type:** Report

**Institution:** Rishi Valley Education Centre, Krishamurti Foundation India, Rishi Valley, Andhra Pradesh.

**Abstract by CB:** This report is a summary of the deliberations of a workshop held in the Rishi Valley Education Centre 24-25 February, 2000. It is chiefly interesting for what it tells us of the work of the Rishi Valley project. The project, located in the rural interior of Andhra Pradesh, has been involved with rural primary education for 30 years. During this time, it has developed two demonstration multigrade schools, 16 multigrade satellite schools, a teacher training centre, a curriculum development cell, and a vocational training centre.

The project is reported to have responded to weaknesses in the rural education system in the following ways:

Preparing high quality individualised learning materials

Because small rural schools do not lend themselves to 'traditional' monograde learning materials, the textbook has been replaced by 'study cards' and 'work cards'. These are used in conjunction with an 'achievement ladder' which gives a clear sequential organisation for the self-learning material.

Community involvement

The satellite schools are run on the principle of community involvement in the process of education. It does this in a variety of ways: the village provides the land for the school; the school curriculum includes village-focused activities; and 'mothers' committees' are set up to involve parents in school life.

**Teacher development**

The project employs youths from the local community to teach in the schools. They are given basic training and are supported in their work by the provision of extensive instructional materials.

The project is reported to have been so successful that it has helped to establish other multigrade programmes in Karnataka, Kerala, Andhra Pradesh, and Uttar Pradesh.

**Notes:** Extract Available in the Institute of Education, University of London Library

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**Author:** Roelofs Erik, Raemaekers Jan, Veenman Simon Year: 1991

**Title:** Improving instructional and classroom management skills: effects of a staff development programme and coaching

**Reference Type:** Journal Article

**Journal:** School effectiveness and school improvement Volume: 2 Issue: 3 Pages: 192-212

**Abstract by AL:** This is a continuation of the work reported in Veenman et al, 1989 (q.v), in which the effectiveness of an in-service staff development programme, designed to help teachers cope with mixed-age classes, was investigated. The new element reported here is the use of coaching of teachers to help them transfer the skills they had learnt in the original programme. It was found that this coaching led to further increases in pupils' time-on-task levels, and to improvements in the teachers' ability to organise instruction and deal with disturbances.

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** Rowley SD

**Year:** 1992

**Title:** Multigrade classrooms in Pakistan: how teacher conditions and practices affect student achievement

**Reference Type:** Thesis

**University:** Harvard

**Abstract by CB:** Rowley re-analysed the mathematics and science achievement of a random sample of 572 multigrade students and 260 monograde students in grades 4 and 5. Data were originally obtained from both survey and achievement test data. Teachers were identified as single grade teachers if they reported enrollments for only one class of students and as multigrade teachers if they reported enrollments of more than one class. A total of 616 teachers were included in the study, 255 in monograde schools and 320 in multigrade schools. The majority of multigrade teachers in the sample (83%) were located in rural areas. Rowley used analysis of variance to test the hypothesis that achievement differences exist between single and multigrade classrooms in Pakistan because single grade teachers have more education and training than multigrade teachers, and that single grade teachers used teaching practices to greater advantage than multigrade teachers.

Rowley found a significant difference in achievement favour of the monograde students in both mathematics and science. The strongest predictor of achievement was the teacher's level of formal

education. Teachers with the matriculation degree were concentrated in monograde classes and the effects of their education were found to be stronger in those settings. Teacher certification did not predict achievement differences between multigrade and monograde classes, although it did explain some of the differences between achievement within multigrade schools. In terms of instructional practices, differences in achievement seemed to be associated with more instructional time, less reliance on classroom monitors (also called peer teachers), and more effective use of student translators.

**Notes:** Extracts Available in the Institute of Education, University of London Library

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**Author:** Rowley, S.D, Nielsen, HD

**Year:** 1997

**Title:** School and classroom organisation in the periphery. The assets of multigrade teaching

**Reference type:** Book section

**Pages:** 183-212

**Book title:** Quality education for all: Community oriented approaches

**Editor:** Nielsen, DH, Cummings, WK

**Publisher:** Garland Publishing Inc

**Place:** New York and London

**Abstract by CB:** This chapter reviews the existing literature relating to multigrade teaching with a view to making recommendations about how best to provide boys and girls in the periphery with access to quality education. The authors examine how four basic features of education can be organised in such a way as to provide multigrade students with an education that is comparable to, if not superior to, that enjoyed by students in mainstream schools. Research from Belize, Colombia and the USA is used to support their arguments. According to the authors, the four features that need to be adjusted are the classroom conditions, the teachers, the students, and the community. They make six key recommendations in relation to multigrade teaching and these are summarised below:

1. Multigrading must be seen as legitimate in its own right
2. The benefits and contributions of multigrade teaching should be recognised
3. Good multigrade practice should be disseminated
4. Resourced should be developed that are appropriate to the multigrade setting
5. Teachers need to be trained for multigrading
6. Administrators should manage multigrade teaching in a systemic manner

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Rule Judy

**Year:** 1983

**Title:** Effects of multigrade grouping on elementary school achievement in reading and mathematics

**Reference Type:** Audiovisual Material

**Publisher:** Mesa Public Schools, Arizona Dept of Records and Evaluation

**City:** Arizona

**Abstract by CB:** Rule studied the effects of multigrade grouping on reading and mathematics achievement in primary schools in California. The multigrade classes in the sample were formed because of administrative necessity, to economise and to equalise class sizes. The sample included 3,360 third through sixth graders in three groups: multigrade classes, single grade classes in schools with multigrade classes, and single grade classes in schools with no multigrade classes. Achievement was compared for students grouped in these three different kinds classroom settings, for students with different placement levels (high achievers, average-high achievers, and average achievers), for students from different grade level configurations (upper - fourth graders with third graders, and lower - third graders with fourth graders), and for students from different grades (3-6).

In terms of group, grade, and placement level, one way analysis of variance showed one significant difference for reading. High achieving students in multigrade classes scored significantly better than high achieving students in either kind of single grade classes. Mean scores were consistently higher for students in multigrade classes, except for in the average placement, when it was higher in single grade classes. For mathematics, there were five significant differences, only one favouring sixth grade students in average/high multigrade classes. In terms of grade level configuration, no significant differences were found for reading and a comparison of mean scores did not suggest an advantage for either low or high placement. In mathematics, a significant advantage was found for the lower grade in one instance, and mean scores all favoured the lower grade. Rule concludes that there are no detrimental effects when students are placed in multigrade classes, except when the classes consist of average students. She recommends that multigrade classes be formed from students of average/high levels of achievement and that appropriate instructional practices be identified for the multigrade teacher particularly in mathematics.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Russell, V. Jean, Rowe, Kenneth, J., Hill, Peter, W. Year: 1998

**Title:** Effects of multigrade classes on student progress in literacy and numeracy: quantitative evidence and perceptions of teachers and school leaders.

**Reference type:** Conference paper

**Conference name:** Annual Meeting of the Australian Association for Research in Education

**Conference place and date:** Adelaide Australia, November 29-December 3, 1998

**Abstract by CB:** This useful paper reports on a the results of a quantitative study conducted in schools in schools in Victoria, Australia, and a follow up qualitative study conducted in a small sample of the original schools. The quantitative phase was designed to cast light on school and teacher effectiveness.

One of the factors explored in the quantitative phase of the study was the effect on achievement of multigrade classes. The authors report that in the first year for which data were available (1993), multigrade was significantly and negatively associated with literacy progress and negatively but non-

significantly associated with mathematics progress. In the second year (1994), the effects of multigrade classes, while still negative, were not significant.

