



KANGAROO METHODOLOGY



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**Have you ever heard something
about KANGAROO methodology ?**



INTRODUCTION



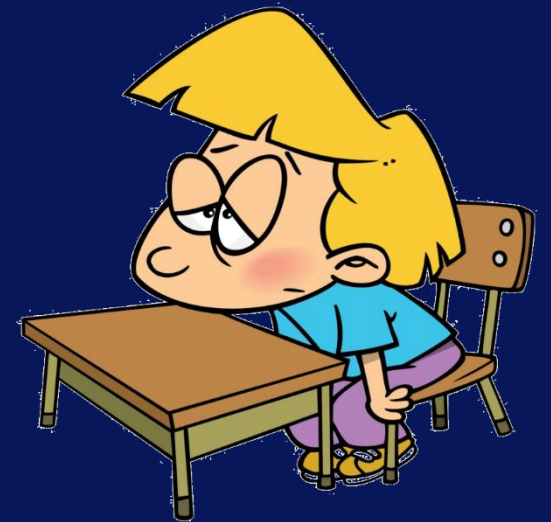
Every child has unique abilities and talents...

However, some children possess **exceptional** abilities and potential that go beyond what is typically expected for their age or grade level.

These children are often referred to as "**talented or gifted**" (ToG) and require specialized support and education to reach their full potential.

In spite of their obvious strengths as learners, such students often become bored, disengaged, or underperform.

Therefore, it is crucial for educators and schools to implement strategies for educating ToG pupils...



...many strategies are possible



Interaction Level	Strategy	Activities	Required Support
Individually	Mentoring	Interaction with experience share	Specialists in their field
	Consulting	Inter-psychological learning relationship organization	Specific training course
	Individualization of learning	The teachers working with the ToG use ready-made materials , focusing on the evolution of a particular talents.	Seminar about how to work individually with the ToG
Small group	Special interest group organization	The school administration allocates premises for the organization of a non-formal education (in parallel to the formal one)	The separate premises and administration support
	Special corner organization	The teachers working with the ToG use ready-made programs, improved only materials that will determine the evolution of the ToG.	The premises or corner in class and administration support
Large group	Special skills development centre organization	The school administration allocates premises for the organization of a non-formal education (in parallel to the formal one) throughout the educational institution.	The separate premise and administration support
	Special class organization	The teachers working with the ToG write out programs which contain a relevant improved curriculum and materials that will determine the evolution of the ToG.	The separate class and administration support

"Kangaroo classroom"



- refers to a space where ToG learners, either individually or in groups with other ToG learners, can develop their personal abilities for which they have a predisposition.

QUESTIONS TO BE ANSWERED

to facilitate the effective integration of technology into the activities and processes of the institution:

- What are the conditions for integration?
- How can technology function?
- What are the conditions for integration?
- What are the conditions for integration?
- What are the conditions for integration?
- Who are the stakeholders?



Methodology of the institution:

Conditions for integration? How can technology function?

Why Based Education? Who are the stakeholders?

NECESSARY CONDITIONS FOR INTEGRATION



Institutional resources: 1) the provision of dedicated facilities or spaces, 2) the availability of training and educational opportunities for specialists, 3) the establishment of a motivation system for all stakeholders involved.



stimulating creativity, critical thinking, problem-solving skills

Readiness of specialists: this entails a clear understanding of their roles, a willingness to collaborate within a team, and the possession of specialized knowledge and skills.

culture of respect, trust, openness

FUNCTIONING METHODOLOGY

Kangaroo classroom



Special Corner Organization

Special Class Organization



Special Corner Organization



Reason: resources are limited; the number of ToG learners - no more than 6; the primary need is for adaptation skills and psychological support rather than the development of additional skills.

Purpose: to provide a dedicated space within a regular classroom where ToG learners can develop their abilities and adapt to life among their peers.

Tasks of specialists: identifying the dominant abilities of the ToG learners, designing and assigning additional tasks, and providing guidance and psychological support.

