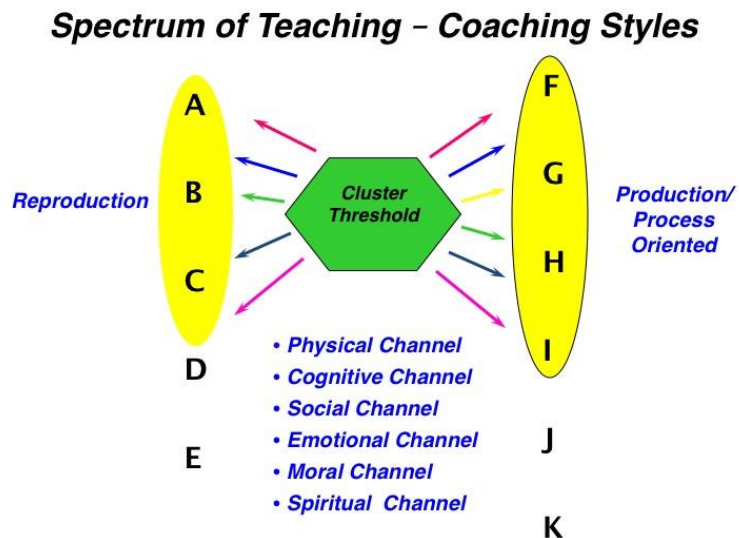


Attachment C

Teaching/Coaching Styles

Mosston, M., & Ashworth S. (2008, 1994, 1986, 1981, 1972)



Left Side: Teacher/Coach-Centered Styles

The *Spectrum* shifts from *Style A* where decision-making is centered upon the teacher/coach to *Style E* (less teacher-centered than style A)

A- Command or Authoritarian Style:

The essence of this style is the direct and immediate relationship between teacher/coach command and learner response to perform as prescribed by teacher/coach (i.e. told what to do). The style often evokes the viewpoint “I teach/coach my way”, which limits the options, and potential contribution to the learning process.

Purpose:

- Learn task[s]/skill[s] accurately and within a short period of time, following all decisions/tasks prescribed by teacher/coach

Role of Teacher/Coach:

- Make task decisions
- Prescribe order of task[s])/skill[s]
- Set starting time
- Set pace and rhythm of teaching/coaching (speed of covering material)
- Determine stopping time

- Determine interval and rest
- Pre-scribe attire and appearance
- Initiate questions for clarification
- Provide feedback to learner about role and task[s]/skill[s]

Role of Learner/Athlete:

- Follow and perform task[s]/skill[s] when and as described

B- Practice Style:

The style creates new relationships between teacher/coach and learner, between learner/athlete and task[s]/skill[s], and among learners/athletes themselves (as they practice as single, in pairs, small or larger groups).

Purpose:

- Offer learner time to work individually and privately
- Provide teacher/coach with time to offer learner both individual and private feedback

Role of Teacher/Coach:

- Be available to answer questions
- Gather information about learner's performance – offer individual and private feedback

Role of Learner/Athlete:

- Perform task[s]/skill[s]
- Make the 9 decisions on the following
 - Order of task[s]/skill[s]
 - Starting time
 - Pace and rhythm of learning (speed of covering material)
 - Stopping time
 - Interval
 - Posture
 - Location
 - Attire and appearance
 - Initiating questions for clarification

C- Reciprocal Style

This style centers on social relationships between partners/peers and partner feedback

Purpose:

- Work with partner[s]
- Provide feedback to partner[s], based on criteria prepared by teacher/coach

Role of Teacher/Coach:

- Monitor observers

- Provide feedback to observers
- Answer observer's questions

Role of Learner/Athlete:

- Select role of 'doer' and 'observer'
- 'Doer' does task[s]/skill[s] – can use practice style or check list
- Observer compares performance of 'doer' with criteria, draws conclusion, and offers feedback
- After task[s]/skill[s] is/are completed by 'doer' roles are switched

D- Self-check Style

More decisions are shifted to the learner, calling for more individual responsibility. The checklist prompts learner to reach a new set of objectives – completing list of skills – check them off; then teacher tests the skills

Purpose:

- Learn to perform task[s]/skill[s]
- Check one's own work

Role of Teacher/Coach:

