

# Involving students in AfL using the Reciprocal and Self Teaching Styles



A    B    C    D    E    F    G    H    I    J    K

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# Outline of Presentation

- Brief introduction
- Enacting Reciprocal Teaching Style (C) in PE lessons
- Let's Chat!



**Spectrum**  
Institute for Teaching  
and Learning



## Teacher Education:

- College of Physical Education (1992)
- Loughborough University (1997)
- National Institute of Education (2001)

## Teaching Experiences:

- Primary & Secondary
- National Institute of Education (PE and Sports Science)
- PETE at Bhutan (Paro)



Teaching basketball at -2C was an experience of a lifetime for someone from the tropics.

## Appointment

- Curriculum Planner
- Teaching Fellow
- Master Teacher (HQ & School-based) – PE and Sports Teacher Academy (PESTA\_

## Areas of interest

- SOTS
- Educational Assessment
- Non-linear pedagogy (Research)

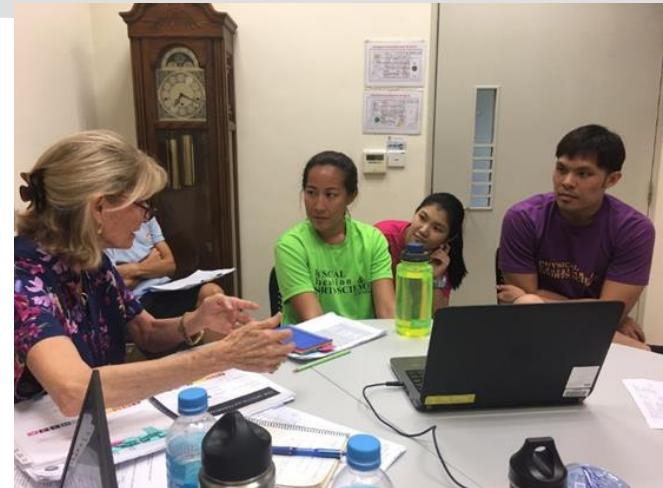
## Hobbies and interests

- Basketball & volleyball
- Outdoor Pursuits
- Nature photography
- Fishing



# SOTS in Singapore

- Introduced to PETE in the 80s. SOT is taught in NIE (dependent on the lecturer/tutor)
- Renewed interests in the SOTS in 2016/17 when Sara visited Singapore.
- CPD for SOTS at PESTA and SportsSg
- Spectrum is mentioned in the National Syllabus as an overarching pedagogical framework for the teaching of PE.
- *All PE teachers have heard of the Spectrum, but few understand the intent of the Spectrum well.*





