

## **Identifying the opportunities provided by Mosston and Ashworth's spectrum of teaching styles to develop multi-abilities in Physical Education (PE)**

*In this section, each of the teaching styles from A-H are summarised in terms of the learner and teacher role. There is an example for each and the opportunities to develop the abilities are summarised graphically with a description.*

### **Introduction:**

The use of a particular teaching style will have an enormous impact on the potential for children with a wide range of abilities to access high quality learning experiences. Mosston & Ashworth (1986) developed a teaching spectrum which maps out teaching styles ranging from command style to discovery. This guide considers the effect of different teaching styles on the development of multi-abilities in PE and suggests some implications for their use with talented pupils.

### **Command Style – (Style A)**

**Teacher role:** The teacher makes all the decisions about what is to be learned, how it will be learned and the pace of the learning.

**Learner role:** The learner does what the teacher requires when they are directed to do so.

**Example:** Athletics. The teacher is teaching the children to execute a sprint start. The teacher shows the children a sequence of movements. E.g. "Put one foot to the start line, place the second foot alongside the first foot so that the toes of the second foot are level with the front of the heel of the first foot." Once an 'on your marks' position is established the children are asked to practice the move to a 'set' position in a similar manner.

### **An evaluation of the abilities likely to be developed in style A:**

**Cognitive:** The learner needs to be able to recognise the key points about performing the movement (s) effectively and be able to apply them.

**Creative:** Because the learner is not required to make any decisions about the content or the context there are few opportunities to be creative.

**Social:** There are limited opportunities to develop social abilities in this style other than the sharing of equipment and space.

**Personal:** The personal demands on the learner exist at the level of being able to recognise and replicate the movement and show persistence in practice.

**Physical:** This style can be helpful when the learning intention is for the learner to be able to reproduce a model with precision and accuracy.

<b>Command Style</b>					
	<b>Cognitive ability</b>	<b>Creative ability</b>	<b>Social ability</b>	<b>Personal ability</b>	<b>Physical ability</b>

**Practice Style – (Style B)**

**Teacher role:** To decide what is to be learned and what the success criteria will be. To observe the children practicing and give appropriate feedback related to the learning intention. Also to answer questions initiated by the learner.

**Learner role:** The learner’s role is to practice as directed by the teacher. The learner has some control over the pace and rhythm of practice and the precise location of practice.

**Example:** Gymnastics The children are required to learn how to execute a cartwheel. The teacher provides them with a model of the cartwheel and draws out the key points and progressions. The children practice in their own time. The teacher collects information about their progress and provides feedback. The children are allowed to ask clarifying questions as they arise.

## **An evaluation of the abilities likely to be developed in style B:**

**Cognitive:** Pupils have the opportunity to develop an understanding of the motor patterns being practiced and also to develop understandings about the principles that underpin them.

**Creative:** Pupils have the chance to use existing understanding to solve the problems presented by learning to cartwheel.

**Social:** The pupils have to be able to share space and equipment safely.

**Personal:** The children need to be able to use practice time effectively

**Physical:** This style encourages children to develop good body management.

<b>Practice Style</b>					
	<b>Cognitive ability</b>	<b>Creative ability</b>	<b>Social ability</b>	<b>Personal ability</b>	<b>Physical ability</b>

## **Reciprocal Style – (Style C)**

**Teacher role:** To decide what is to be learned and what the success criteria will be.

**Learner role:** Is to work with a partner in such a way as both parties benefit from the practice time. Typically the learners take it in turns to assume the role of ‘teacher’ and ‘learner.’ The class teacher provides knowledge to the pupil teacher often in the form of a card. The pupils must then identify strengths and weaknesses and make suggestions as to how the weaknesses may be addressed.

**Example:** Swimming. The children are allocated a partner. The teacher provides a laminated card with graphic and written information about the key aspects of the stroke. The children then assume the roles of learner and teacher. The ‘teacher’ observes the ‘learner’ swimming and compares the pupil with the model on the card. They then work to close the gap between the current stage of learning and the ideal.

**An evaluation of the abilities likely to be developed in style C:**

**Cognitive:** Pupils have the opportunity to develop an understanding of the motor patterns being practiced and also to develop understandings about the principles that underpin them. They also get to develop understandings about aspects related to effective teaching and learning.

**Creative:** Pupils have the chance to use existing understanding to solve the problems presented by the reciprocal teaching episode. Pupils may need to demonstrate a flexible approach.