The purpose of the qualitative phase was to explore the possible reasons for these results. This involved interviewing key staff in six of the primary schools that participated in the effectiveness study. The conclusion drawn from the interviews is that 'multigrade structure is more difficult, complex and challenging than that provided by the single-grade structure'. In particular, teachers had difficulties with the range of students in the class and the amount of work involved in organising and planning for the classes. Some suggestions are offered for reducing the challenge of the multigrade class, and attention is focused on the importance of context in the study of multigrade classes.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Saito, Yasuo Year: 1999

**Title:** 'Escuela Nueva (New School)' in Colombia: a successful example of primary educational innovation in developing countries.

**Reference type:** Journal article

**Journal:** Naigai Kyoiku, no. 5060, pp.7-9

**Abstract by TS:** This is an introduction of 'Escuela Nueva' programme to Japanese readers. It summarizes the history, strategies, instruments, community participation and evaluation of the programme. Full text

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Schaeffer, M.B and Hook, J.G. Year: 1996.

**Title:** Multi-age grouping. The one room classroom revisited?

**Reference type:** Journal article

**Journal:** Rural Educator, 18 (1):10-12.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Schiefelbein Ernesto Year: 1992

**Title:** Redefining basic education for Latin America: lessons to be learnt from the Colombian Escuela Nueva

**Reference Type:** Report

**Institution:** UNESCO/IIEP

**Notes:** Not present

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**Author:** Schiefelbein Ernesto

**Year:** 1993

**Title:** En busca de la escuela del siglo XXI: puede darnos la pista la escuela de Colombia

**Reference Type:** Report

**Institution:** UNESCO/UNICEF

**Date:** 1993

**Notes:** Not present

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**Author:** Schiefelbein Ernesto **Year:** 1991

**Title:** In search of the school of the XXI century: is the Colombian Escuela Nueva the right pathfinder?

**Reference Type:** Report

**Institution:** UNESCO/UNICEF

**Date:** 1991

Improving of education is now the major goal of LAC countries, but it can be a frustrating task. Indicators of the quality of basic education suggest serious problems in most of the education systems in Latin America. These problems deserve priority public attention. Poor quality has long-range consequences at a time when economic growth and democracy require high-quality education. However, most attempts to improve quality have failed. The typical school with a teacher instructing the average student (frontal or bank model) faces a variety of problems that pose barriers to providing the high-quality education now required for economic development. A major overhaul of basic education, in fact a new school and teaching model, is required to deliver the quality required for the 21st century. Part I of this report will comment on the need for improving quality.

Redefining basic education for Latin America, or any other region, must be based on the best experience available in the region or in the world. An extensive review of evaluation reports on educational experiments, studies prepared by international agencies and twenty years of visiting schools in most countries of Latin America suggest that the Colombian Escuela Nueva (EN) is the most promising model for experimenting adaptation in other countries of the region. The EN program evolved in the last twenty years from a pilot project for the rural areas into an educational "unassembled model kit" now in operation in 18,000 of the 24,000 Colombian public rural schools, including all the one or two classroom-teacher(s) types. EN has been economically feasible to implement in Colombia. This report will attempt to describe what is EN, the way in which EN affected school quality in Colombia, and the conditions for replication in other countries.

Part I of the report describes the present education environment in Latin America and concludes that countries must look for an alternative to the present basic education, given that the typical (traditional) school faces too many constraints for increasing present quality levels. Part II analyzes the (implicit) rationale of the EN model; traces the development of the model and its evaluation; and describes the elements used by the EN education. Part III presents the lessons of EN that planners can try in other countries; discusses conditions for replication, and ends up with a discussion of national strategies that

could be developed together with the implementation of the EN model and possible next steps in the development of the EN model.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** School of Barbiana, The

**Year:** 1970

**Title:** Letter to a teacher

**Reference type:** Book

**Publisher:** Penguin Books, Aylesbury, Bucks.

**Abstract by CB:** This small book was purportedly written by a group of Italian school children attending a small school in Barbiana in rural Italy. This school was set up by a Catholic priest and used the principles of peer tutoring in mixed age classes to help students through the curriculum. The book offers a scathing criticism of the graded structure of the Italian school system in the 1950s and 1960s. The young authors are particularly critical of the middle class orientation of the system, and the way that it was set up to fail a large proportion of the student body. The Barbiana school is offered as an alternative educational model. The book offers important insights into some of the possible negative effects of graded education systems, and the points made still apply in many countries today.

**Notes:** Not present

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**Author:** Schrankler WJ Year: 1976

**Title:** Family groupings and the affective domain

**Reference Type:** Journal Article

**Journal:** The Elementary School Journal Volume: 76 Pages: 432-439

**Abstract by CB:** This article reports on research into student self-concept and academic achievement in mixed age classes. Three groups were compared. One contained students grouped across the 5-12 age range (complete multi-age), a second contained students grouped in age spans of two or three years (restricted multi-age), and the control group contained students of a single age range (unit age). Schrankler found that students in the mixed age groups tended to score higher on tests of self-esteem and attitude to school. No significant differences were found in levels of achievement in mathematics or language. The ratings of both parents and teachers towards various aspects of multiage grouping were also positive. It is suggested that a possible reason for the differences found is that intellectual development is enhanced in the complete multi-age class because pupils associate with others at different levels of development and have the opportunity to peer teach younger classmates.

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** Scottish Education Department

**Year:** 1981

**Title:** Off the beaten track

**Reference Type:** Report

**Institution:** HMSO

**Abstract by CB:** This is a collection of short papers focusing on education in rural areas of Scotland. The papers were prompted by the Centre for Educational Research and Innovations at OECD. The papers are arranged around four broad themes as follows:

- education and development
- Rural schools: Environment and community
- Effective support
- Special educational needs

**Notes:** Present in main Institute of Education library

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**Author:** Secretaria nacional de educacion-UNICEF

**Year:** 199?

**Title:** Orientaciones metodologicas para atencion a escuelas multigrado

**Reference Type:** Book

**Publisher:** Secretaria nacional de educacion-UNICEF

**Abstract by PA:** This is a practical guide for teachers that provides methodological suggestions for working in multigrade schools. It was prepared by teachers with the assistance of specialists.

The guide includes advice on planning (annual, week and day plans), school organization (different zones and spaces), classroom organization (learning corners) and student organization. It also shows methodological strategies for working in multigrade classrooms (rotating and simultaneous attention). It also explains the multigrade texts and materials and suggests forms of evaluation. This guide provides some tools for the PEM teachers in a clear and thoroughly explained fashion, by using numerous examples and illustrations.