- Prepare the designated task(s)/skill(s)
- Answer questions by learner
- Initiate communication with learner

Role of Learner/Athlete:

- Perform designated task[s]/skill[s]
- Make the 9 decisions of Practice style (See Practice style)
- Check their own task[s]/skill[s] performance

E- Inclusion Style

Every task/skill represents a single standard decided by the teacher. Teaching skills include beginner to advanced levels (inclusion) by creating circuits with several skill stations

Purpose:

- Learn to select level of task[s]/skill[s] that one can perform
- Check one's own work

Role of Teacher/Coach:

- Prepare task[s]/skill[s]
- Prepare criteria for levels of task[s]/skill[s]
- Answer questions by learner
- Initiate communication with learner

Role of Learner/Athlete:

- Make the 9 decisions of Practice style
- Examine different levels of task[s]/skill[s]

- Select appropriate level
- Perform task[s]/skill[s]
- Check one's work against criteria prepared by teacher/coach
- Ask teacher/coach questions for clarification

*For example, Medial Rotation in Gymnastics (theme):

'Baby' cartwheel on a small circle on the floor; 'baby' cartwheel on a larger circle on the floor; cartwheel on a 'fat' line on the floor; cartwheel on a 'skinny' line on floor; 1-arm cartwheel (close arm); 1-arm cartwheel (far arm); cartwheel on the opposite arm (same progressions), 'dive' cartwheel; 'aerial' cartwheel; cartwheels on bench; cartwheels on low beam; cartwheels on medium beam; cartwheels on high beam.

All skills are of same skill family but progress to a more complex requirement. Learner moves from station to station according to their ability and willingness to challenge themselves while teaching/learning scenario is inclusive.

R-Side: Learner-Centered Styles

Decision-making shifts more and more to learner

F- Discovery and Guided Discovery Style

Teacher's/coach's question(s) or presentation of task[s]/skill[s] brings about corresponding set of responses by learner

Purpose:

- Explore variety of solutions of task[s]/skill[s] – then discover the concept answering sequence of questions presented by teacher/coach

Role of Teacher/Coach:

- Plan sequence of questions or problems, each designed for a small discovery by learner
- Present question[s]/problem[s]/task(s)/skill[s] to learner
- Provide feedback to learner
- Acknowledge learner's discovery of concept

Role of Learner/Athlete:

- Listen to teacher's/coach's question[s] or clue[s]
- Discover answer for each question in sequence
- Discover final answer/solution, which constitutes the concept sought

For example: How many different ways can you move the ball down the basketball court [Discovery] – end result [Guided Discovery]: this is the best way to dribble the ball (desired teacher/coach objective and performance outcome)

G- Convergent Style

The teacher/coach presents problem[s]. Learner engages in reasoning, using rules of logic, critical thinking, and “trial and error” in order to discover *the one correct* answer to a question or solution to the problem[s]. The difference between this style and the Guided Discovery is that learner proceeds through the process *without any guiding clues from teacher/coach but comes up with correct solution.*

Purpose:

- Discover solution to a problem, clarify issue or arrive at a conclusion by using logical procedures, reasoning, and critical thinking

Role of Teacher/Coach:

- Present problem[s]/task[s]/skill[s] or issue[s]
- Provide feedback to learner
- Acknowledge learner’s discovery of concept[s]

Role of Learner/Athlete:

- Examine problem[s]/task[s]/skill[s] or issue[s]
- Evolve their procedures toward solution or conclusion
- Use mini-hierarchy leading to solution or conclusion
- Verify process and solution by checking against criteria appropriate for task[s]/skill[s] at hand

H- Divergent Production Style

Learner engages in discovering and produces options within the set task[s]/skill[s],

Purpose:

- Engage in producing (discovering) multiple responses to a single question/problem/task/skill

Role of Teacher/Coach:

- Make decision about question[s]/problem[s]/task[s]/skill[s]
- Accept all responses
- Serve as source of verification

Role of Learner/Athlete:

- Make the 9 impact decisions of Practice style (See Practice style)
- Produce divergent responses (multiple responses to the same question/problem/task skill/issue (creativity, innovation, abstract thinking, creating task/skill variety = composing)
- Ascertain validity of responses or solutions
- Verify responses to task[s]/skill[s]

I- Individual Program – Learner’s Design Style

This style is a highly disciplined approach (not a “free for all”) to evoke and develop creative capacities of individual learner. It is a model for a systematic way to explore and examine an issue[s]/task[s]/skill[s] in order to discover its components, the relationship among components, and the possible order to sequence for these components. It enables learner to discover the structure of the issue[s]/task[s]/skill[s] at hand. Learner usually proceeds in units or modules of task[s]/skill[s].