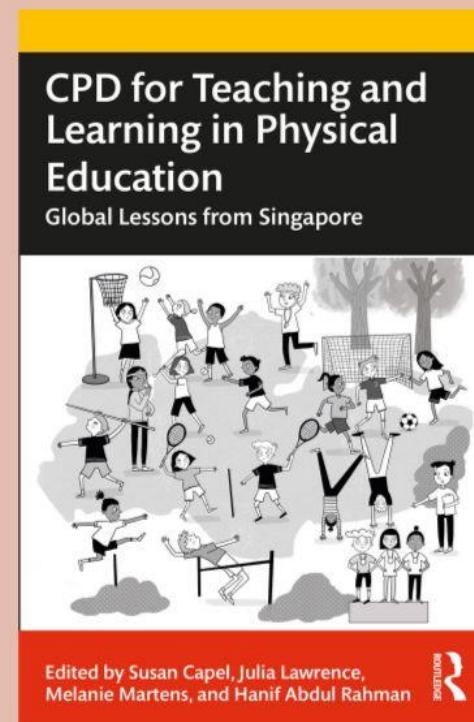
**NEW**

# CPD FOR TEACHING AND LEARNING IN PHYSICAL EDUCATION

*GLOBAL LESSONS FROM SINGAPORE*

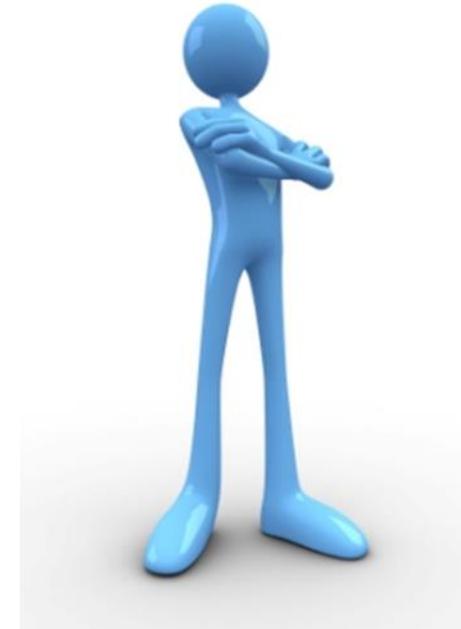
*By: Susan Capel, Julia Lawrence, Melanie Martens, Hanif Abdul Rahman*

KEEP LEARNING,  
KEEP MOVING

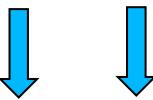


Chapter 10: Teaching Approaches  
Benjamin SJ Tan





# ENACTING RECIPROCAL STYLE (C) & SELF-CHECK STYLE (D)



A B C D E F G H I J K



# Why we do what we do.....

- **What do we want to see happen in the lesson?**

- Teacher and Student Behaviours
- **Decision making by teacher and students**
- **Feedback (planned)**
- Teacher language
- **“Gradual Release of Responsibility”**

- **What happened in the classroom?**

- Did everything you anticipated happen in the classroom? (See above)
- What are your key observations from the lesson episodes?
- Information gathered (Assessment)

- **What are my next course of actions?**

- Reflection (what went well?)
- Selection of teaching styles
- Development of other areas (channels)
- Assessment for learning



## Reciprocal Style (C)

- Promotes moral and social development (21<sup>st</sup> CC skills)
- Teacher: *“I never expect teaching can be so liberating; I can now focus on helping those who needed my attention.”*
- Students'/athletes' make the intrinsic decision to learn and learn alongside their peers at their own pace.
- Learners internalise the cues and observing performance. (research evidence)



## Self Check Style (D)

- Students take ownership of their own learning.
- Teachers transmit the content knowledge through a medium like criterion worksheet. The latter can be digitalised.
- Key to note is that the worksheet must provide **accurate information and success criteria. More importantly, the students should be familiar with the content and the words used.**
- Worksheets can be same with Style C (Reciprocal style)



## Practical Tips for Teachers

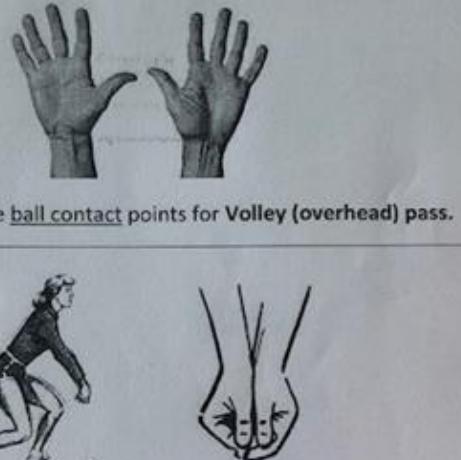
- **“It’s not a paper exercise.”** – information/data collection
- **Criterion Worksheet (inclusive)** - design, multimodal, graphics
- **Language** –familiarity to the content lingo and learner profile
- **Pre-impact Plan** – pre-empt potential lesson outcomes and behaviours; plan the AfL modes before the lesson unit/plans.
- **Habit forming** - ‘*Invest time to gain time*’ - Allow time for students to assimilate to the process.
- **Practice-** Providing peer feedback for every lesson (tight-loose-tight); gradual release of responsibility.
- **Teacher predisposition** – invitational, non-threatening, body language

**Entry/ EXIT Card**  
Learning Volleyball

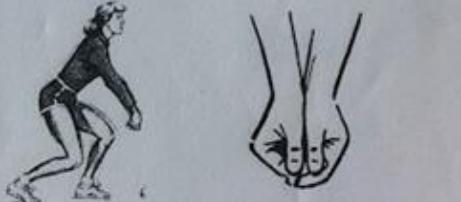
Name of Partners: \_\_\_\_\_

Instructions: Collaborate with your partner/group to discuss the answers.