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** Sepúlveda, Gastón Year: 2000

**Title:** Las escuelas multigrado. Aspectos generales y propuesta metodológica.

**Reference type:** Report

**Institution:** GTZ-MECEP/ Ministerio de Educación- KFW, Lima.

**Abstract by PA:** This document presents general features of multigrade schools in Peru. Based in a literature review of studies conducted in Peruvian rural areas which combine qualitative and quantitative information, the author sets the main characteristics of this schools and develops a methodological proposal to address these characteristics. The proposal has its foundations in other multigrade projects

developed in Latin America as Colombia' Escuela Nueva, the educational reform in Bolivia and Chile' MECE Rural project. The proposal includes general criteria about pedagogic design, educational materials and teacher training. It also advocates for the creation of "communities of practice" among teachers to overcome isolation, as well as pedagogical support for teachers. To face the diversity of ecological, cultural and social situations, the author points out the need of decentralized management.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Shaeffer Sheldon

**Year:** 1990

**Title:** Educational change in Indonesia

**Reference Type:** Book

**Publisher:** International Development Research Centre

**City:** Ottawa, Canada

**Abstract by CB:** This paper uses three case studies of educational reform Indonesia to highlight the ways in which educational change can succeed. The context for these reforms is a primary education system with a total enrolment of over 26,000,000 children distributed over 13,000 islands and composed of 250 language and dialect groups. Challenges facing the system include inequalities between rural and urban areas, a lack of educational relevance, and a decline in the quality of classroom teaching. Of the three innovations included in Schaeffer's paper, Project PAMONG (derived from the IMPACT system of education) has particular relevance to education in disadvantaged rural areas where there are insufficient classrooms and teachers. It is based on a system of self-instruction and programmed instruction using modular materials. The results were intended to be 'an individually-paced education system with no age requirements, no grade, few formal class periods, and no defined schedule for completion'. The project is reported to have had the most sustained impact in small schools in rural areas where modular materials, peer instruction, and community involvement were found to be most useful. Achievement evaluations were equivocal, but there is evidence that PAMONG students made affective gains in comparison to non-PAMONG students and had greater self-learning skills and self-confidence.

**Notes:** Available in the Institute of Education, University of London Library.

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**Editor:** Sher Johnathan P

**Year:** 1977

**Title:** Education in rural America: A reassessment of conventional wisdom

**Reference type:** Edited book

**Publisher:** Westview Press

**City:** Boulder, Colorado

**Abstract:** The authors of this book carefully analyse the beliefs, assumptions, policies, and practices, that have shaped and continue to shape education in rural America, concluding that conventional wisdom in rural education has proved to be considerably more conventional than wise. They offer pragmatic

suggestions for changes in rural schools, in educational policy, and in programs designed for rural communities. Chapters by Dunne and Sher included in the collection are reviewed elsewhere in this data base.

**Notes:** Present in main Institute of Education library

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**Author:** Sher Jonathan P

**Year:** 1977

**Title:** What's next? A research and action agenda for rural education

**Reference Type:** Book Section

**Book Title:** Education in rural America: a reassessment of conventional wisdom

**Editor:** Jonathan, Sher

**Publisher:** Westview Press

**City:** Boulder, Colorado

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Sher Jonathan P

**Year:** 1978

**Title:** Education in sparsely populated areas of developed nations

**Reference Type:** Journal Article

**Journal:** Educational Forum Volume: 43 Issue: 1 Pages: 83-88

**Abstract by CB:** Sher provides a perspective on the rural schools debate. He identifies two major themes that he believes need to be addressed in the debate. The first is definitional. He argues that the term 'sparsely populated' should be used in conjunction with the term 'rural' in order to draw attention to the relativity of the terms. Second, he calls for more information and research into rural schools which he argues is lacking. Moving onto the main problems faced by rural schools, he identifies two kinds, inherent and circumstantial. In relation to the former, the problems largely stem from a lack of population. This results in a lack of specialised services, diseconomies of scale, and an absence of supporting institutions. He argues that these problems are largely unavoidable and intractable. Circumstantial problems, however, arise out of poor planning and implementation decisions. Three broad themes are identified in relation to circumstantial problems in different developed countries. These are concerned with organising education, the pay, conditions and training teachers, and developing relevant curricula. Sher concludes by suggesting that although change will not come easily, improvements can and should be made to ensure equal educational opportunities for rural school children.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Sinha Shabnam

**Year:** 1998

**Title:** Vidhi mein nidhi (A trainer's handbook on multigrade teaching)

**Reference Type:** Book

**Publisher:** National Council of Educational Research and Training

**City:** Bihar

**Abstract by EH:** This is a very practical, locally-relevant manual for multigrade teacher educators and Cluster Resource Centre co-ordinators in District Primary Education Programme districts of India. The modules it includes are prepared in such a way that they can be used individually as part of a seven day training programme or in a condensed form (three days). There are seven main training modules on various aspects of multigrade teaching, each with highly detailed prescriptions of how the training should be given. The modules focus on: multigrade teaching generally, resource management, space and time management, language teaching, mathematics teaching, environmental studies teaching and teaching/learning in tribal areas. Exemplar materials, many of which are in Hindi, are provided.

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** Siu-Runyan Yvonne

**Year:** 1991

**Title:** Learning from students: an important aspect of classroom organization

**Reference Type:** Journal Article

**Journal:** Language Arts Volume: 68 Issue: 2 Pages: 100-107

**Abstract by AL:** Although the author is making general points about teaching reading and writing to junior age children, these are based on recollections of her own teaching experience in a mixed-age classroom, and many of the techniques she describes make use of children of different ages working together.

**Notes:** Not present

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**Author:** Smith, Louis M.; Geoffrey, William Year: 1968

**Title:** The complexities of an urban classroom: an analysis toward a general theory of teaching.

**Reference type:** Book

**Publisher:** Holt, Rinehart and Winston Inc., USA

**Abstract by CB:** This is a 'micro-ethnography' of a school in a disadvantaged area of a large city in the USA. It focuses on the classroom decisions of one teacher in the school who also acts as a co-participant in the research. It is chiefly interesting from a multigrade point of view because it documents the processes that the teacher goes through when he is forced to take on a split -grade class. The authors document the pressures on the teacher to 'trade' students with a colleague in order to make the

achievement range of the class more homogenous and therefore more amenable to textbook teaching. Perhaps somewhat dated, but nevertheless gives useful insights.

**Notes:** Present in main Institute of Education library

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**Editor:** Socrates Jose B Year: 1983

**Title:** The IMPACT system of mass primary education

**Reference Type:** Edited Book

**Publisher:** SEAMEO Regional Center for Educational Innovation and Technology City: Quezon City

**Abstract by AL:** The primary concern of the IMPACT project is seen as the production of curricula and materials that will facilitate learning without the continual presence of the teacher. This is perhaps its key relevance to the practice of multigrade teaching. Three main modes of delivery were adopted to achieve this: 1. programmed teaching by an older pupil, 2. peer-group learning, and 3. individual study or self-instruction. As well as being descriptive of the system, various chapters provide useful insight into the complexities of materials production and implementation of such a scheme. (See also: Cummings, 1986).

**Notes:** Present in main Institute of Education library

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**Author:** Son, V., Pridmore P., Nga, B. My D., and Kick P. Year: 2002

**Title:** Renovating the teaching of health in multigrade primary schools: A teacher's guide to health in natural and social sciences (Grades 1,2,3) and Science (grade 5).