**Social:** The pupils have to be able to adopt different roles. They have to be able to observe and listen to what their partner is telling them. They will need to be able to ask clarifying questions when required.

**Personal:** The children need to be able to be honest with each other and be able to accept criticism and advice.

**Physical:** This style encourages children to develop good body management and to understand the principles of effective movement.

<b>Reciprocal Style</b>					
	<b>Cognitive ability</b>	<b>Creative ability</b>	<b>Social ability</b>	<b>Personal ability</b>	<b>Physical ability</b>

## **Self Check Style – (Style D)**

**Teacher role:** To decide what is to be learned and what the success criteria will be. As part of this, they provide the children with a model of what effective performance looks like. To initiate communication with the learner in a manner that explicitly invites them to assess their own work.

**Learner role:** To carry out the task as directed by the teacher. To use the success criteria identified by the teacher to review their own work.

**Example:** Athletics. The children are required to learn to putt the shot. The teacher provides them with a model and draws their attention to the key points. As part of the process they are invited to check their own performance. The children then practice as in style B. The teacher monitors the class and their communication with the children invites them to review their own work. E.g. What happened in your last go? What are you focusing on?

### **An evaluation of the abilities likely to be developed in style D:**

**Cognitive:** Pupils have the opportunity to develop an understanding of the motor patterns being practiced and also to develop understandings about the principles that underpin them. They also get to develop understandings about aspects related to effective teaching and learning.

**Creative:** Pupils have the chance to use existing understanding to solve the problems presented by learning to Putt the shot.

**Social:** The pupils need to be able to share equipment and space.

**Personal:** This style requires high levels of personal ability. The children need to demonstrate high levels of self awareness.

**Physical:** This style encourages children to develop good body management and to understand the principles of effective movement.

<b>Self check Style</b>					
	<b>Cognitive ability</b>	<b>Creative ability</b>	<b>Social ability</b>	<b>Personal ability</b>	<b>Physical ability</b>

**Inclusion Style – (Style E)**

**Teacher role:** To decide what is to be learned and what the success criteria will be, and to provide the children with levels within the task. They should also initiate discussion with the pupils and be prepared to answer questions from the learners.

**Learner role:** To select a level appropriate for their level of ability and carry out the task as directed by the teacher. To use the success criteria identified by the teacher to review their own work.

**Example:** Cricket. The children are all learning to bowl over-arm. The teacher provides them with success criteria and a model of effective performance. The teacher also provides them with a range of targets that they can choose to bowl at. These may range from a large target such as a table leaning against a wall, to a badminton post. The children then choose which target they bowl at and as they improve can move along the continuum to a smaller more challenging target, or if they are not making any progress they can move to a larger target.

**An evaluation of the abilities likely to be developed in style E:**

**Cognitive:** Pupils have the opportunity to develop an understanding of the motor patterns being practiced and also to develop an understanding about the principles that underpin them.

**Creative:** Pupils have the chance to use existing understanding to solve the problems presented by learning to bowl.

**Social:** The pupils need to be able to share equipment and space.

**Personal:** This style requires high levels of personal ability. The children need to demonstrate high levels of self awareness as they decide which target to bowl at, as well as considering how to review their own bowling as in the self check style.

**Physical:** This style encourages children to develop good body management and to understand the principles of effective movement.

<b>Inclusion Style</b>					
	<b>Cognitive ability</b>	<b>Creative ability</b>	<b>Social ability</b>	<b>Personal ability</b>	<b>Physical ability</b>

### **Guided discovery Style – (Style F)**

**Teacher role:** To decide what is to be learned and to devise a sequence of questions each designed to facilitate a small discovery by the learner. The teacher uses a sequence of questions to guide the learner and provides regular feedback. The teacher must also acknowledge the learner’s discovery of the concept.

**Learner role:** To listen to the teacher’s questions and clues. To discover the answer for each question in the sequence in turn, thus leading to the final answer.

**Example:** Gymnastics. To discover the key principles of how the base of support and centre of gravity interact to affect the stability of a balance. The pupils explore the focus responding to questions such as; can you find balance that is stable? What do you notice about the relationship of the heavy parts of your body to the base of the balance? What happens if you reduce the points of contact with the floor? What happens if you make the base of balance as wide as you can?

