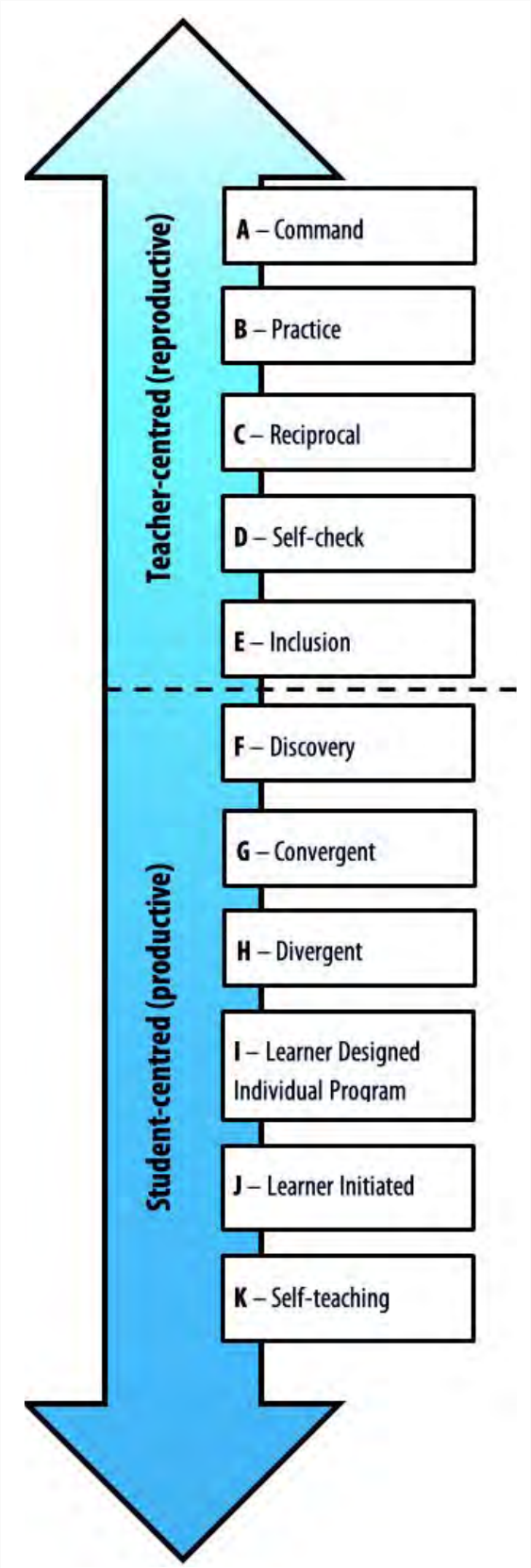
ACHPER Victorian Branch Inc.

TIP of the WEEK #60
#TipOfTheWeekHPE

# INTRODUCTION TO STUDENT-CENTRED INSTRUCTIONAL TEACHING STYLES




**As learning becomes more autonomous, students need to examine their own thinking and consider how they have tackled the learning process to validate their responses (Metacognitive Strategies - HITS, 2018).**

**TOTW 53 introduced the Spectrum of Teaching Styles originally conceived by Mosston, and further developed by Mosston and Ashworth (2008), focusing on the teacher-centred styles of A to E.**

**This week's #TipOfTheWeekHPE unpacks the student-centred styles from F to K. You will note the key characteristic of these styles is the increasing student autonomy and decision-making.**

Styles F to K are referred to as the production cluster. They require students to produce new knowledge, relying on either discovery or creativity as the basic process of conscious thought (SueSee et al. 2018). As you progress from F through to K, there is increased student independence and choice.

In Style F: Guided Discovery, the students are guided through a scaffolded learning process to help connect new knowledge to the desired outcome, through to Style K: Self Teaching, where the student works completely independent of the teacher.

As well as providing the opportunity for metacognitive thinking, student-centred activities provide opportunities for differentiated learning where students can work through varying processes to achieve different outcomes based on their ability (HITS, 2018).

Using student-centred instructional styles does not diminish your importance as a teacher but requires you to think differently about your role in the design and implementation of the teaching and learning program.

We encourage you to review these styles, reflect on your current practices and identify one of the styles you may want to learn more about as you continue your development as a teacher.

# The Production Cluster: Styles F - K

## Style F: Guided Discovery

Students are provided with a step by step discovery process, where questions and tasks lead the student to discover a predetermined broader concept.

**Teacher benefit:** Providing support and a scaffolded approach to learning to enable students to become more independent learners in the future.

**Student benefits:** Students are supported to work out the answer themselves, being able to make decisions based on the feedback and cues provided. This prompts students to start asking questions whenever a new situation arises (transfer of thinking and discovery process to other scenarios).

**Physical Education/Health Education example:** Throwing events in Athletics – start with basic technique and prompt changes to guide specific technique changes through student questioning. Helps students to develop correct technique and improve distance and accuracy of throws.

**Challenges:** Teacher needs time to plan the planned sequence in which students learn and develop questions associated with each step. Questions need to lead and not direct students.

## Style G: Convergent Discovery

Student is provided with a single starting question to work towards a predetermined response. Students determine the questions and problem-solving approaches to reach the target concept/response.

**Teacher benefit:** Teacher is responsible for the subject matter decisions, which provide students with greater independence to meet the same targeted outcome.