**Reference type:** Teacher's guide

**Publisher:** British Council /National Institute of Educational Sciences: Hanoi, Vietnam.

**Notes:** full text (pdf file)

**Abstract by CB:** This teacher's guide was written through a collaboration between the Ministry of Education in Vietnam, the National Institute of Education Science (NIES) in Vietnam, and the Institute of Education, University of London. In the first part, guidance for teachers in Vietnamese multigrade classes on how to teach health topics more effectively is presented. In addition, it explains how to organise teaching, build a healthy school environment, make good use of health services, and spread health knowledge and skills from the school to the community. The second part presents the Vietnamese national curriculum resequenced for multigrade teachers. It also provides a range of lesson plan ideas for multigrade teachers. This is an excellent example of the type of material which would give multigrade teachers practical support in the field.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Stimson Janet

**Year:** 1992

**Title:** The effects of multigrade classes on student achievement in year-round schools

**Reference Type:** Thesis

**Institution:** Northern Arizona University, Arizona

**Abstract by CB:** Stimson studied the effect of multigrade classes on student achievement in year-round schools in a school district in California. Year round, multi-track schools are created to cater for increased demand for schooling and have several different term times running simultaneously. As a result, students may be placed in a multigrade class because of the 'track' that they are following. These schools tend to have over twice as many multigrade classes as traditional calendar schools (page 34). Stimson sought to find out whether there was a difference in the reading, language, or mathematics achievement of students placed in multigrade classes in year round schools compared to those placed in single grade classes in year round schools. She also tested for the effect of several other variables, including grade level, sex, ethnicity, previous achievement, and socio-economic status. Students in single grade classes were found to perform significantly better than students in multigrade classes on all tests, and regardless of sex, ethnicity, socio-economic status, or previous achievement. Stimson explains her results in relation to the lack of student selection to the multigrade classes in her sample. Stimson also found that high achievers fared worse in multigrade classes than average and low achievers, but older students fared better than younger students.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Stone William

**Year:** 1986

**Title:** A study of the relationship between multigrading and academic progress of elementary school students

**Reference Type:** Thesis

**Institution:** George Peabody College for Teachers of Vanderbilt University

**Abstract by CB:** Stone studied the effects of multigrade class placement on the achievement of elementary school students in a suburban school district in the USA. Students were matched on measures of grade level, gender, chronological age, and school ability and their achievement was compared in reading mathematics, language, science and social studies. 95 second and third grade students in multigrade classes constituted the experimental group and 95 students in second and third grade monograde classes were in the control group. A posttest only design was used. Stimson found no evidence that multigrading had a negative effect on achievement. Significant differences were found in reading and mathematics in favour of multigrade students. Grade 2 boys were found to have significantly higher language achievement in multigrade classes than in monograde classes.

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** Subirats Jose, Nogales Ivonne, Gottret Gustavo

**Year:** 1991

**Title:** Proyecto escuela multigrado. Evaluacion de su desarrollo en areas rurales de Bolivia.

**Reference Type:** Report

**Institution:** UNICEF/CEBIAE

**Abstract by PA:** The PEM (Multigrade school project) began in Bolivia in 1987. The text presents the first evaluation of this project, which was conducted in 1989. The study begins by showing the context in which the project was developed; the second part is a description of the project and its four principal components. These are: the school organization, the plans and programs, the methodology and materials, and the teachers' training. In the third part, the authors show the results of the evaluation and offer suggestions to improve the project.

The plans and programs are forms of classroom planning and organization that enable a better use of time in multigrade classrooms. The teacher was provided with a special text and materials to use with different grades at the same time. The teachers were also instructed in methods for working with children in rotation, with the support of self-study materials. The teachers additionally were given opportunities to exchange ideas and experiences.

The evaluation shows some problems in the application of the project. There were some difficulties in the use and elaboration of the plans and programs, which point to the need for more instruction for teachers about the program. There were also some difficulties with the teaching-learning process, in particular the presence of traditional methods in the classroom, although the project encourages active and group work. Some of these problems come from insufficient teacher training. The materials that the project developed were first designed for multigrade schools, but they need improvement in content and in the instructions for the teacher, who sometimes used them in a traditional way. The need to consider bilingual methodology is also demonstrated in this evaluation. The authors conclude that the PEM experiment is very positive, although it is still ongoing and will require some modifications in the future.

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** Sundell, Knut Year: 1994

**Title:** Comparative research on mixed-age groups in Swedish nursery and compulsory schools

**Reference type:** Journal

**Journal:** European Early Childhood Education Research Journal, 2(2): 49-62

**Abstract by CB:** This article is a review of research conducted into the effects of non-graded classes in Sweden. Placing students into mixed age classes is a common practice in Sweden. The reason given for placing nursery age children in mixed age groups is that they more closely resemble 'natural' family units. These sibling groups tend to consist of children aged from 1-6 years of age. In 'compulsory' school (which begins when children are 7), non-graded education is believed to have both cognitive and affective benefits for similar reasons.

The review of the research indicates that early studies, which are reported to have been methodologically flawed, invariably showed an advantage for students in the non-graded groups. However, later studies comparing students in non-graded groups with those in age homogenous groups almost always show a disadvantage for the non-graded groups.

The following characteristics of non-aged classes are proposed as possible explanations for poor pupil performance

- more complex instructional demands in non-aged classes;
- an over-reliance on independent seatwork ;
- an over-reliance on collaborative group and pair work;
- high student turnover from year to year.

One of the key implications drawn from the review is that it is dangerous to adopt instructional recommendations which are not evidence-based.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Surbeck Elaine Year: 1992

**Title:** Multiage programs in primary grades: are they educationally appropriate?

**Reference Type:** Journal Article

**Journal:** Childhood Education Volume: 69 Issue: 1 Pages: 3-4

**Notes:** Not present

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**Author:** Suzuki, Takako Year: 2000

**Title:** Multigrade teaching: does it exist in Nepal?

**Reference type:** Journal article

**Journal:** Education and Development pp.91-103.

**Publisher:** Research Centre for Educational Innovation and Development, Tribhuvan University, Kathmandu.

**Abstract by TS:** Although multigrade teacher training is one of the core recurrent teacher in-service training courses, consistent policies supporting multigrade teachers do not exist in Nepal. There are even some educational specialists who believe that multigrade teaching does not exist at all in Nepal. This is because multigrade classrooms in Nepal are invisible. When you visit so-called multigrade classrooms in Nepal, they are often physically similar to monograde classrooms. However, in fact, one teacher teaches more than two grades at the same time in about 95 percent of public primary schools in Nuwakot. Therefore, this study is an attempt to make multigrade teaching visible in order to reveal the real practice of multigrade teaching in schools with three case studies. The first school shifts from a multigrade situation to a monograde situation thereby sacrificing a part of the students' time in each grade class. The second school challenges multigrade teaching by having the teacher's visit each different classroom several times during one period. The third school involves a multigrade situation similar to semi monograde setting by combining two grades during two subsequent periods.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Swarnalekha N Year: 1999

**Title:** Application of multiple interventions for reducing the work load of teachers and enhancement in attainment of competencies in students of rural multigrade primary schools

**Reference Type:** Conference Proceedings

**Conference Name:** The international seminar in researches in school effectiveness at primary level

**Publisher:** Unpublished?

**Conference Location:** National Council for Educational Research and Training, New Delhi, India

**Abstract by MV:** The study identifies the difficulties of teaching - learning in multigrade schools, and finds out the effectiveness of multiple interventions to improve the attainment of competencies by students of primary schools functioning under multigrade context in rural areas. Observations, interview and diagnostic tests were used in collecting data. Three primary schools working in multigrade context located in rural areas were taken as the school sample. A pre test was administered on the students of classes I and 2 in the area of language and mathematics in order to collect the base line data. Several interventions were applied to improve the process of teaching -learning. They were on Classroom Re-organisation , Time table Re-organisation , Space Management, Group Management, Meaningful Integrations of Content Related to Various Subject areas in same class, Organisation of Activities on Content of Same Subject across Different Classes, Providing Improved Learning Environment in the Classroom, Providing Support Materials to the Teachers, and Organising of Remedial Activities for Children having Learning Disabilities. Pre-test results reveal that a significant number of students are non masters in different content areas. However post test results reveal that the numbers of non-masters have been reduced in both the subject areas of language and mathematics. It is observed that if the strategies could be planned properly desirable level of competencies could be attained by the students. There is need to formulate training strategies for the teachers working in rural multigrade primary schools. The reconstructed curriculum and innovative pedagogic interventions provide a clear vision to the administrators to understand the training needs of teachers working in rural multigrade primary schools.

