

Multiage Classroom Model

The Multiage Classroom Model at St. Joseph Catholic Academy in Brookfield takes personalized learning to the next level as a pilot school that re-imagines how Catholic education could be delivered, in a financially sustainable model, in the small schools within our diocese. This new approach will allow the opportunity to create a fully personalized learning environment to maximize student success within a financially sustainable program.



The Multiage classroom school model, often referred to as a “micro-school,” is a school in which students are placed into “classes” comprised of students with at least a three-year span in chronological age rather than by grade. They are then grouped within the class in fluid groups based on skill level, ability and/or learning modality. Each student remains in the same classroom with the same teacher(s) for at least two school years, but moves between groups depending on the content or skill being addressed and the areas of strength for the student.

Teachers act more as guides than lecturers as there is a heavy emphasis on digital and project-based learning, and technology is utilized to ensure a highly personalized education. Teachers move from “teaching to an imaginary middle of the class” to creating learning activities that meet the needs of diverse individuals. Although lessons and the student learning path are personalized, students are measured against Diocesan standards to ensure learning and electronic portfolios will provide a forum for students to demonstrate evidence of mastery.

St. Joseph Catholic Academy in Brookfield provides a unique and timely opportunity to orchestrate a paradigm shift in our school structure, in how we teach and in how our students learn. St. Joseph’s is the first school in the Diocese to utilize the multiage classroom model school wide.

Professional development focused on teaching students in a multiage classroom is provided to supplement what is already being delivered diocesan wide in the areas of differentiated instruction and personalized learning. Additionally, coaching is provided to teachers as they implement the model. Teacher desire and buy in along with professional development are the keys to success with a program such as this that shifts away from the traditional teacher-learner roles to a more student driven and student centric model.