

ACHPER BRISBANE 2019

Using The Spectrum of Teaching Styles to meet QLD senior PE syllabus outcomes.

The Spectrum of Teaching Styles Mosston & Ashworth (2008)

Free download

<https://spectrumofteachingstyles.org/index.php>

Stage 3: Evaluate and justify Subject matter in this area of study, students will:

- reflect on primary data and secondary data to evaluate the effectiveness of tactical strategies to achieve a determined outcome, for example - meeting the performance requirements of the physical activity - manipulating task, learner and environmental constraints as part of the constraints-led approach - optimising the performance of specialised movement sequences and movement strategies
- make decisions to maintain or modify the tactical and movement strategies to optimise performance in the selected physical activity
- justify the development of tactical and movement strategies using evidence from primary data and secondary data

justify maintenance or modification of the motor learning strategy and movement strategies using evidence from primary data and secondary data (QCAA, 2018, p. 25)

Divergent Discovery Style-H	<i>The teacher designs a single or series of problems, situations or questions that seek multiple solutions to the same problem. The task is new to the students; therefore, each student is invited to discover new possibilities, as they produce multiple (divergent) responses to the specific problem.</i>
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Divergent Discovery Episode- There are numerous tactical principles /movement strategies to increase success in scoring a touchdown TF. Your task, with your attacking partner, create 3 or more principles that you believe increase your chances of scoring.

Rules/Constraints

Play 2 Vs 1 on a field of approx.. 10m X 5m.

Start behind the starting line and defender must begin on the try line.

Same rules as touch.

Write down the tactics/principles you discovered.

YOUR TURN:

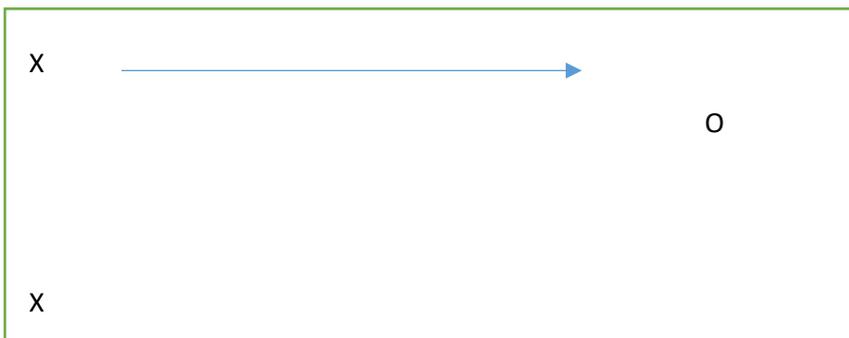
In your groups of three, apply this same learning experience using the **Divergent Discovery Style** to an Invasion Game of your choice. List the tactics/movement principles that you would hope the students would discover.

Convergent Discovery Style-G	<i>The teacher designs a situation or question that has one specific correct response—the situation or question is new and the response is not previously known to the students. The learners are given individual and private time to use their thinking and questioning skills, reasoning, and logic to discover the anticipated answer.</i>
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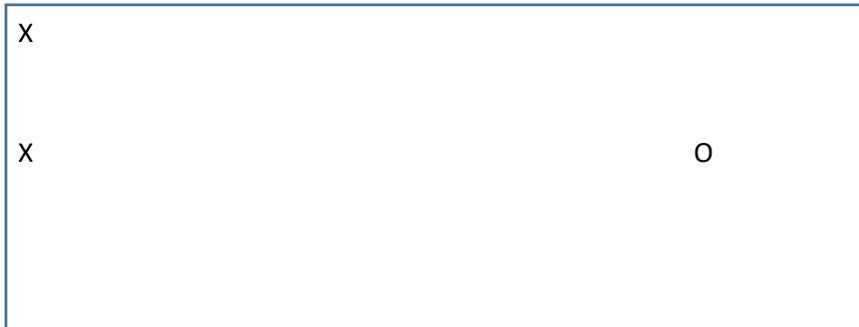
Convergent Discovery – Choose two of your principles. Apply each principle 10 times by playing 2 games. Attackers have 10 attempts to score in each game, then try the other principle.

Record the effectiveness out of 10

2 V 1 in rectangle - WIDE



2 V 1 – NARROW



Which one was most successful? Discuss why and how you could improve the success rate of each principle.

Reciprocal Style-C	<i>The teacher selects the subject matter tasks and presents the expectations for students to work with a partner. One student (the doer) practices the task, while the other student (the observer) uses a teacher prepared criteria (checklist) to offer immediate feedback focusing on performance clarification to the doer. When the first set of tasks are finished, the students switch roles and continue to the second set of tasks. This experience offers practice in giving and receiving immediate feedback about the task and practice in developing comparing, contrasting, communicating, and social skills.</i>
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Reciprocal Style- Observe your partner playing a game of endball. Use a tick when they complete the following behaviour successfully below. Use a cross if they do not.

Skill	Frequency	Tick	Cross
Successfully Catches Ball			
Successfully passes ball to person who receives			
Jumps to receive			
Runs to space - Straight			
Runs to space – change direction			
Marks opponent			

At the completion of the game give your partner feedback about what they were doing well and what they did not do successfully.

YOUR TURN

With your partner, create a practice session (game) in an authentic environment to practice the skill/movement task. Verbally justify why this is appropriate for improvement. Use the space below.

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Self-Check Style-D	<i>The teacher selects the subject matter tasks and designs the criteria sheet (performance checklist) for the students. Students individually practice the tasks and check their own performance using the checklist. The teacher privately communicates with students to listen to their self-assessment comments and either reinforces the learner's use of the criteria or redirects the learner's focus to specific performance details on the criteria.</i>
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Self-Check Style- Have your partner video your performance for 5 minutes. Using the table code your own behaviour during the video captured segment.

Skill	Frequency	Tick	Cross
Successfully Catches Ball			
Successfully passes ball to person who receives			
Jumps to receive			
Runs to space - Straight			
Runs to space – change direction			
Marks opponent			

What do you do well?

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What is something you need to work on? What do you believe is causing it? Create a smaller game (practice scenario) that would improve your performance. It needs to be game like!

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Practice Style-B

<i>The teacher selects the subject matter tasks, the quantity, and the time limits so that students can practice individually and privately. The teacher circulates among all students and offers private feedback.</i>

In all of the above situations you then use Practice Style for the students to practice the smaller games/drills/patterns/strategies they have discovered.

Thank You!

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