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** Tatto, Maria Teresa

**Year:** 1999

**Title:** Education for the rural poor in the context of educational reform: the case of Mexico

**Reference Type:** Conference Proceedings

**Conference Name:** Oxford International Conference for Education and Development

**Publisher:** Unpublished

**Conference Location:** Oxford

**Abstract by CB:** In this paper, Tatto argues that education reforms aimed at the poorest groups in Mexico have tended to fail because of the structuralist assumptions underlying them. In order to illustrate one aspect of her thesis, she uses empirical evidence from a multigrade classroom in rural Mexico. Tatto shows how the initial attempts by the teacher to implement the new national curriculum led to her encouragement of small co-operative grade-level groupwork, and a change in her role from lecturer to facilitator. However, she seemed uncomfortable with this role, and one year later was found 'back in control' of the classroom with students seated in rows working from the blackboard. Tatto suggests that this need by the teacher to retain power is rooted in historical structures that devalue the knowledge of the poor and the young. She further argues that these structures need to change before reform will work. As one example of these prevailing structures, she questions why policy makers continue to cling to grade-

based education organisation when multigrade classes offer the opportunity for children to take more control of their learning by working independently and with their peers. Such an approach, she suggests, is far more appropriate for the types of schools found in rural communities where traditional structures of urbanisation, large concentrations of pupils, and availability of teachers do not apply.

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** Thomas Christopher, Shaw Christopher

**Year:** 1992

**Title:** Issues in the development of multigrade schools

**Reference Type:** Report

**Institution:** World Bank

**Date:** 1992

**Report Number:** Technical Paper 172

**Abstract by AL:** This paper takes a positive view of multigrade teaching, seeing the advantages as outweighing the disadvantages. It laments the fact that less developed countries have tended to see multigrade as an inferior solution made necessary by demographic and material difficulties, whereas developed countries have taken it to be a powerful pedagogical tool. One consequence for the LDCs is that they have tended to retain single grade pedagogical methods in multigrade situations, thus failing to reap the potential benefits. The authors review the teaching practices which make best use of multigrade organisation, supporting independent learning and peer tutoring in particular. Classroom and school issues are examined, notably classroom layouts, various forms of grouping and the materials and resources needed. Local and regional level support and advisory structures are seen as essential. Consequences for national policy of adopting multigrade approaches are identified as decentralisation of administration, greater flexibility in the curriculum, and most importantly, the production of suitable materials and the provision of teacher training in multigrade techniques.

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** Torres Rosa Maria

**Year:** 1991

**Title:** Escuela nueva: una innovacion desde el estado

**Reference Type:** Book

**Publisher:** Instituto fronesi

**City:** Quito

**Abstract by PA:** This text describes the principal characteristics and contributions of the Escuela Nueva experiment in order to expand the experiment to other Latin American countries.

The program is designed for rural areas, and, in particular, for multigrade teaching. It combines four components: curriculum, administration, community outreach, and teacher-training. The curriculum component is based upon learning guides and self-instructional materials for children. The guides for different areas (mathematics, language, natural and social sciences, are provided by the government. The contents of these guides are adapted to the rural children's context, characteristics and needs. The methodology is active, encouraging children's participation. The program additionally calls for the establishment of school government that is expected to participate in the school's organization and administration. Each classroom has a library and learning corners.

Teacher training is decentralized and continuous. Teachers are grouped into microcenters where they can exchange experiences amongst themselves. The school acts as an information center and tries to integrate the overall community, as well as parents, into its activities.

**Note:** Available in the Institute of Education, University of London Library.

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**Author:** Torres, Rosa Maria Year: 1992

**Title:** Alternatives in formal education: Colombia's Escuela Nueva.

**Reference type:** Journal article

**Journal:** Prospects, 22(4): 510-520

**Notes:** Available in the Institute of Education, University of London Library

**Author:** Tran Thi thanh; Bui Thi Phuong Nga; and Le Son

**Year:** 2000

**Title:** Multigrade teaching in southern provinces of Vietnam.

**Reference type:** Report

**Institution:** The British Council: Vietnam

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Trang Nguyen Q et al Year: 1998

**Title:** Basic education for the poor: constraints to access in three communities of Huong Khe district, Ha Tinh Province

**Reference Type:** Report

**Institution:** Oxfam GB, Hanoi, Vietnam

**Abstract by CB:** This study follows up on a study conducted in Lao Cai province, Vietnam. It seeks to identify community and household level problems facing poor households in gaining access to essential education services. It was conducted amongst poor Kinh communities in Ha Tinh province. Open-ended interviews were used to collect data. The study focused on both the barriers to accessing education, and the constraints on quality education. This is basically a situational analysis and does not focus on

solutions. However, it does suggest in the conclusion that multigrade schools might be one way to promote more consistent attendance and to use resources more efficiently.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Uccelli Francesca

**Year:** 1996

**Title:** Socializacion infantil a travers de la familia y la escuela. Comunidad Campesina Santa Cruz de Sallac.

**Reference Type:** Thesis

**Academic Dept.:** Anthropology, PUCP

**University:** PUCP

**City:** Lima

**Notes:** Not present

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**Author:** UNESCO

**Year:** 1996

**Title:** Inter-regional workshop on single teacher schools and multigrade classes: final report

**Reference Type:** Report

**Institution:** UNESCO and the Royal Ministry of Education Research and Church Affairs, Norway

**Abstract by CB:** This is the final report of a jointly funded UNESCO/UNDP/Government of Norway workshop that was convened to examine the results of a UNESCO/UNDP review of single teacher schools and multigrade classes in 14 countries. These countries were Australia, Bolivia, Burkina Faso, China, Korea, France, Greece, Lesotho, Mali, the Philippines, Portugal, Tanzania, Russia, and Zaire. The workshop was held in Norway and sought to provide a forum for the exchange of ideas and experiences, and to improve regional, national, and international co-operation. Norway was chosen as a venue because of its experience of reaching small population groups through small schools. This report describes the visits made by participants to two multigrade schools, noting that the schools differed from many in developing countries because they were better resourced, had fewer pupils, more qualified teachers and more space, teaching aids and facilities. It was suggested that a 'paradigm shift' is required such that multigrading is seen as a pedagogy in its own right, and not as a poor relation to monograde organisation. The report describes some of the common problems faced by multigrade schools in all the countries represented at the workshop. Finally, a number of measures are put forward to enable small schools to capitalise on the advantages that smallness of scale confers on them.

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** UNESCO

**Year:** 1996

**Title:** Inter-regional workshop on single teacher schools and multigrade classes: synthesis of case studies

**Reference Type:** Report

**Institution:** UNESCO and the Royal Ministry of Education Research and Church Affairs, Norway

**Abstract by CB:** This report synthesises case studies of single teacher schools and multigrade classes in 14 countries participating in a workshop in Lillehammer, Norway. The synthesis is organised into four main sections:

- Present status
- Organisation, operation, and administration
- Teaching personnel
- Advantages and disadvantages

The report contains a wealth of information and highlights some of the similarities and differences between multigrade contexts in developed and developing countries. Proposals are made for future consideration in the areas of educational policy, resourcing, teacher assignment, and training of teachers.

