

# SPECTRUM OF TEACHING STYLES



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# THE SPECTRUM



- **WHO HAS HEARD OF IT??????**
- **WHO DISCOVERED IT?**
- **HOW OLD IS IT? – 20, 30, 40, 50 YEARS, MORE...?**
- **WHAT IS IT?**
- **FREE BOOK!**
- **[HTTPS://SPECTRUMOFTEACHINGSTYLES.ORG/](https://spectrumofteachingstyles.org/)**

# SHORT HISTORY OF THE SPECTRUM

- **BEGAN IN 1966 WHEN MUSKA MOSSTON DISCOVERED THE SPECTRUM OF TEACHING STYLES.**



- **THE SPECTRUM OF TEACHING STYLES WAS BASED ON THE PREMISE THAT TEACHING IS A CHAIN OF DECISION MAKING, I.E., WHO MAKES THE DECISIONS AND WHEN AND WHAT ARE THE INTENTIONS OR PURPOSE OF THOSE DECISIONS.**

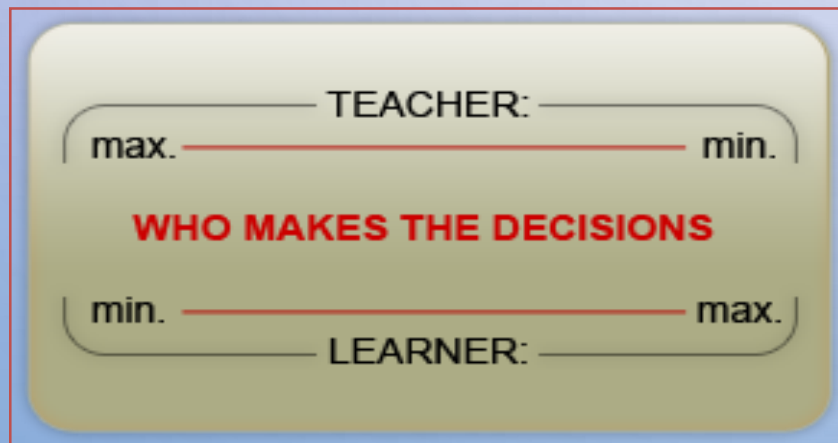
# DECISIONS: – THE WHO, THE WHAT AND THE WHERE?

- **PRE-IMPACT** – DECISION WHICH DEFINE THE **INTENT** (LESSON OBJECTIVES, SKILLS/TACTICS/PRINCIPLES TO LEARN)
- **IMPACT – FACE TO FACE** INTERACTION BETWEEN TEACHER/STUDENT, THE STUDENTS INTERACTING WITH THE LEARNING EPISODES
- **POST-IMPACT** - DECISIONS CONCERNING ASSESSMENT— **FEEDBACK ABOUT PERFORMANCE** DURING THE IMPACT AND EVALUATION OF THE OVERALL CONGRUENCE BETWEEN THE INTENT AND THE ACTION OF THE LEARNING EXPERIENCE.