**Circle or Shade the ball contact points for Volley (overhead) pass.**



**Circle or shade the ball contact points for Volley (overhead) pass.**



**Which is the best position for digging (underarm) pass? A or B.**



Share your reason/s:

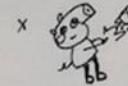
Figure 4.12a&b

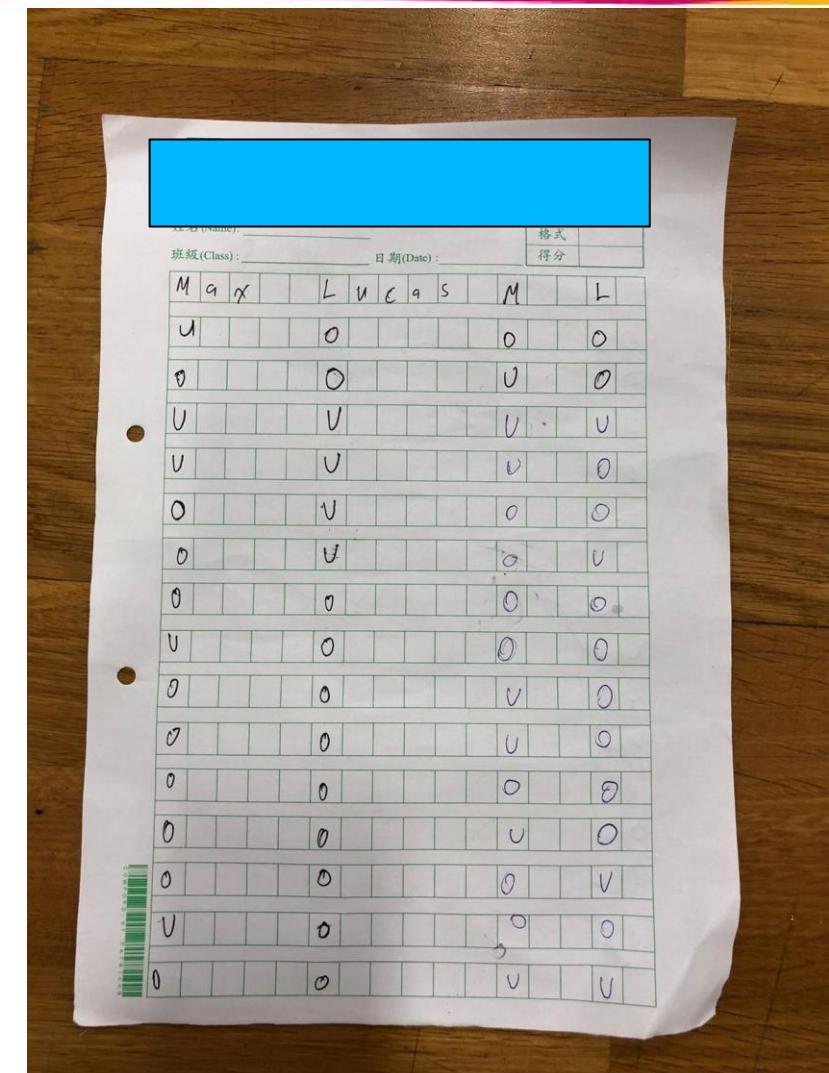
**Exit Ticket: PE lessons - Volleyball**

Name/s: \_\_\_\_\_

Instructions

- Tick (V) your responses in the appropriate boxes.
- Write in full sentence wherever possible.

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
I am able to pass the ball accurately using the <u>overhead</u> pass (volley).	/			
I am able to pass the ball accurately using the <u>forearm</u> pass (dig).	/			
I enjoyed learning to play volleyball during PE lessons. I enjoyed interacting with my classmates during PE. My teacher allowed me to learn the skills at my own pace. The next time I watch a volleyball game, I will appreciate the game because I know the rules of the game. I may play volleyball outside of school hours when opportunities arise.	/	/	/	/
Show <u>ONE</u> main volleyball game idea/s you have learnt. You can write or draw.	 			
State <u>ONE</u> thing I want to inform my teacher about the PE lessons.	<p>I got bored of the lesson and I am very tired.</p>			
The teachers appreciate your active participation and feedback. ☺				





Let's Chat

Acknowledgement: St Anthony's Canossian (Pri), Punggol Sec, St Patrick's School