Role of technology: can be used to provide access to advanced learning resources, facilitate communication and collaboration, and support the implementation of additional tasks.

Online implementation: can be a dedicated virtual space, such as a private channel on a learning management system or a separate online meeting room. Guidance and support through video calls, emails, or online chats.



Special Class Organization



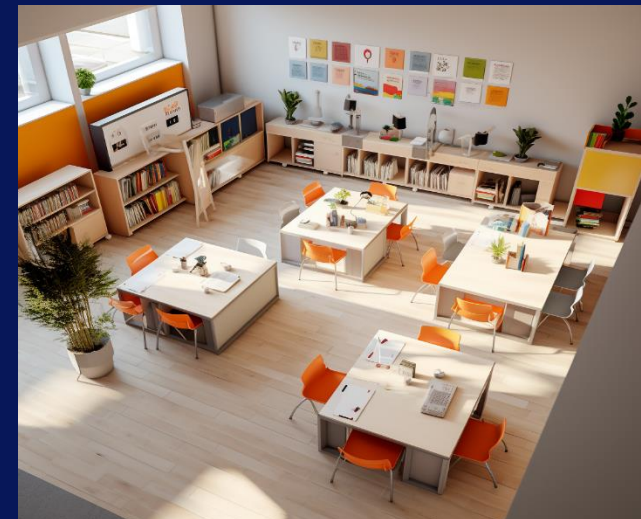
Reason: there are sufficient resources; a large number of ToG learners - 6 or more, who need to develop additional skills.

Purpose: to create a separate class where ToG learners can learn together, pursue their interests, and work on projects.

Tasks of specialists: identifying the abilities and interests of the ToG learners, designing and implementing a curriculum that caters to these abilities and interests, and facilitating group activities and projects.

Role of technology: can be used to provide access to advanced learning resources, facilitate communication and collaboration, and support the implementation of group activities and projects.

Online implementation: can be a dedicated virtual classroom on a learning management system. The educator can provide instruction, facilitate group activities, and provide guidance and support through video calls, online chats, discussion forums.



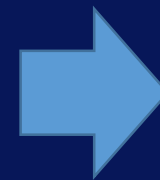
Two professionals per strategy



Advantages:

- 1) more effective response to the diverse needs of learners while maintaining a sense of organization
- 2) an opportunity to model healthy and respectful interactions between adults
- 3) increased likelihood that each learner will form a positive affective relationship with an adult figure in the classroom

Research has consistently shown:
gifted learners may experience unique social & emotional challenges, such as perfectionism, heightened sensitivity, feelings of isolation



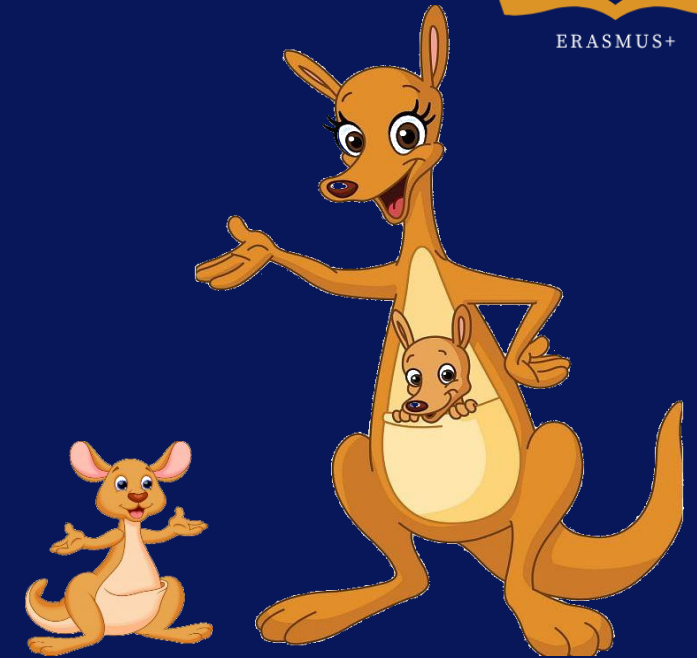
importance of
psychological support
in the development process
of ToG learners