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** UNESCO

**Year:** 1996

**Title:** Inter-regional workshop on single teacher schools and multigrade classes: working document

**Reference Type:** Report

**Institution:** UNESCO and Royal Ministry of Education Research and Church Affairs, Norway

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** UNESCO

**Year:** 1996

**Title:** Inter-regional workshop on single teacher schools and multigrade classes: bibliography

**Reference Type:** Report

**Institution:** UNESCO and the Royal Ministry of Education Research and Church Affairs

**Abstract by CB:** This bibliography was generated by participants at a conference held in Lillehammer, Norway. The conference brought together educators from 14 countries to discuss issues facing small schools in their respective countries. The bibliography is potentially useful in that it draws attention to several specific country papers that might otherwise remain unknown. These include studies of small schools from India, Lesotho, Japan, Zaire, and Costa Rica.

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** UNESCO Year: 2001

**Title:** Training manual for multigrade teachers (volumes 1 and 2)

**Reference type:** Training manual

**Institution:** UNESCO

This manual is loosely based on UNESCO's previous work on multigrade and single teacher schools. It has been produced for direct use by teachers working in multigrade classes. There are ten units, each dealing with a different aspect of multigrade teaching. Volume 1 contains mostly an overview of issues, while volume 2 presents a range of practical classroom ideas. There was quite a lot of input from educators in Jamaica, so much of what is here has relevance to that context. This is a very useful document, both for teacher educators and practitioners working in this field. The manual will reportedly be available online at [http://www.unesco.org/education/educprog/primary\\_edu/CADindex.html](http://www.unesco.org/education/educprog/primary_edu/CADindex.html)

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** UNESCO/APEID Year: 1981

**Title:** Education of disadvantaged groups and multiple class teaching: studies and innovative approaches

**Reference Type:** Report

**Institution:** UNESCO Regional Office for Education in Asia and the Pacific

**Date:** 1981

**Abstract by AL:** The report of a Study Group meeting held in Jakarta in 1980. The experiences of and responses to multigrade teaching are given for the participating countries: India, Indonesia, Korea, Maldives, Nepal, Philippines, Sri Lanka and Thailand. This is followed by a comparative analysis of these reports. In all countries, multigrade is associated with disadvantages such as remoteness and under-development. Most countries recognise problems with curriculum, teaching methods and resources, but virtually all insist on a common curriculum for single-grade and multigrade schools, and include nothing on multigrade teaching in pre-service teacher education. A summary of various innovations being tried in the participating countries is given, while the final chapter outlines possible directions and priorities for the development of alternative approaches.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** UNESCO/APEID

**Year:** 1982

**Title:** Multiple class teaching and education of disadvantaged groups

**Reference Type:** Report

**Institution:** UNESCO Office for Asia and Pacific

**Abstract by AL:** Multiple class teaching is seen as a necessity forced on schools in isolated rural communities by low population densities. These communities, through their poverty, are the main source of the 'disadvantaged groups' of the title, although the term also covers Scheduled Castes in India and plantation workers in Sri Lanka. The first part of the report summarises general difficulties under two main headings: school-based problems and community-based problems. (The latter are often not peculiar to multiple class schools alone). A summary of some of the innovative measures being tried out in the countries concerned reveals that strategies such as school consolidation, double shifts and 'alternate day attendance' have been considered as alternatives to true multigrade teaching. The individual national reports then follow.

**Notes:** Present in main Institute of Education library

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**Author:** UNESCO/APEID

**Year:** 1988

**Title:** Multiple class teaching in primary schools: a methodological guide

**Reference Type:** Book

**Publisher:** UNESCO Principal Regional Office for Asia and the Pacific

**City:** Bangkok

**Abstract by AL:** This is a synthesis of material from guides produced separately in India, Japan, Malaysia and Nepal. Although full of practical advice on teaching in multigrade classes, it is probably not intended for use as a primary teacher's handbook as such, but rather as a resource for the production of such a book, or other teacher materials, in other countries. Principles and practical suggestions are presented on school and classroom organisation, teaching strategies and techniques, materials production, and assessment and record-keeping. Many of the suggestions are generally applicable rather than being purely of relevance to multigrade classes. It adopts the position that multigrade school organisation is a response to difficulties and shortages rather than being a practice to be recommended on educational grounds, but it does list advantages of the approach as well as disadvantages and difficulties.

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** UNESCO/APEID

**Year:** 1989

**Title:** Multigrade teaching in single-teacher primary schools

**Reference Type:** Report

**Institution:** Asia and the Pacific Programme of Educational Innovation for Development

**Abstract by CB:** This text explores the issues around multigrade teaching within the context of the goal of Universal Education. In many countries efforts to achieve universal education lead to the establishment of a large number of primary schools where the number of teachers is less than the number of grades and teachers have to engage in multigrade teaching. The experiences of twelve countries located in the Asia

and Pacific region form the basis for the data in the report. The advantages and difficulties of teaching in multigrade schools are presented, together with some suggestions for improving multigrade pedagogy.

**Notes:** Some chapters present. Book present in main Institute of Education library

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**Author:** UNESCO/APEID

**Year:** 1995

**Title:** Managing schools for better quality: multigrade teaching and school clusters

**Reference Type:** Report

**Institution:** UNESCO REGIONAL OFFICE FOR ASIA AND THE PACIFIC

**Abstract by CB:** This is a report of a joint UNICEF, UNESCO and SEAMEO regional workshop. The workshop was held to examine ways and means of improving the quality of education through the more effective management and operation of schools, with particular reference to multigrade teaching and the use of school clusters. Part II of the report synthesises the country experiences of Bangladesh, Cambodia, Laos, Myanmar, Papua New Guinea, the Philippines, and Viet Nam in relation to multigrade teaching. This comprises much useful background information. Also included is a model policy paper for the strengthening of multigrade teaching, and a model training workshop for multigrade teaching. The latter are potentially useful for countries planning on working with their multigrade schools and teachers.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** UNESCO/IBE

**Year:** 1961

**Title:** The one-teacher school (24th international conference on public education)

**Reference Type:** Report

**Institution:** International Bureau of Education

**Date:** 1961

**Report Number:** 24th International Conference on Public Education

**Abstract by AL:** Based on responses to a 1959 questionnaire to which 58 countries responded that they had one-teacher schools to a greater or lesser extent. This questionnaire asked for data on the extent of one-teacher schooling, administration and organisation, curricula, syllabuses and methods, and teaching staff, including training. Though very dated, the document is a useful indicator of both the widespread existence of one-teacher schools (which must be multigrade schools), and the widespread tendency to ignore their particular needs.

**Notes:** Present in main Institute of Education library

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**Author:** United Nations

**Year:** 1996

**Title:** Joint UN system support for community based primary education

**Reference Type:** Report

**Institution:** UN

**Report Number:** UN/96/001

**Abstract by CB:** This is a UN proposal for a project aimed at supporting primary schools in marginal communities in India. The programme emphasises building school/community relations and developing multigrade teaching methodology. Proposed strategies for assisting multigrade teachers include reorganising the curriculum to facilitate multigrade teaching, developing self-instructional materials, and producing teacher's guides and resource books for use in conjunction with the curriculum. In-service teacher training was envisaged to be a key element of the project. The appendices of the proposal include examples of approaches to multigrade organisation from Colombia, Zambia, Philippines, India, and Egypt.