# SPECTRUM OF TEACHING STYLE CLUSTERS

## REPRODUCTION CLUSTER

- STYLE A – COMMAND
- STYLE B – PRACTICE
- STYLE C – RECIPROCAL
- STYLE D – SELF CHECK
- STYLE E – INCLUSION

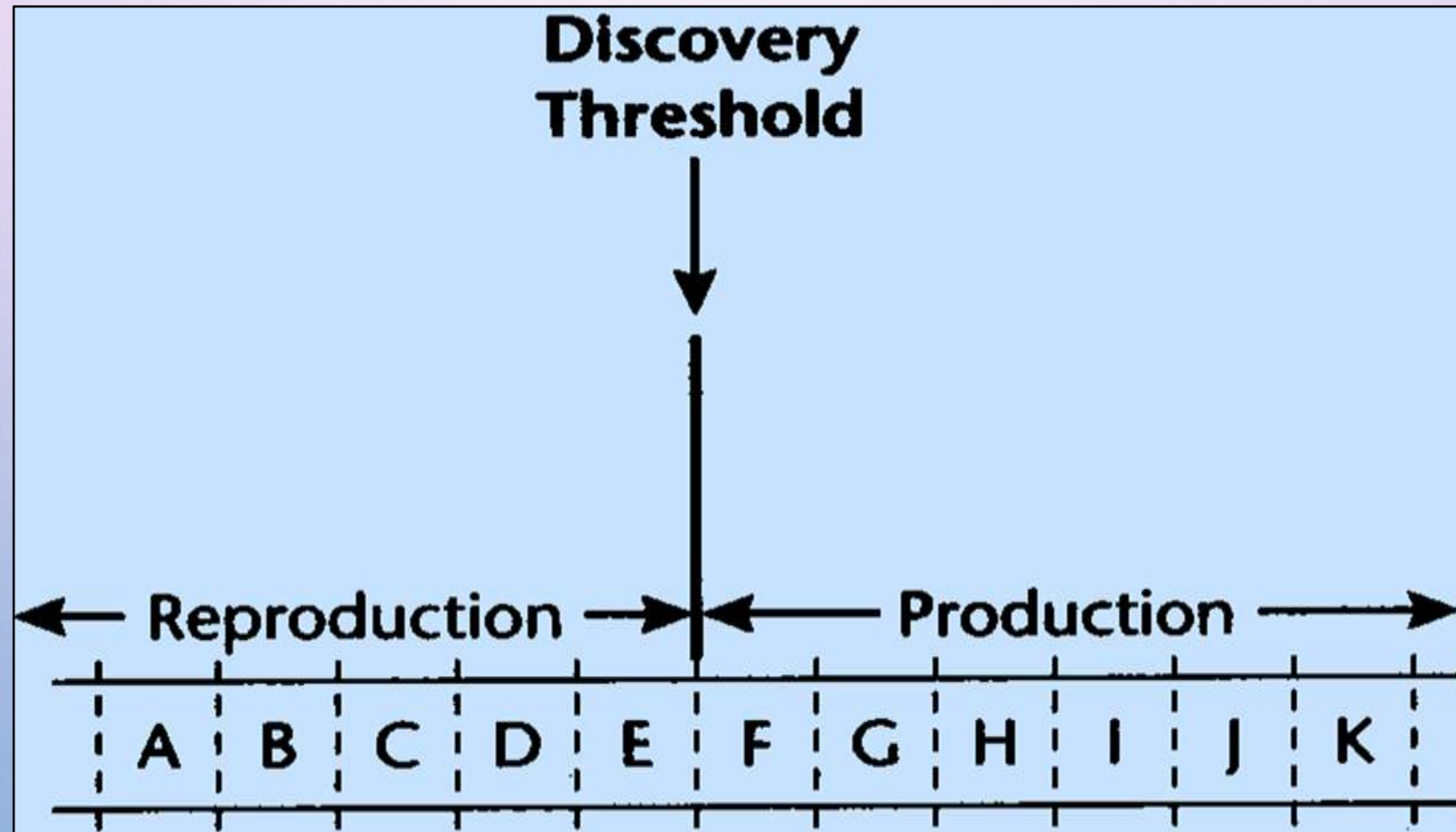


## PRODUCTION CLUSTER

- STYLE F – GUIDED DISCOVERY
- STYLE G – CONVERGENT DISCOVERY
- STYLE H – DIVERGENT DISCOVERY
- STYLE I – LEARNER DESIGNED INDIVIDUAL PROGRAM
- STYLE J – LEARNER INITIATED PROGRAM
- STYLE K – SELF TEACHING

