Northern Territory Government

Rosebery PRIMARY SCHOOL

Cooperative Learning Policy

Rationale

Kagan Cooperative Learning promotes a sense of community and belonging by strengthening teacher-student relationships and integrating cooperative learning strategies into the curriculum. It is the over-arching pedagogical model for Rosebery PS and effectively contributes to students and staff working together in a positive and inclusive, whole school learning environment.

Kagan Cooperative Learning is a structural approach to cooperative learning, based on the creation, analysis and systematic application of structures, or content-free ways of organizing social interaction in the classroom. Structures usually involve a series of steps, with prescribed behaviour at each step. In addition, Kagan philosophy endorses the teaching and fostering of social skills within the classroom and playground culture, ie no put-downs, ongoing praising of fellow classmates and regular class-building and team-building activities are also practiced, making the classroom a social and accepting place.

Policy Statement

All teachers will develop the skills and capacity so they effectively build a positive and productive, student-centred learning culture focused around Kagan cooperative learning.

Aims

Students will:

- Learn and engage with classmates and teachers through a variety of Kagan structures.
- Learn and use the 'quiet signal'.
- Learn and regularly use gambit/copycat praisers.

Teachers will:

- Learn, teach and use Kagan Cooperative Learning structures/strategies and embrace them as an agreed philosophy of teaching; embedding them within their daily practice.
- Establish classrooms with strong Kagan Cooperative Learning features such as appropriate seating plans and gambit/copycat/praiser use.
- Establish Kagan Cooperative Learning principles in learning programs including specific references to Classroom Management Plans, and Personal Teaching Philosophies.
- Include regular Kagan Classbuilding and Teambuilding sessions in weekly timetables.

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Implementation

We will:

- Introduce new teachers to Kagan Cooperative Learning through their orientation day.
- Provide ongoing training via the set, twice-a-term Kagan meetings.
- Provide additional, in-class support (In-the-moment coaching) as requested (ie provide opportunities for teachers to request Danielle to observe their practice or demonstrate structures with their class).
- Introduce/further explain Kagan Cooperative Learning to the wider school community via Classroom and Whole School Newsletters, and a whole school open night.
- Have Classroom Walkthroughs to open feedback loops on practice.
- Continue to provide dedicated Kagan professional development every year to any teachers wishing to participate.

Resources

'Kagan Cooperative Learning', 2nd Edition, by Spencer Kagan is Rosebery PS's nominated reference text. A copy is provided for each teacher. It is used in collaboration with the accompanying training folder each teacher received during initial training. Additionally, the school has purchased enough copies of Kagan's 'Classbuilding', 'Teambuilding', 'Silly Sports and Goofy Games' and 'Cooperative Learning for Primary Pre K-2' and provided all necessary software, so that each teacher has full time access to these throughout the year, enabling them to fully engage and embed Kagan's philosophies and strategies. A wide range of further Kagan teacher books are available in the teacher resource library.

Evaluation

At Rosebery PS we evaluate our implementation and effectiveness of Kagan Cooperative Learning through a range of assessment tools:

- Consult with teachers re: the establishment of Kagan Cooperative Learning principles (with specific reference to Classroom Management Plans, Personal Teaching Philosophies and regular Classbuilding and Teambuilding) one a one-to-one basis, during Program feedback each term.
- Conduct classroom walkthroughs to determine that Kagan Structures are being embedded in programs for a variety of purposes and for multiple content requirements.

Effective	Term 1, 2026
Date of Review	Term 1, 2030
Developed by	Leadership Team