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** UNICEF

**Year:** April 1998

**Title:** An evaluation of the multigrade and bilingual education project

**Reference Type:** Report

**Institution:** UNICEF, Vietnam

**Abstract by CB:** This is a report on the evaluation of the joint UNICEF/government of Vietnam Bilingual and Multigrade Education Project. The project is a response to the goal of Universal Primary Education. Multigrade schooling is seen as the best way to provide primary education to children in remote and mountainous areas of Vietnam. The project began in 1991 and at the time of this evaluation included 1,187 schools in 37 provinces. The project uses a 'satellite school' approach with one larger primary school acting as the 'mother' school for up to six multigrade classes. These generally cater to students in grades 1-3. The bilingual education component of the project was added in 1996 and was originally intended to support the 15% of the curriculum allocated to local language teaching. The evaluation makes multiple recommendations, but praises the multigrade component as having been a major success. The bilingual component, on the other hand, seems to have had difficulties in working within a government policy that promotes the teaching of Vietnamese as a second language on entry to primary school.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** UNICEF

**Year:** 1995

**Title:** Multi-grade teaching and learning in Vietnam

**Reference Type:** Audiovisual Material

**Publisher:** UNICEF

**Abstract by PP:** This is a propaganda video which describes the UNICEF multigrade teaching and learning programme with ethnic minority groups in Vietnam. It aims to inform stakeholders about the programme and to remind parents of their responsibility for sending their children to school. It provides useful information on the context in which the programme has been developed and insight into the management of teaching and learning in the multigrade classroom.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** UNICEF

**Year:** 1996

**Title:** The learning of those who teach: towards a new paradigm of teacher education

**Reference Type:** Book

**Publisher:** UNESCO

**Notes:** Not present

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**Author:** UNICEF

**Year:** 1997

**Title:** Los niños han sido nuestro espejo. Sistematización de una experiencia de mejoramiento de la calidad de la educación básica en cinco áreas rurales

**Reference Type:** Report

**Institution:** Proandes-Ecuador/UNICEF

**Date:** 1997

**Abstract by PA:** The PROANDES/UNICEF project has been carried out in 300 rural and indigenous areas in Ecuador since 1993. The program was conducted in the context of a new way of organization (Centros Educativos Matrices) in which different agents could participate and exchange experiences in order to generate local proposals for educational improvement. The pedagogical effort was concentrated in the development of strategies and methods for developing the reading skills of rural children.

The program produced some materials (de aprestamiento, self-instructional, reading) and promoted various activities for reading (Bienio pedagógico de la Lectura, Reading concourse, Concursos de periódicos murales interescolares). Amongst the pedagogical activities, it is interesting to point out the "Minga Pedagógica" activity in which teachers, parents, and children create educational materials by drawing on factors from their local environment.

At the same time, other pedagogical proposals were validated, especially those which developed a link between school and work and multigrade methodology. The program was also adapted to the linguistic and cultural characteristics of each group.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** UNICEF/MOET

**Year:** 1998

**Title:** Multigrade and bilingual education classes in primary school in Vietnam

**Reference Type:** Report

**Institution:** UNICEF/MOET

**Abstract by CB:** A major synthesis of documentation from the Vietnamese multigrade/bilingual education project. It includes 11 modules for the training of multigrade teachers in Vietnam. It also summarises issues in multigrade teaching such as organising multigrade teaching and learning, and the conditions for good multigrade teaching. A very useful document for anyone interested in multigrade schooling in disadvantaged areas.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Veenman Simon, Lem Piet, Winkelmolten Ben

**Year:** 1985

**Title:** Active learning time in mixed age classes

**Reference Type:** Journal Article

**Journal:** Educational Studies Volume: 11 Issue: 3 Pages: 171-180

**Abstract by AL:** A report of a study in the Netherlands of year 3/4 year mixed-age mathematics and language classes. The authors' review of the literature on achievement and attitudes in mixed-age classes in the USA, UK and Netherlands concludes that the results are equivocal. Their own study found no significant differences in time-on-task between mixed- and single-age classes. Teachers found mixed-age class teaching more difficult, but claimed text-books did not take conditions in such classes into account. As a consequence, teaching tended to involve treating the two age groups as single classes, alternating with individual study.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Veenman Simon, Lem Piet, Roelofs Erik

**Year:** 1989

**Title:** Training teachers in mixed-age classrooms: effects of a staff development programme

**Reference Type:** Journal Article

**Journal:** Educational Studies Volume: 15 Issue: 2 Pages: 165-180

**Abstract by AL:** The Netherlands has seen an increase in the use of mixed-age classrooms in primary schools, due largely to falling school rolls. Earlier studies by the authors identified the difficulties that teachers had handling these classes and an in-service programme was devised to help them deal with these difficulties: Dealing with Mixed-age Classes (DMC). This article is a report of an investigation into the effectiveness of this programme that used classroom observation techniques, pre- and post-training, in an experimental school and a control school. The programme was shown to lead to increased time-on-task for the pupils and improvement in teacher behaviour regarding effective instruction, lesson design and execution, and classroom organisation and management.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Veenman Simon

**Year:** 1995

**Title:** Cognitive and noncognitive effects of multigrade and multi-age classes: a best-evidence synthesis

**Reference Type:** Journal Article

**Journal:** Review of Educational Research Volume: 65 Issue: 4 Pages: 319-381

**Abstract by CB:** This is a comprehensive review of the empirical research into the cognitive and non-cognitive effects of multigrade and multi-age classes from around the world. The distinction between the multi-age and the multigrade literature is made in order to separate studies that focus on settings where children are placed into mixed age classes by choice (multiage), and settings where they are placed in mixed age classes by necessity (multigrade). Effect sizes were calculated by taking the difference between the experimental and control group means, and dividing by the control group's standard deviation.

A total of 38 studies were identified that compared cognitive achievement in multigrade and single grade classes. Veenman's analysis suggests that there is no difference in cognitive achievement of children in multigrade and single grade classes. Similar findings were obtained from the review of 17 studies of non-cognitive effects. In terms of multiage classes, Veenman found no evidence of difference in academic achievement and a small positive effect for self-concept. Four factors are put forward to explain the no difference finding: instructional practices, selection criteria, lack of training and materials, and the heavier workload in the multigrade class. Two instructional approaches are recommended by Veenman as a means of improving academic achievement in both the multiage and the multigrade classroom. The first is 'co-operative learning' in which students work together in a small group to achieve a set task. The second is 'reciprocal teaching' by which students are encouraged to provide instructional support to their peers.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Veenman Simon

**Year:** 1997

**Title:** Combination classes revisited

**Reference Type:** Journal Article

**Journal:** Educational Research and Evaluation Volume: 3 Issue: 3 Pages: 262-276

**Abstract by EH:** Veenman critiques Mason and Burns' (1997) article, in which they conclude that combination classes have a small negative effect. He argues that there is no empirical evidence showing student learning to suffer in combination classes. In particular, Veenman disputes Mason and Burns' assumption that the negative instructional effects characteristic of combination classes are compensated for by placing better students and teachers in combination classes. He finds no indication of the selection bias suggested by Mason and Burns, stressing that often in developing countries this is, in any case, not an option.

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** Veenman Simon, Voeten M, Lem Piet

**Year:** 1987

**Title:** Classroom time and achievement in mixed age classes

**Reference Type:** Journal Article

**Journal:** Educational Studies Volume: 13 Issue: 1 Pages: 75-88

**Abstract by CB:** This article reports on research conducted in Holland into the relationship between classroom time and pupil achievement in mixed age and single age classes. A total of 12 mixed age classes and 12 single age classes were studied in 20 schools. The study focused on the reading and mathematics achievement of grade 3 and 4 pupils. Pupil observations were taken during five lessons over the course of a year between a pretest and posttest. Veenman et al found some differences in active learning time in mixed age and single age classes. Students in mixed age classes tended to spend a small, but statistically significant amount of less time on task. This seemed to be associated with greater use of individualised instruction in the mixed age setting. No significant differences were found in pupil achievement. Only limited evidence was found of a relationship between active learning time and achievement, in 3 and 4th grade maths, and in 3rd grade reading comprehension. Wide variability in time on task in mixed age settings was explained with respect to the effectiveness of the teacher's classroom management. High time on task was associated with effective teacher management. There was rarely any evidence of co-operative groupwork in either the mixed age or the single age classes.