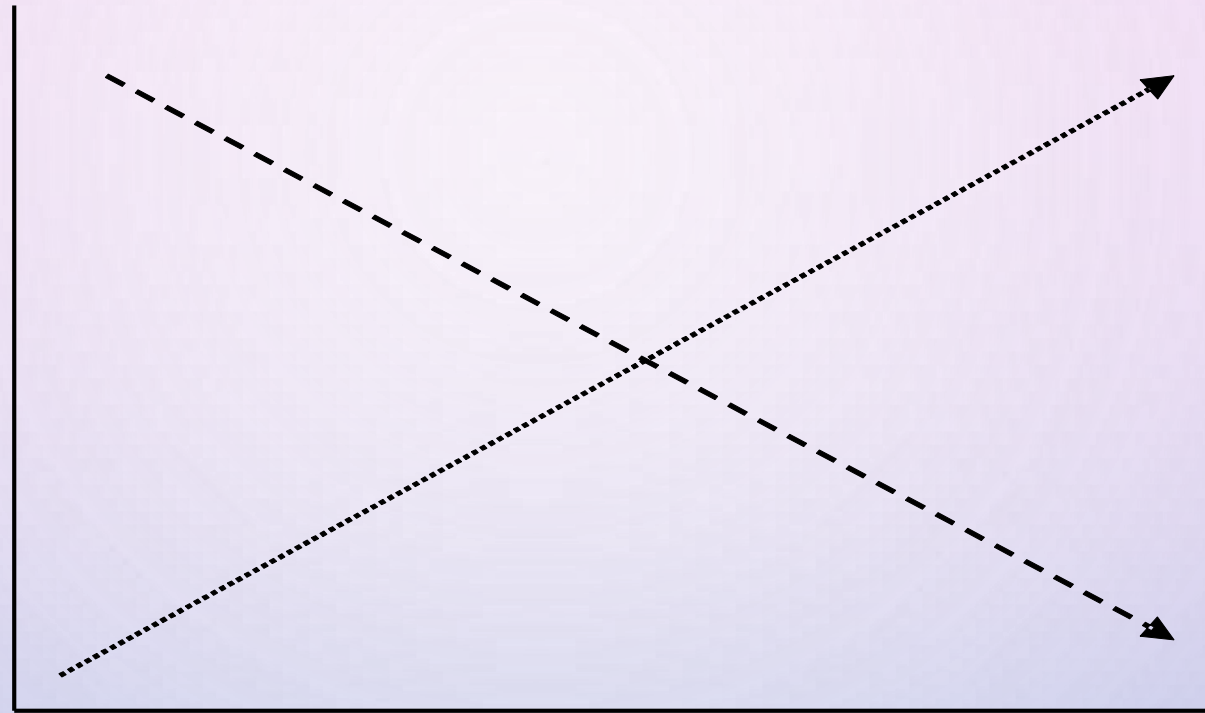
# SPECTRUM OF TEACHING STYLES -

STYLES WHICH REQUIRE THE REPRODUCTION  
OF KNOWLEDGE AND THE PRODUCTION OF  
KNOWLEDGE



# Responsibility for Decision making

Student .....▶  
Teacher - - - -▶



A B C D E F G H I J K

## The Spectrum of Teaching Styles

# FIVE CHANNELS OF HUMAN DEVELOPMENT

- **SOCIAL** (INTERACTING WITH OTHERS)
- **PHYSICAL** (PERFORMING PHYSICAL MOVEMENTS)
- **EMOTIONAL** (AFFECTIVE DOMAIN/JOY/SADNESS OF COMPETITION/MOVEMENT)
- **ETHICAL** (FAIRNESS, RULES)
- **COGNITIVE** (THINKING TO SOLVE MOVEMENT PROBLEMS/RESPOND TO THE ENVIRONMENT)



# NON-VERSUS PERSPECTIVE



- ONE STYLE IS NOT BETTER THAN ANOTHER.
- EDUCATIONAL IDEAS PRESENTED IN OPPOSITION TO THE STATUS QUO.
- **DIRECT INSTRUCTION VERSUS INDIRECT INSTRUCTION, BEHAVIOURIST VERSUS HUMANISTS.**
- REQUIRES TEACHERS TO ABANDON ONE THEORY FOR THE NEW – IF YOU DON'T YOU ARE NEGATIVE, CYNICAL, OLD.....?
- **“EVEN A CLOCK THAT IS BROKEN IS RIGHT TWICE A DAY”.**
- SPECTRUM VALUES ALL STYLE FOR THE OBJECTIVES THEY CAN MEET.

