Drawing upon your observations and relevant literature, evaluate the
task presentation and planning skills of a peer during the scheduled
peer teaching sessions

For the purpose of this assignment I have taken an opportunity to view a Physical Education
lesson at a Key Stage Two level of the primary sector and I will assess the teaching styles and
the strategies that were used in its delivery by the class teacher. The lesson taught on my
day of observation was a lesson on dance directed at a primary seven class, and the music
that had been selected was the James Bond theme tune which was strategically chosen to
keep the boys in the class motivated.

As individuals we are automatically different and therefore we have different styles and
methods of teaching Physical Education to children. A teaching style can be understood as a
general approach to an individual’s teaching or as individual teachers' distinctive or
characteristic manner of teaching. Muska Mosston was the first person to introduce the
spectrum of teaching styles regarding Physical Education and the styles described by his
work are to assist the teacher to use a variety of teaching strategies to enhance the learning
and development of students. In Mosston’s and Ashworth’s book ‘Teaching Physical
Education’ they state that

‘All teaching styles are beneficial for what they can accomplish, none is more important or
more valuable, than another’. (Mosston M, Ashworth S)

As the lesson that I was assessing was a dance lesson the teacher wanted the lesson to be
more pupil-based so the children could work collaboratively as a group to produce their own
dance to the music. Regarding Mosston’s spectrum I would place it near the bottom end of
the scale (G) Divergent, as the learners are engaged themselves in discovering a number of
solutions to a problem with minimal help from the teacher. The role of the teacher in this
phase should be to encourage the pupils and to not make judgements about performance.
During the allocated forty minutes of dance the teacher I was observing walked around the
class to give encouragement but would never have interfered with the work and progress
that the children were making.

It must be noted that the type of activity or sport will dictate the style or strategy used. The
basis of an individual’s teaching style will derive from decisions made concerning the lesson
to be taught. These decisions occur at three different stages outlined in Mosston’s work,
Pre-Impact, Impact and Post-Impact. The pre-impact stage relates to the planning of the
lesson and the objectives of the lesson and is carried out before the lesson takes place. The
impact phase of the lesson focuses on the teacher’s delivery of the lesson and finally the
post-impact phase which focuses on assessing the learner’s performance of the given task