**Notes:** Available in the Institute of Education, University of London Library.

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**Author:** Velez Eduardo

**Year:** 1991

**Title:** Colombia's Escuela Nueva: an educational innovation

**Reference Type:** Report

**Institution:** World Bank

**Notes:** Not present

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**Author:** Vulliamy G, Webb R

**Year:** 1995

**Title:** The implementation of the National Curriculum in small primary schools

**Reference Type:** Journal Article

**Journal:** Educational Review Volume: 47 Issue: 1 Pages: 25-41

**Abstract by CB:** This article reports on research that looked at whether the introduction of the national curriculum in the UK is changing the nature of curriculum organisation at key stage 2, with particular reference to the challenges faced by small primary schools. 50 schools were involved in the study, 9 of which were defined as 'small' (containing fewer than 100 pupils). 27 of the schools were defined as medium sized (101-300 pupils) and 14 as large (over 301 pupils). Data were collected using qualitative techniques. All the small schools in the sample contained at least one mixed age class at key stage 2, and in 5 of the schools there was only one key stage 2 class (with four year groups in it). Five main issues were identified as potentially affecting curriculum provision in the small school: mixed age classes, mixed key stage classes, subject teaching, the role of the headteacher, and the role of school clusters.

Vulliamy and Webb found no evidence to suggest that small schools were unable to provide a broad and balanced curriculum. This was because the small schools appeared to have certain advantages. These included more opportunities for innovative curriculum and classroom organisational patterns, strong curriculum leadership from the head (who is also a class teacher), and greater ease in monitoring pupil progress because teachers know all the pupils. At the same time, because larger schools predominantly used the single class teacher model, the extent to which pupils in those schools received an appropriate and in-depth curriculum depended on the individual class teacher. Disadvantages identified for small schools included a greater planning burden, and isolation caused by lack of access to in-service courses, although these were alleviated in areas where school clusters operated effectively.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Walsh, Jacqueline Marie Year: 1989

**Title:** Attitudes of students, parents, and teachers toward multigrading.

**Reference type:** PhD thesis

**University:** Connecticut

**Abstract by CB:** This research attempts to describe the attitudes towards multigrading held by the students, the parents, and the teachers involved in this form of classroom organisation in one school district in the USA. All the participants agreed that the main advantage accrued to students in the lower level of the class. This was because they could advance more as a result of exposure to the upper level of the curriculum. All the groups concurred that there was no advantage for students in the upper level. The main disadvantage identified was that there was insufficient time for the teacher to achieve curriculum coverage for all groups in the class. Most respondents said that they would not choose this mode of classroom organisation again.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Way Joyce W

**Year:** 1979

**Title:** Verbal interactions in multiage classrooms

**Reference Type:** Journal Article

**Journal:** The Elementary School Journal Volume: 79 Issue: 3 Pages: 178-186

**Abstract by AL:** A study of the form and extent of verbal interaction between children of different age groups in multiage classrooms covering a variety of age-group combinations, in the USA. Way found that in a classroom with just two consecutive age groups combined, interaction between the groups did occur without either group dominating. Where three age groups were combined in the same classroom, however, little interaction occurred. Way suggests that the teacher may be responsible for this effect through a greater tendency to use age-group clusterings when the age range is larger.

**Notes:** Not present

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**Author:** Williams, Ina and Thorpe, Richard Date: 1997

**Title:** In-service education of teachers in small primary schools in Wales

**Reference type:** Journal article

**Journal:** British Journal of In-service Education, 23(2): 179-192

**Abstract by CB:** This article includes a useful review of the small schools literature as it relates to in-service education. It also reports on the findings of a study that collected evidence current and recent INSET practice in small schools in Wales using questionnaires and semi-structured interviews. The key findings from the study are that in future INSET should focus specifically on small school issues. These include implementing mixed age pedagogy, preparing headteacher for their dual role as managers and teachers, and supporting collaborative practice between schools. In relation to the first of these, teachers were of the opinion that it would best be facilitated through classroom-based methods such as coaching, team teaching, and observing and shadowing (see Hayes, 1999 for a critique of this proposal).

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** World Bank/UNICEF Year: 1996

**Title:** Towards a new school for the 21st century: Teacher's learning guides for the organisation of primary education in multigrade schools.

**Reference type:** workshop materials

**Workshop name:** Initiation workshop, World Bank/UNICEF Regional Office for Latin America and the Caribbean

**Abstract by CB:** As the name suggests, this publication brings together (in English) the set of learning guides used by Escuela Nueva for the training of their teachers.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Wright Wilma Year: July 2000

**Title:** Belize experience of multigrade teaching

**Reference type:** Conference proceedings

**Conference name:** Commonwealth Secretariat Regional workshop on multigrade teacher training modules

**Conference location:** Gaborone, Botswana

**Abstract by CB:** This paper describes the experience of Belize in implementing the multigrade training materials produced by the Commonwealth Secretariat (1997) for the Caribbean region.

It is reported that the materials have been integrated into the first level of the distance teacher training course at Belize Teacher Training College. Although there has been no formal evaluation of the modules, positive feedback has been received in the following areas:

- monograde teachers feel that the materials have relevance for mixed ability classes
- the materials encourage teachers to experiment with learning centres
- the integrated day approach has been well-received
- The paper highlights the importance of in-service training for those teachers who are in multigrade schools but have not been exposed to the multigrade modules. Finally, the author calls for further research, particularly into teaching-learning processes in multigrade schools.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Yeoman, Lyn and Seta, Tom Year: 1986

**Title:** The use of multi-grade classes in community schools: status, problems and potential.

**Reference type:** Report

**Institution:** Research and Evaluation Unit, Department of Education, Waigani, Port Moresby

**Abstract by CB:** This report on multigrade teaching in Papua New Guinea suggests that multigrade classes are a cost effective method of resource management and can be used to improve access to education, and re-distribute manpower and finance, without a significant deterioration in standards as long as:

- data collection is improved;
- provincial policies are established regarding the composition and size of multigrade classes;
- guidelines are established for selecting and recognising successful multigrade teachers;
- multigrade teachers are inspected using appropriate criteria;
- in-service training for multigrade teaching is increased;
- existing multigrade teaching materials are revised and distributed.

**Notes:** Available in the Institute of Education, University of London Library

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**Author:** Zaalouk Malak

**Year:** 1995

**Title:** The children of the Nile

**Reference Type:** Book

**Publisher:** UNESCO

**City:** Cairo

**Abstract by EH:** Description of the community schools project in Upper Egypt, in which the schools are in remote or small villages and are multigrade. In 1992, UNICEF, the Government of Egypt and local NGOs began a unique movement to bring education to remote and small villages where there had been no facilities previously, in the form of community schools. Eighty per cent of the pupils are girls, those who have suffered the most from the lack of education opportunities. The teachers are all young women selected from the local community. Classrooms are multigrade, and are divided into activity corners. Children are constantly encouraged to help each other, express their motivations and even assess one another and their facilitators. The Government is currently setting up its own version of the community schools and the project is spreading fast. The schools are 'putting responsibility and freedom of choice back into the hands of the deprived'. Its multigrade nature means that costs are decreased and repetition rates are so far non-existent.

**Notes:** Present in main Institute of Education library

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