Purpose:

- Learner to design, develop, and perform series of tasks organized into a personal program (For example: designing personal fitness program or skill series in a physical activity)

Role of Teacher/Coach:

- Select general subject matter (i.e., series of beginner volleyball skills) from which learners selects topic[s]/task[s]/skill[s]
- Observe learner’s progress
- Listen to/observe/evaluate learner’s periodic questions and answers, and presentation of topic[s]/task[s]/skill[s]

Role of Learner/Athlete:

- Select topic(s)/task[s]/skill[s]
- Identify questions and issues appropriate for the topic[s]/task[s]/skill[s]
- Organize these questions, organize topic[s])/task[s]/skill[s], and design a personal program as course of action
- Collect data about topic[s]/task[s]/skill[s], answer questions, and organize answers into a reasonable framework
- Verify procedures and solutions based on criteria intrinsic to problem[s] at hand

J- Learner-Initiated Style

This style is quite similar to style I in its structure and proceedings but is a significant change. For the first time, the individual learner initiates the style itself. Learner recognizes readiness to move on, to inquire, to discover, to design a program, and perform it for self-development (for example: designing a personal fitness program and change it according to seasonal cycles).

Purpose:

- Provide learner with opportunity to initiate their learning experience, design it, and evaluate it

Role of Teacher/Coach:

- Accept learner’s decisions to initiate their own learning experience
- Provide general guidelines and conditions for learner’s plans
- Alert learner to any discrepancies between learner’s intent and action

Role of Learner/Athlete:

- Initiate style
- Design program
- Execute and follow through with program
- Evaluate personal progress and evaluate program itself
- Decide the best way to use teacher/coach (advisor/mentor/facilitator/ resource person)

K- Self-Teaching Style

This style could be applied when learner is working out alone or training in the off-season or during injuries (rehabilitation). Learner makes all the decisions on ways to proceed, as learner is both teacher/coach and the learner. Video or other technical teaching/learning aids may be used to self- analyze and correct errors. Ultimately, all learners should be at this stage.

The Spectrum of Teaching/Coaching Styles

The Axiom:

The entire structure of the Spectrum is based on the initial premise that teaching/coaching behavior is a chain of decision-making. Every deliberate act of teaching/coaching is a result of previously made decisions.

The Anatomy or Characteristics of the Style:

The **Anatomy of a teaching/coaching style** is composed of conceivable categories of decisions that have to be made in any teaching/coaching-learning transaction. It delineates the decisions that have to be made *in each set* (Refer to below). These are composed of three sets: *Pre-impact set*, *Impact set*, and *Post-impact set*. The anatomy helps to delineate the decisions that have to be made in each set.

The Pre-impact set– includes all decisions and planning that have to be made

Prior to the actual teaching/ coaching: as to planning, organization of session/practice, deciding on teaching/coaching “theme of the day”, i.e., explanations, demonstrations, drills, progressions, teaching/ coaching cues for teacher/coach, as well as cues/metaphors/or mental thought pictures for participant[s]/athlete[s], observation methods, and testing procedures, where needed.

The Impact set– includes decisions related to the actual teaching/coaching-learning transaction.

The teacher/coach uses the so-called “*sandwich*” method, i.e., starts the session/training with brief review of previously taught skill[s], introduces “new” skill[s], and completes the session/training with a review of that days skill[s] for clarification of content, concepts, and/or to address any questions. The transaction consists of teaching/ coaching the “theme” of the day, which are skill[s]/technique[s] (physical, cognitive, mental, psychological,

ethical decisions), skill analysis = EDC (i.e., error detection and correction), and constructive feedback cues. Each practice session should be organized as a TLC = Teaching/Coaching, Learning, Competing. This means: teach specific skill[s]; learn the skill[s]; train specific skill[s] with increased complexity (simple to complex); provide simulation of competition or game conditions (some stress factors); provide, create competition/game like condition (inter-squad). The latter two reveal the skill[s], technique[s], and attitude of participants/athletes/players under “simulated stress or competition-like conditions”, and then “match/competition condition (i.e., full out effort, match with all competitive conditions). Any so-called “breakdown” in technique, mental lapses, or lack of focus is detected in practice and corrected to avoid/diminish such occurrence in competition /game/match. In this setting, teacher/coaches should take advantage of so-called “teachable” moments, whereby certain task[s] “trigger” the opportunity to teach/coach related material or may divert into another task.

