



Prifysgol Cymru
Y Drindod Dewi Sant
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“So what & how should we teach PE?”

Dylan Blain

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



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Recap...

- Aims of PE
- PE of the past
- Inclusive
- Holistic development
- What Content & delivery?



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Teaching Styles

<http://www.spectrumofteachingstyles.org/the-theory.php>

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Mosston & Ashworth (2002)

Spectrum of Teaching Styles

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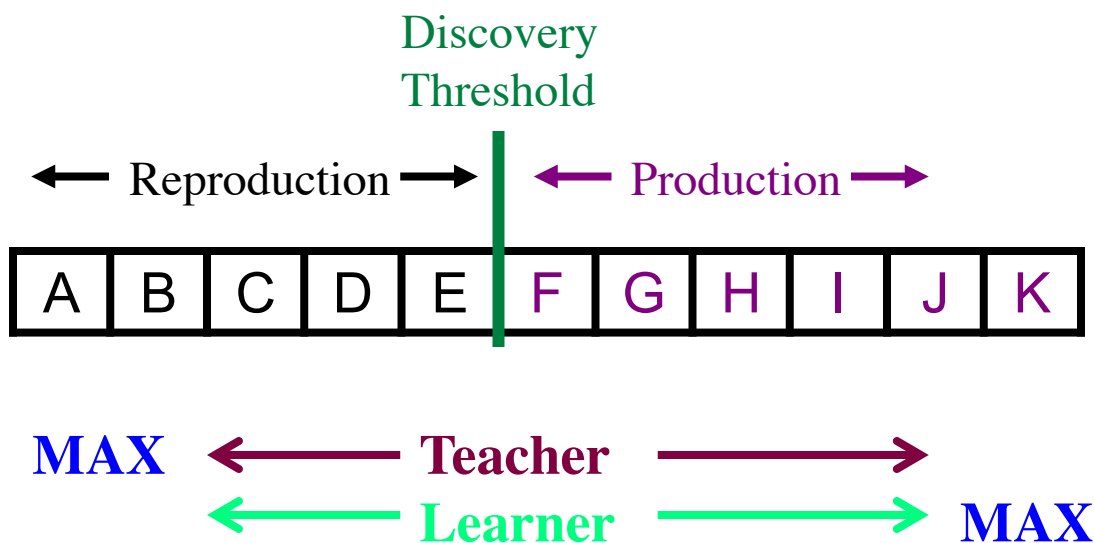


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Mosston's Spectrum of Teaching Styles

- A hierarchy of teaching styles that range from teacher-centered to student-centered.
- Each style has its own anatomy and unique characteristic.
- Each style has its strengths and weaknesses.
- It is up to the teacher to select the most appropriate style for the context and content.

Spectrum



Mosston, M., & Ashworth, S. (2002) *Teaching Physical Education, 5th Edition*. San Francisco: Pearson Education, Inc.

Anatomy of Styles

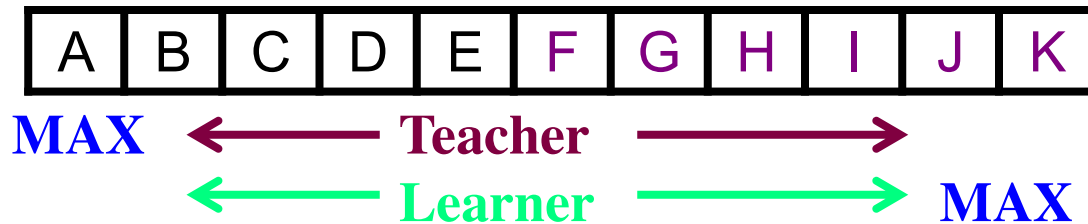
- Decisions made by the teacher and learner during every teaching episode.
 - **Pre-impact:** decisions made prior to students entering the class...PLANNING
 - **Impact:** decisions made to...
 - implement pre-impact decisions
 - make adjustments during the lessons
 - **Post-impact:** assessment decisions
 - Evaluation of Ss performance
 - Assessment of lesson

Anatomy of Styles

- **Questions addressed:**

- What do I want accomplished?
- How will this get accomplished?
 - Task order
 - Time (start/stop)
 - Pace/Rhythm
 - Location
 - Interval
 - Posture
 - Attire and appearance
 - Questions for clarification
- How will I know if it was accomplished?
- Was it successfully accomplished?

Teaching Styles



- A. Command
- B. Practice
- C. Reciprocal
- D. Self-Check
- E. Inclusion

- F. Guided Discovery
- G. Convergent Discovery
- H. Divergent Discovery
- I. Learner-Designed Individual Program
- J. Learner-Initiated Style
- K. Self-Teaching

Teaching Styles



A. **Command**: Everyone does the same thing at the same time on T's command.

Teacher's Role: make all decisions

Learner's Role: follow all decisions on cue

Pre-Impact Impact Post-Impact

T

T

T

Teaching Styles



B. Practice: individualized practice with feedback.

Teacher's Role: make all decisions and provide feedback

Learner's Role: perform task while making **nine impact decisions (pace, rhythm, etc.)**

<u>Pre-Impact</u>		<u>Impact</u>	<u>Post-Impact</u>
T		L	T

Teaching Styles

A	B	C	D	E	F	G	H	I	J	K
---	---	---	---	---	---	---	---	---	---	---

C. Reciprocal: PARTNERS (peer tutoring)

Teacher's Role: make all decisions and provide feedback to observers

L(doer)'s Role: perform task and make impact decisions

L(observer)'s Role: offer immediate and on-going feedback to the does using a criteria sheet

Pre-Impact

Impact

Post-Impact

T

L(doer)

L(observer)

Teaching Styles

A	B	C	D	E	F	G	H	I	J	K
---	---	---	---	---	---	---	---	---	---	---

- D. **Self-Check**: Learners work independently and check their own performance against criteria prepared by the teacher.