Interaction with mainstream classrooms



Reasons to spend time among ordinary learners :

- 1) a sense of perspective and understanding behavioral expectations in a typical classroom
- 2) experiences that show ToG learners that a standard classroom is an accessible option
- 3) more humanistic view of diversity in abilities and needs (for all learners involved)



The Kangaroo classroom's diverse strategies cater to ToG learners' distinct requirements:

- ✓ "Special Corner Organization" offers personalized support
- ✓ "Special Class Organization" fosters collaboration
- ✓ having two educators enriches the learning experience
- ✓ integration with mainstream classrooms promotes holistic growth

EXPERIENCE OF LEARNERS



Learners' perspectives on special **corner** organization

Learners appreciate the opportunity to work at their own pace, explore their interests, and receive specialized guidance within the familiar classroom environment. This approach enhances their confidence and sense of belonging, ultimately positively impacting their educational experiences.



Learners' perspectives on special **class** organization

Learners value the opportunity to be academically challenged, engage in meaningful discussions, and collaborate on projects that align with their abilities and interests. This reflects a sense of fulfillment, engagement, and a positive learning environment that nurtures their unique talents, allowing for deeper exploration and growth.

Effects of grouping on ToG learner



Cognitive effects

Grouping within and between classes of varying levels has led to improved progress, with some evidence suggesting that grouping between classes of different levels may offer more significant benefits.

Attitudinal effects

Grouping by ability around specific subjects has been associated with improved attitudes toward those subjects, although its impact on overall attitudes toward school varies. Gender differences have also been observed, with boys showing more positive engagement with school when grouped by ability.

Socio-affective effects

...some high-potential learners in highly selective groups have reported social challenges, including isolation and a competitive climate. The impact on self-esteem can vary by gender and initial academic performance.

Collecting learners' feedback

some recommended approaches for educational institutions to consider (1)



👉 Establish a feedback collection plan

clear goals & timelines ⇒ feedback collection remains a consistent and integral part of educational practices

👉 Choose appropriate feedback methods

Surveys: age-appropriate, clear, and concise to facilitate effective communication and ease of response.

Interviews: one-on-one or group interviews to delve deeper into learners' experiences and insights.

Focus groups: discussions to encourage open dialogue and the exploration of common themes and concerns.

Reflective journals: Encourage learners to maintain reflective journals, providing a platform for them to express their thoughts and experiences.

👉 Engage specialists in feedback collection

⇒ appropriate methods and guidance in interpreting the feedback, leading to more meaningful insights.

👉 Create a safe and supportive environment

the confidentiality and anonymity (?)

supportive atmosphere without fear of judgment

👉 Design feedback instruments



Collecting learners' feedback

some recommended approaches for educational institutions to consider (2)



👉 Implement feedback collection

learners have sufficient time and support ⇔ different modalities such as online surveys, face-to-face interviews, or group discussions to accommodate diverse preferences.

👉 Analyze and interpret feedback

looking for common themes, patterns, insights. Consider both the quantitative and qualitative data to gain a comprehensive understanding of learners' perspectives.

👉 Share and discuss findings

the feedback findings should be communicated with educators and parents

👉 Implement adjustments and continuous improvement

being responsive to feedback and monitoring the impact of the adjustments

👉 Provide feedback loop to learners

informing learners of the adjustments made and how their feedback has contributed to improving their educational experiences

Transparency and communication empower learners

⇒ this encourages further engagement



EXPERIENCE OF EDUCATORS

Educators are pivotal in the journey of developing ToG learners!



