Kagan Structures

- **WALT** – introduce Kagan structures in order to broaden teaching and learning methodology

- **WILF**
  - improved knowledge of Kagan structures and will be familiar with approx 6 structures
  - to consider how the key principles of Kagan and how these can be incorporated into learning and teaching
What are Kagan Structures?

- A cooperative learning approach – NOT group work
- Devised by American educator – Spencer Kagan who came up with over 200 different structures.
- The aims of these are to promote:
  - thinking skills
  - social skills
  - increase self esteem
  - enjoyment
  - engagement in learning
Strategy A - Traditional

- Teacher asks question
- Think time
- Student(s) raise hands

- Teacher calls on student to answer
- One student answers
- Teacher responds → Dialogue between two people – what are the rest of the class doing? How many are actually actively involved?
- How do the rest of class feel?
Strategy B - *Group Work*

- Teacher sets task
- The more confident/intelligent/bossy child will take over task
- Less confident/unmotivated children will sit back
- Prescription for inequitable work load: Hogs complete work and make progress; Logs do nothing, are passive or disruptive typically leading to underachievement.
Strategy C – Kagan Approach

- Lessons are designed such that all members of each team participate.
- **Students participate equally** so ensuring the success for all and learn to support and value each other both *socially* and *academically*.
- No passive students, “It’s all about Engagement”.
- This creates a more **effective** teaching and learning environment.
- The ability of pupils to work with others is an important life skill.
- Working with others actually improves **understanding**, stretching the high ability and lower ability pupils alike.
Stand - Pair - Share

- Stand up
- **Walk** around room
- On teacher’s indication – find a partner (Pair)
- Timed Pair Share Who goes first?
- Person A talks first – Person B listens
- Person B *summarises* what person A has said
- Swap roles
- Teacher asks for **feedback**
Rally Robin

- Paired Task
- Teacher asks a question with multiple responses e.g. adjectives to describe the weather
- Partners repeatedly take turns in answering orally, often with a set time limit

Roundrobin/Roundtable

- Both structures are used to brainstorm ideas and generate a large number of responses to a single question or a group of questions
- The type of structure, i.e. Round robin (spoken) or Rour (written) is easily adaptable.
- Completed in groups of 4
Numbered Heads

- Each student in the team has a number
- Students work individually to solve a problem / answer a question. (Use white boards or paper)
- They work individually to begin with and then share their answer with the group and agree a group response
- Teacher selects a student to feedback to the rest of the class (e.g. – all number 3s stand up and tell me….)
- This student stands up and shares with the whole class
Fan n Pick

- Students are given a set of prepared cards on a topic (these can be prepared by the teacher or the students). On each card is a question and an answer.

- Partner A fans the cards
- Partner B chooses a card
- Partner B reads the card to Partner A
- If Partner A does not know the answer, Partner B coaches them to reach the answer.
- Partner B praises Partner A and then roles are reversed.
Quiz Quiz Trade

• Excellent Starter / Plenary Activity
• Whole class activity
• Each student in the group is given a card with a question and an answer from the topic being studied or revised
• Students move around room – teacher tells students to stop and pair up
• Partner A quizzes partner B – Partner A coaches if necessary and then partners switch cards
Partners trade and wait for instruction to move
Plenary – What have I learnt?
Showdown

- Teacher pick team captain and gives him/her a set of cards
- Team captain reads the question to the team. Team members write answers on white board, when team captain thinks team members are ready, he/she says showdown
- Team captain has to give each team member feedback
Review – The benefits of using Kagan

- Multiple studies show that Kagan structures promote social skills through positive interaction with their peers.
- Students develop self-esteem and increase motivation for learning.
- Promote development of language skills – speaking and listening.
- Encourage students to justify / debate / argue a case.
- Students verbalising learning = making connections.
- Lead to more successful whole school outcomes – to take teaching and learning from good to outstanding.
Key principles – how can these fit into our learning and teaching?

- Active engagement – no passive students
- An environment where students feel it is safe to participate (praising, coaching, a culture where it is ok to get things wrong)
- A wider variety of teaching and learning strategies to promote enjoyment
- Teachers as facilitators, rather than leaders of learning
- Activities to promote higher levels of thinking
- Seating plans to support learning