**Student benefits:** Increased decision making and autonomy for students with some boundaries, students can use existing knowledge and apply in a new way or find the gaps in current knowledge to reach a pre-determined end point.

**Physical Education/Health Education example:** In a small sided (4v) invasion game each team devises a set play or movement to pass the ball from one end of the court to score a point.

**Challenges:** Teacher needs to clearly establish the task or problem parameters to ensure it is at the student level. Student motivation, knowledge and skills to work independently on a topic or task may be lacking. Students need to consider, plan and trial their response until they are successful.

## Style H: Divergent Discovery

Similar to convergent discovery, but there are multiple possible responses. Student's understand for some situations there can be more than one correct response.

**Teacher benefits:** Great approach to teach within a specific theme as it allows for students to achieve different endpoints based on their skill and knowledge level (differentiation). Useful when teaching content which is evolving or where different interpretations or opinions are likely and valid. Teacher feedback needs to be neutral or non-directional to students

**Student benefits:** Helps students to broaden their outlook on various topics (there is no one right answer), promotes students to consider validity of theirs and other responses, understand there is more than one way to tackle a problem or challenge, and encourages students to objectively view multiple ideas before determining their opinion/evaluation,

**Physical Education/Health Education example:** Dance routine task – students develop a movement routine to music with a set of criteria for what they must include (eg: rotations on different planes, three different body shapes, formation changes within the group, connect three skills or shapes together, etc…)

**Challenges:** Determining when your students are ready to engage in activities where they can work independently, develop multiple solutions, and respect and value their peers. Teacher identifying a task that students will be able to apply this style to that is within their cognitive and physical capabilities.

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| **Style I:** Learner Designed Individual Program<br><br>Student is responsible for investigating a pre-determined topic, then producing their own questions, responses and performance criteria. | **Teacher benefit:** After developing an appropriate learning task this style can provide time for the teacher to observe how the student addresses problems, and to provide feedback to communicate with students, often through questioning.<br><br>**Student benefits:** Helps to accommodate for differences in student thinking and performance within the one theme or topic, provides increased autonomy over a long period of time,<br><br>**Physical Education/Health Education example:** Health and Human Development Unit 1 Outcome 1 – interpret data to identify key areas for improving youth health and wellbeing and plan for action by analysing one specific area in detail (student selects one area of youth health to investigate and plan for action). A SEPEP Basketball Unit.<br><br>**Challenges:** This approach can be challenging for students who have not yet mastered previous decision-making processes and skills. They may find it difficult to organise questions and answers into a rational and workable structure. This approach requires time, which may not be possible in the curriculum structure. Assessment can be difficult with many varied answers. |
| **Style J:** Learner Initiated<br><br>Learner independently initiates this behaviour and all decisions are made by the learner. Teacher only provides general conditions for learning and provide feedback throughout the process. | **Teacher benefits:** Gives teachers more time to provide feedback to students, teachers facilitate rather than direct learning<br><br>**Student benefits:** Very autonomous, able to determine the content/learning process/outcome to suit their needs and interests,<br><br>**Physical Education/Health Education example:** Student identifies and selects a topic to study as an independent study assignment as part of a Sport Science elective unit.<br><br>**Challenges:** This style could be challenging for many students. Consideration needs to be given regarding when and how you could have students learning through this style. May work best within an elective system, or as one of the independent work and assessment options. |
| **Style K:** Self Teaching<br><br>Student participates in the roles of both the teacher and the learner and makes all decisions. The student engages with the subject matter on a personally meaningful level. The focus for the teacher here is on processes of learning, engaging with the student on types of resources that can support this style. | **Teacher benefit:** Learning intentions from class are transferred into students' daily lives.<br><br>**Student benefits:** Highly autonomous, provides students with the opportunity to develop a learning theme to suit their interests as well as develop a learning process and outcome which suits their ability and learning style<br><br>**Physical Education/Health Education example:** Students take an activity or concept introduced to in the classroom and take this up as a recreational activity/interest out of school time and becomes a passion.<br><br>**Challenges:** Few opportunities for this in the classroom. Will be more likely to see this in higher levels of schooling |

Over the next few terms we will look to unpack some of the Styles from A-K in more detail using practical examples. As we unpack them it will become clearer that many teachers use multiple styles of teaching, often within an individual class.

For example, we may start with a teacher directed warm up, move to a paired (reciprocal) activity and build in a game where we ask students to explore different ways of passing, scoring or moving through space. Our encouragement will be to affirm or question how you are currently teaching and to continually explore other ways of teaching and developing student learning.

**By engaging in this TOTW, you are meeting the following AITSL Professional Teaching Standards:**

- 1.5 – Differentiate teaching to meet the specific learning needs of learners across the full range of abilities
- 3.3 – Use teaching strategies
- 4.1 – Create and maintain supportive and safe learning environments
- 5.2 – provide feedback to learners about their learning

## Questions or comments?

If you have any questions or comments relating to this TOTW, a topic you'd like to learn more about, or would like to contribute to a future TOTW, please contact our **Professional Learning Manager, Bernie Holland** via email or phone (03) 9274 8906.

Please click here to access all TOTWs released to date. Feel free to share our tips with your colleagues on Facebook and Twitter and use the **#TipOfTheWeekHPE** hashtag to join the conversation!