

Involving students in AfL using the Reciprocal and Self Teaching Styles



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Master Teacher (School based), Physical Education

Outline of Presentation

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



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)

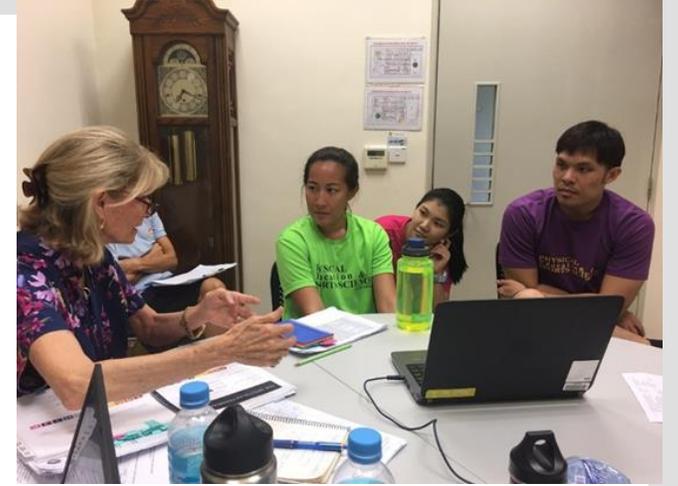
Hobbies and interests

- 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.”*

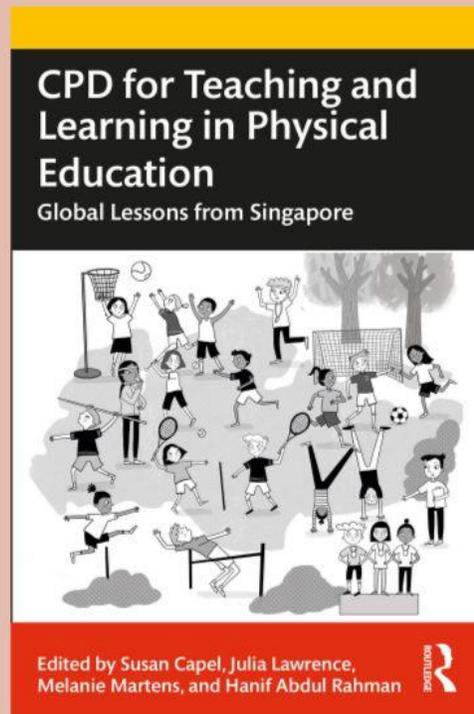


NEW

CPD FOR TEACHING AND LEARNING IN PHYSICAL EDUCATION

GLOBAL LESSONS FROM SINGAPORE

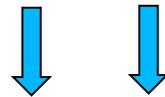
*By: Susan Capel, Julia Lawrence, Melanie
Martens, Hanif Abdul Rahman*



Chapter 10: Teaching Approaches
Benjamin SJ Tan



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



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 (21st 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.



A



B

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

Share your reason/s:

Figure 4.12a9

Exit Ticket: PE lessons - Volleyball

Name/s: _____

Instructions

- Tick (✓) 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 ONE main volleyball game idea/s you have learnt. You can write or draw.

X



✓



State ONE thing I want to inform my teacher about the PE lessons.

I got bored of the lesson and i am very tired.

The teachers appreciate your active participation and feedback. 😊

Name: _____

Class (Class): _____ Date: _____

格式: _____
得分: _____

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Let's Chat

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