# THE SPECTRUM

**Style A:** Copy me, mirror me, move when I move

**Style B:** skill and drills, GSA, TGfU, Open ended questioning (Guided Discovery), group work, peer teaching, co-operative learning, PSI, Inquiry, PBL

**Style C:** Peer teaching, co-operative learning, PSI

# THE SPECTRUM

**Style D:** Dartfish, De Ja Vu, Film yourself

**Style E:** Station work, set your own challenge

**Style F:** Guided Discovery, Inquiry Approach,  
Socratic questioning

# THE SPECTRUM

**Style G:** PBL, GSA, TGfU, Inquiry Approach

**Style H:** PBL, GSA, TGfU, Inquiry Approach

**Style I:** Design your own training program,  
PSI

# THE SPECTRUM

**Style J:** Doing a PhD (minus the uni assessing)

**Style K:** I want to learn about .....?



## .....DOES THIS FIT WITH ACHPE?

- “APPLY INNOVATIVE AND CREATIVE THINKING IN SOLVING MOVEMENT CHALLENGES” (P. 32). **CONVERGENT DISCOVERY STYLE - G AND DIVERGENT DISCOVERY STYLE – H.**
- “**DESIGNING** AND REFINING MOVEMENT CONCEPTS AND STRATEGIES TO MANIPULATE SPACE AND THEIR RELATIONSHIP TO OTHER PLAYERS IN THIS SPACE” (YEAR 7/8, P. 49), **CONVERGENT DISCOVERY STYLE - G AND DIVERGENT DISCOVERY STYLE – H.**
- “DESIGNING AND PERFORMING MOVEMENT SEQUENCES TO CREATE, USE AND DEFEND SPACE” (YEAR7/8, P. 48) **CONVERGENT DISCOVERY STYLE - G AND DIVERGENT DISCOVERY STYLE – H.**



## .....DOES THIS FIT WITH ACHPE?

- “ATTEMPTING DIFFERENT WAYS TO SOLVE A MOVEMENT CHALLENGE AND DISCUSSING WHICH WAYS WERE SUCCESSFUL OR NOT” (P. 16) **DIVERGENT DISCOVERY STYLE,**
- “DEVELOPING AND IMPLEMENTING APPROPRIATE MOVEMENT CONCEPTS AND STRATEGIES FOR SELECTED MOVEMENT SCENARIOS” (P. 58) **DIVERGENT DISCOVERY STYLE,**
- “EXPERIMENTING WITH THE MANIPULATION OF FORCE AND SPEED APPLIED TO AN OBJECT TO EXAMINE THE DIFFERENCE CREATED IN MOVEMENT PATHS” (P. 59) **CONVERGENT DISCOVERY**

# WHAT DOES THE SPECTRUM OFFER.....?

- ABLE TO SEE WHAT REALLY ASKING STUDENTS TO DO.
- SEE ALIGNMENT (OR LACK OF?) BETWEEN WHAT IS WANTED TO BE DONE AND WHAT IS DONE.
- CREATE A CLEAR BRIDGE BETWEEN ACTIONS AND GOALS.
- VALUES LIFE LONG PHYSICAL ACTIVITY (SUPPORTS PHYSICAL, SOCIAL AND MENTAL DEVELOPMENT) ... HOW?
- MANY CURRICULUM DOCUMENTS PRESUME WE KNOW HOW TO DO IT OR THERE IS ONE WAY/STYLE TO DO IT (E.G. - INQUIRY)





# SOME THINGS TO CONSIDER

- **NO TEACHING STYLE IS INHERENTLY GOOD OR BAD. EACH STYLE IS. EACH STYLE ACCOMPLISHES THE OBJECTIVES INTRINSIC TO ITS SPECIFIC T-L DECISION CONFIGURATION. (SOCIALISATION- STYLE C, MOTOR SKILL – B, CREATIVITY – STYLE G/H).**
- **INDIVIDUAL NEEDS**  
NO SINGLE T-L STYLE CAN CONTRIBUTE EQUALLY TO THE INDIVIDUAL NEEDS OF ALL LEARNERS OR DEVELOP ALL HUMAN ATTRIBUTES OR ALL CONTENT EXPECTATIONS.
- **A ‘NON-VERSUS APPROACH’ - ARGUING THAT ONE STYLE IS BETTER THAN ANOTHER IS LIKE ARGUING THE SCREWDRIVER IS THE BEST TOOL EVER. IT’S VERY BAD FOR HAMMERING NAILS!**



- **“THE GAP BETWEEN WHAT WE SAY WE WANT TO DO AND WHAT WE ARE DOING IN PRACTICE HAS BEEN AND STILL IS THE MAIN PROBLEM IN TEACHING AND COACHING.”**

# REFERENCES

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