Pre-Impact Impact Post-Impact

T

L

L

Teaching Styles

A	B	C	D	E	F	G	H	I	J	K
---	---	---	---	---	---	---	---	---	---	---

- E. **Inclusion**: Learners of varying skill levels participate in the same activity by selecting the level of difficulty at which they wish to perform (e.g. LEARNER SELECTS OWN LEVEL OF ENTRY.)

Pre-Impact

Impact

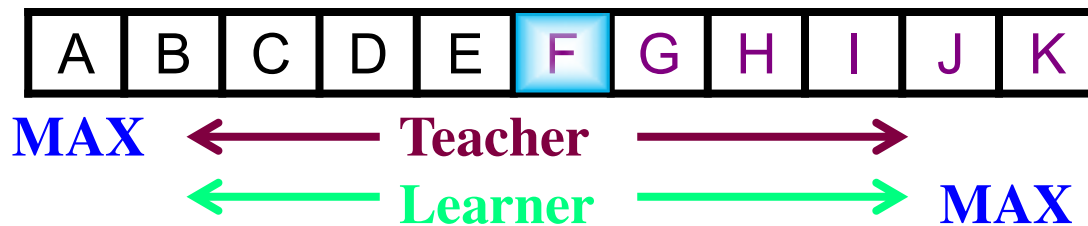
Post-Impact

T

L

L

Teaching Styles



F. Guided Discovery: Teacher leads learner toward “*discovering*” a predetermined response/solution by posing series of questions.

<u>Pre-Impact</u>	<u>Impact</u>	<u>Post-Impact</u>
T	T/L	T/L

Teaching Styles

A	B	C	D	E	F	G	H	I	J	K
---	---	---	---	---	---	---	---	---	---	---

G. Convergent Discovery: same as guided discovery except teacher poses a single question forcing the learner to engage in reasoning, questioning, and logic to make connections and discover the single answer.

Pre-Impact Impact Post-Impact

T

T/L

L/T

Teaching Styles

A	B	C	D	E	F	G	H	I	J	K
---	---	---	---	---	---	---	---	---	---	---

H. **Divergent Discovery**: multiple responses/solutions to a single question/situation posed by the teacher

<u>Pre-Impact</u>		<u>Impact</u>	<u>Post-Impact</u>
T	L / T	L / T	

Teaching Styles

A	B	C	D	E	F	G	H	I	J	K
---	---	---	---	---	---	---	---	---	---	---

- I. **Learner-Designed Individual Program:**
learners make decisions about how to
resolve problem and designate
performance criteria

Pre-Impact Impact Post-Impact

T L L

Teaching Styles



J. **Learner-Initiated Style**: learner initiates and is responsible for designing the learning experience from start to finish.

Teacher's Role: provide support and facilitate according to learner's requests.

K. **Self-Teaching Style**: This style cannot exist in the classroom as the individual participates in both the teacher and learner roles.

Be Creative & Have Fun!

- Spectrum of Teaching Styles is “universal” and independent of age, content, gender, grade, and ability levels.
- Spectrum involves shifts in the decision-making process (pre-impact, impact, post-impact).
- Every style has pros and cons.
- Use of variety of styles.
- Combine teaching styles within individual lessons.



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Models Based Practice in Physical Education

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“physical education has the potential to contribute to the achievement of a range of educationally beneficial outcomes and that in order to do this we need new and multiple versions or ‘models’ of physical education”

(Kirk, 2013)

COOPERATIVE LEARNING, VLOGS

VLOG 11: A MODELS-BASED APPROACH

🕒 JUNE 11, 2015 👤 VICKY GOODYEAR 💬 11 COMMENTS



<https://peandsportvlog.wordpress.com/2015/06/11/vlog-11-a-models-based-approach/>

What are Pedagogical Models?

- Design specification used create programmes for specific circumstances & local contexts.
- ‘Non-Negotiable’ / key features (Kirk, 2013) / teacher student benchmarks (Metzler, 2011)
- Without these non-negotiable features the stated learning outcomes are less likely to be achieved (Kirk, 2013).
- Design specification allows for teachers to adapt to their specific context.

Examples of Pedagogical Models in PE

- Teaching Games for Understanding (TGFU; Bunker & Thorpe, 1986) (Tactical Games Teaching, Games Sense)
- Cooperative Learning (Dyson & Casey, 2012)
- Sport Education (Siedentop, 1995)
- Games Making (Casey, Hastie & Rovegno, 2010)

Resources

PE & Sport Vlog (Dr Vicky Goodyear, Birmingham University)

<https://peandsportvlog.wordpress.com/>

Physical Education Practitioner Research Network (PEPRN) (Dr Ashley Casey, Loughborough University)

<http://www.peprn.com/>

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