

Teaching Styles

Mosston & Ashworth's full spectrum describes ten distinctive teaching styles based on the degree that the teacher and/or student assume responsibility for what occurs in the lesson.

At Coach Award we are interested in 6 of these.

| A - COMMAND | |
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| <ul style="list-style-type: none"> Teacher makes all decisions Teacher directed instructions re: location, start time, pace, stop time, demonstration, etc. Learner responds to instructions Class is set up in an orderly manner Teacher circulates to give feedback Examples include dance, aerobics, drills, etc. | <ul style="list-style-type: none"> efficient use of time (time on task is high) learning by recall and repeated performance fixed standard of performance (based on model) progress is rapid no "thinking" on part of students other than memory |
| B - PRACTICE (TASK) | |
| <ul style="list-style-type: none"> learner performs tasks prescribed by teacher, but learner determines pace, rhythm, start, stop, interval teacher circulates to give individual feedback designed for individual practice, class is dispersed examples include individual skills in volleyball, basketball shooting, etc. | <ul style="list-style-type: none"> learners held accountable for decisions learners begin to experience independence providing activity for students who finish task time on task can be affected |
| C - RECIPROCAL (Peer Coaching) | |
| <ul style="list-style-type: none"> class is organized in pairs or threes observer gives feedback, doer performs the skill, feeder; if necessary, feeds object to doer observer makes feedback decisions, rather than teacher use of task cards or criteria sheets designed by teacher teacher communicates only with observers | <ul style="list-style-type: none"> greater socialisation between students students take more active role in learning process constant presence of teacher not required teacher trusts students to make decisions |
| D - SELF-CHECK | |
| <ul style="list-style-type: none"> learners assess themselves in comparison to criteria sheets established by teacher examples include individual skills, target games, fitness results, etc teacher provides feedback at end of class | <ul style="list-style-type: none"> students monitor themselves self-check is private students learn their own limits, successes, failures more concerned with the results of a movement, not the movement itself |

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| E – INCLUSION | |
| <ul style="list-style-type: none"> • multiple levels of performance of the same task to allow for success of all learners (slanted rope) • accommodates individual skill differences • student chooses the level of performance based on perceived ability • self-assessment • teacher provides feedback regarding the decision-making process, not the chosen level • examples include gymnastics, basketball shooting (distance from basket), fitness and weight training | <ul style="list-style-type: none"> • students can take a step backward to experience success • inclusive, invites involvement • be aware of the gap between reality and aspiration • some students have difficulty choosing a particular level because they are conditioned to being told • often a positive style for students who get excluded from other activities |
| F - GUIDED DISCOVERY | |
| <ul style="list-style-type: none"> • teacher guides students through a series of problems in which students make decisions to arrive at solutions • each step is based on the response to the previous step • teacher must wait for the learner's response and offer frequent feedback or clues (patience) • examples include centre of gravity in gymnastics, levers, stability, strength, speed, the need for a variety of passes in basketball, etc. | <ul style="list-style-type: none"> • lots of preparation on part of teacher • teacher must be prepared to experiment with the “unknown” because responses may be unanticipated • minimal social contact with other students, but cognitive involvement is high • level of physical activity may be low |

HOW TO SELECT A STYLE

Steps to answer the question “How will I teach this material to my students?”

1. Think about the nature of the **C-L-O** = the **Coach** behaviour, **Learner**'s behaviour, the intended objective and the observable **Outcome** of each activity or episode within a session.
2. List and describe the skill progressions and other episodes that comprise the session.
3. Write your objectives for each episode within the session. (e.g. What do you want learners to accomplish? What is the task? What is the standard for their performance? These 3 things are the Task, Conditions and Criteria of every objective. What behaviour(s) are you trying to develop in the learner or have them practice?)
4. Does the task or series of tasks that you have for the learners require them to reproduce a behaviour a certain way, or is it a task that invites them to discover or to produce their own ideas about how to best perform the behaviour?
Your answer to this question determines on which side of the Discovery Threshold you will be working.