Effective methods for collecting educators' insights

✓ Surveys

questions related to educators' experiences, observations, recommendations concerning ToG development strategies in place

✓ Semi-structured interviews

in-depth exploration - areas such as teaching methods, challenges faced, and perceived outcomes

✓ Focus groups

- these discussions can unearth collective opinions and common themes that may not surface through individual surveys or interviews

✓ Anonymous feedback channels

suggestion boxes or online platforms can encourage educators to share candid opinions

✓ Peer observations and peer-to-peer feedback

✓ Collaborative workshops and professional development



EXPERIENCE OF EDUCATORS

- psychological effects

✓ Heightened motivation

Educators often find their motivation levels increase as they witness the progress and achievements of their ToG learners.

✓ Deeper engagement

Engaging with ToG learners can be intellectually stimulating for educators. The depth and complexity of discussions and projects ⇒
⇒ educators becoming more deeply engaged in their teaching

✓ Increased sense of purpose

Educators recognize the unique role they play in shaping these s learners' futures, which can be incredibly rewarding and fulfilling.

Conversely, they may also encounter challenges such as increased stress or pressure!



Group work



Case studies:
YOUR EXPERIENCE

EXPERIENCE OF EDUCATORS

- navigating risks and seeking support



☐ Burnout

✌ **Workload management** - developing workload management systems that distribute tasks evenly and prevent excessive work h

✌ **Counseling services**

✌ **Sabbatical leaves**

☐ Resource allocation

✌ **Resource audits**

✌ **Professional development**

✌ **Data-driven decision-making**

☐ Educator isolation

✌ **Peer support networks** - regular meetings or online forums

✌ **Mentorship programs** - where experienced educators guide newcomers

✌ **Collaborative workshops**

The educator as a continuous learner



Educators often find themselves in a unique and dynamic position!

1. Identification of needs: recognizing the unique needs, abilities, and learning styles of their ToG learners. This realization underscores that standard teaching methods may not be effective in fully harnessing the potential of these learners. Identifying these needs serves as a crucial starting point in the educator's path.



2. Professional development: this phase involves seeking out specialized training, workshops, and resources designed to equip educators with the knowledge and skills necessary to better serve their ToG learners. It also emphasizes the significance of staying informed about the latest advancements in educational theory and practice, as well as gaining insights from experts in the field.

The educator as a continuous learner



3. Adaptation: transformation of teaching methods, curricula, and classroom environments to adapt these elements to meet the specific and evolving needs of ToG learners.

It also encourages experimentation and innovation in pedagogical approaches.

4. Reflective practice: regular reflection on teaching methods, curriculum design, and classroom dynamics becomes a hallmark of educators' practice. They actively seek feedback from learners, peers, and specialists in the field, using this input to refine their approach. This iterative process of reflection and adaptation ensures that the educator remains responsive to the changing needs of ToG learners.



FAMILY BASED EDUCATION



The purpose of involving parents: to create a collaborative and supportive environment that nurtures the unique needs and abilities of ToG learners.



**psychologists,
social workers**

- ✓ provide informational and educational materials
- ✓ develop individualized plans
- ✓ feedback about child's progress
- ✓ counselling services

⇒ **holistic development of ToG learners**



IDENTIFYING SUITABLE CANDIDATES FOR WORKING WITH TOG LEARNERS



The skills, competencies, and characteristics that are important:

- **Strong knowledge of the subject area:** able to provide challenging and enriching learning opportunities that go beyond the standard curriculum.
- **Understanding of giftedness:** knowledge of the characteristics and traits that gifted learners often possess, as well as an awareness of the challenges that these talented learners can face.
- **Flexibility and adaptability:** able to modify their teaching methods and strategies to meet the unique needs of each learner.
- **Creativity and innovation:** able to think outside the box and provide opportunities that are tailored to the individual needs of each learner.
- **Strong interpersonal skills:** able to build strong relationships with talented learners, as well as their families and other educators, and provide emotional support when needed.
- **Patience and persistence:** able to remain focused even when the learner is struggling or facing difficulties.
- **Lifelong learning:** able to stay up-to-date with the latest research and best practices in ToG learners' education, and continually seek out new ways to improve their teaching and support for talented learners.



**Thank you
for your attention**