**An evaluation of the abilities likely to be developed in style F:**

**Cognitive:** Pupils have the opportunity to develop an understanding of the motor patterns being practiced through a heuristic approach. A key outcome of this style could be that the children develop understandings about the principles that underpin them.

**Creative:** Pupils have the chance to use existing understanding to solve the problems presented by the teacher.

**Social:** The pupils need to be able to share equipment and space.

**Personal:** This style requires high levels of personal ability. The children need to demonstrate high levels of self awareness and curiosity about arriving at the 'solution.'

**Physical:** This style encourages children to develop good body management and to understand the principles of effective movement.

<b>Guided discovery style</b>					
	<b>Cognitive ability</b>	<b>Creative ability</b>	<b>Social ability</b>	<b>Personal ability</b>	<b>Physical ability</b>

## **Convergent discovery Style – (Style G)**

**Teacher role:** To present the problem or issue to the learners where there are recognised solutions. To react to how the learners respond to the tasks and offer feedback and clues without providing an actual solution.

**Learner role:** To examine the problem and develop solutions accordingly. To trial the solutions and then evaluate them with a view to refining the strategies that they have developed.

**Example:** Basketball. The children are playing 3v3 games. The task is to find ways to create the chance to make a shot from close to the hoop. The teacher then encourages them to 'converge' on solutions such as pass and move, 'clearing out,' attacking the 'weak side' and using screens.

### **An evaluation of the abilities likely to be developed in style G:**

**Cognitive:** Pupils have the opportunity to develop an understanding of the motor patterns being practiced through a heuristic approach. A key outcome of this style could be that the children develop understandings about the principles that underpin them.

**Creative:** Pupils have the chance to use existing understanding to solve the problems presented by the teacher. There are opportunities to use multi-responses to the same problem and flexible approaches are essential.

**Social:** The pupils need to be able to share equipment and space and in this example they need to be able to co-operate and compete in a sensible manner.

**Personal:** This style requires high levels of personal ability. The children need to demonstrate high levels of self awareness and curiosity about arriving at the ‘solution.’

**Physical:** This style encourages children to develop good body management and to understand the principles of effective movement.

<b>Convergent discovery style</b>					
	<b>Cognitive ability</b>	<b>Creative ability</b>	<b>Social ability</b>	<b>Personal ability</b>	<b>Physical ability</b>

### **Divergent production Style – (Style H)**

**Teacher role:** To make the decision about the focus and context of the learning. To encourage the learners to suggest ideas beyond the ‘known’ and give feedback that reacts to the learners responses to the task.

**Learner role:** To find ways to solve the problem set by the teacher. To evaluate the merit of their responses and develop alternative strategies.

**Example:** Outdoor and adventurous activities. The children are working in groups of approximately 4. One pupil stands on a crate. The task is for the rest of the group to pass a hoop around the pupil on the crate (and the crate itself), without the pupil on the crate touching the ground, in as fast a time as possible. The children are allowed to practice and then they are timed. They are allowed to evaluate and refine their method and are then timed for a second time to see if they can improve upon their first attempt.

**An evaluation of the abilities likely to be developed in style H:**

**Cognitive:** Pupils have the opportunity to develop an understanding of the motor patterns being practiced through a heuristic approach. A key outcome of this style could be that the children develop understandings about the principles that underpin them.

**Creative:** Pupils have the chance to use existing understanding to solve the problems presented by the teacher. The learners are encouraged to develop multiple responses to the same problem.

**Social:** The pupils need to be able to share equipment and space and work together effectively in order to develop solutions. This style may well require the children to adopt different roles. E.g. lead, listen and build on others ideas.

**Personal:** This style requires high levels of personal ability. The children need to demonstrate high levels of self awareness and curiosity about arriving at the ‘solution.’

**Physical:** This style encourages children to develop good body management and to understand the principles of effective movement.

<b>Guided discovery style</b>					
	<b>Cognitive ability</b>	<b>Creative ability</b>	<b>Social ability</b>	<b>Personal ability</b>	<b>Physical ability</b>

### **Conclusion:**

If provision is to meet the needs of all pupils, the teaching styles used must challenge the abilities of pupils across the full range of national curriculum activity areas. Of course, recognising the multi-dimensional aspect of talent development means that a range of abilities are likely to be unearthed. This may require a number of teaching styles being employed within the same lesson for different groups of pupils, within certain sections of the lesson, or at various points during the scheme of work.