The Post-impact— *set identifies decisions concerning evaluation of the teacher/coach-learner transaction.*

The teacher/coach notes during practice/training sessions the success or lack of success in completing specific skill[s] task[s], i.e., speed of progress (too fast/too slow); task[s] performed well or need improving; need lots more practice; common errors among participants/athletes; attention span and focus; and task[s] that need to be reviewed. If the teacher/coach waits until end of session/practice some teaching/learning anecdotes may be forgotten, especially if there is a larger number of athletes on the team. It also includes a personal reflection on teaching/coaching, the success rate of “getting skill content across” to participant[s]/athlete[s]. This is noted at the end of the lesson/training plan (See completed Sample Plan).

The Spectrum:

The Spectrum establishes *who* makes the decisions (*teacher or learner*), about *what* and *when*. Both teacher and learner can make decisions in any of the categories but when *most or all* decisions in a category are the responsibility of *one decision-maker* (i.e., the teacher) that person’s decision-making responsibility is *at “maximum” and the other’s is at “minimum.”* It is possible to identify this through the structure of *11 landmark styles (A-K)*. In the first style (A) the teacher/coach makes all the decisions (autocratic style), which has as its overriding objective *precise replication*. The learner responds by adhering to the entire teacher’s/coach’s decisions. In subsequent styles specific decisions are systematically shifted more and more from the teacher/coach to the learner. Depending on each teaching scenario the teacher/coach is therefore able to utilize the Spectrum (i.e., the most suitable style) in order to maximize learning.

The Clusters:

The structure of the *Spectrum of teaching/coaching styles* reflects two basic human capacities: the capacity for *reproduction* and the capacity for *production*. That means all human beings have, in varying degrees, the capacity to reproduce known knowledge,

replicate models, and practice skills. All human beings also have the capacity to produce a range of ideas, and venture into the new, and tap the unknown. The *clusters of styles A-E* represent the teaching/coaching options that foster *reproduction* of past knowledge. Styles A-E are designed for the acquisition of basic skills. The *cluster of styles F-K* in the so-called *discovery threshold* encourages *production*, experimentation, reasoning, problem solving, and inventing new ideas. These styles support the learner to go beyond the given task[s]. Styles F-G represent teaching/coaching options for the discovery of a single correct concept whereas styles H-K are designed for the development of creative, discovery, of alternatives, and new concepts. The Spectrum provides a framework to influence the learner in the cognitive, physical, social, moral, and spiritual (ethical) domain.

Reason for the Spectrum:

There are at least four compelling reasons for developing a wide variety of teaching/coaching styles: a) the need for a coherent, compressive, and integrated framework of teaching/coaching; b) multiple objectives of teaching/coaching; c) ability to select the most suitable style, i.e., eclectic teaching/coaching); d) consideration of a diverse learner population; and e) each style may affect the developing learner in a different way. The range of teaching/coaching styles (each with its own structure of teaching/coaching behavior) invites a particular learning behavior. Every activity or sport contains aspects that can, and sometimes should be taught by styles that require reproduction (replication), and aspects that can and should be taught by styles that invite production (discovery and creativity). The fundamental issue in teaching/coaching is not the style that is better or best but rather the style that is appropriate for reaching the objectives of a given teaching/coaching episodes. Every style has a place in the multiple realities of teaching/coaching and learning. For example, teaching basketball skills in the reproduction part of the spectrum are most appropriate. Focusing on developing the psychomotor skills of dribbling, passing, and shooting, the command and practice styles are most fitting. Practice, repetition, and replication of the correct form of the skills, in addition to frequent feedback from the teacher/coach improves and 'sharpens' the performance. If social skills of cooperation are to be included with a partner as an objective of learning, the reciprocal style is the best fit.