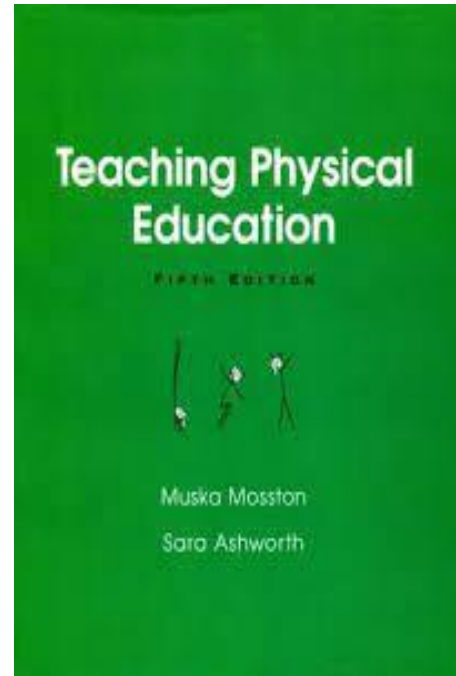
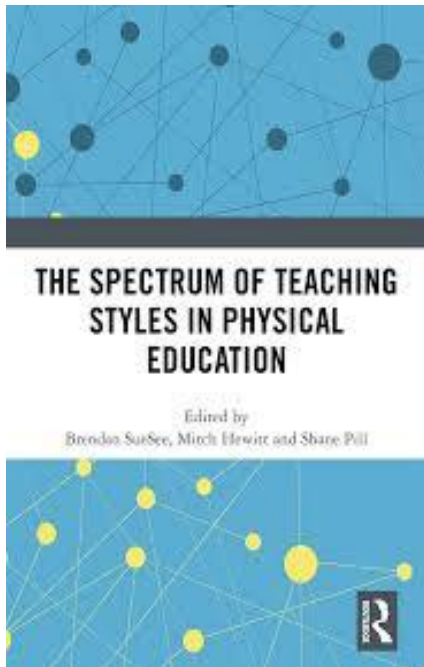


# Student Centred – A Spectrum of Teaching Styles Perspective

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[https://spectrumofteachingstyles.org/assets/files/book/Teaching\\_Physical\\_Edu\\_1st\\_Online.pdf](https://spectrumofteachingstyles.org/assets/files/book/Teaching_Physical_Edu_1st_Online.pdf)



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# Sara Ashworth...on student centred

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*Have been inaccurately applied ... the basic and most frequent inaccurate conclusion is that teaching styles A–E are teacher-centred or teacher on-stage and that teaching styles F–K are student-centred or learner on-stage ... if teaching is competent and professional **all episodes will be student-centred and all styles do focus on the learners as centre stage learners ... if the learners' learning is not the focus – then whatever the teacher is doing needs to be re-examined.***

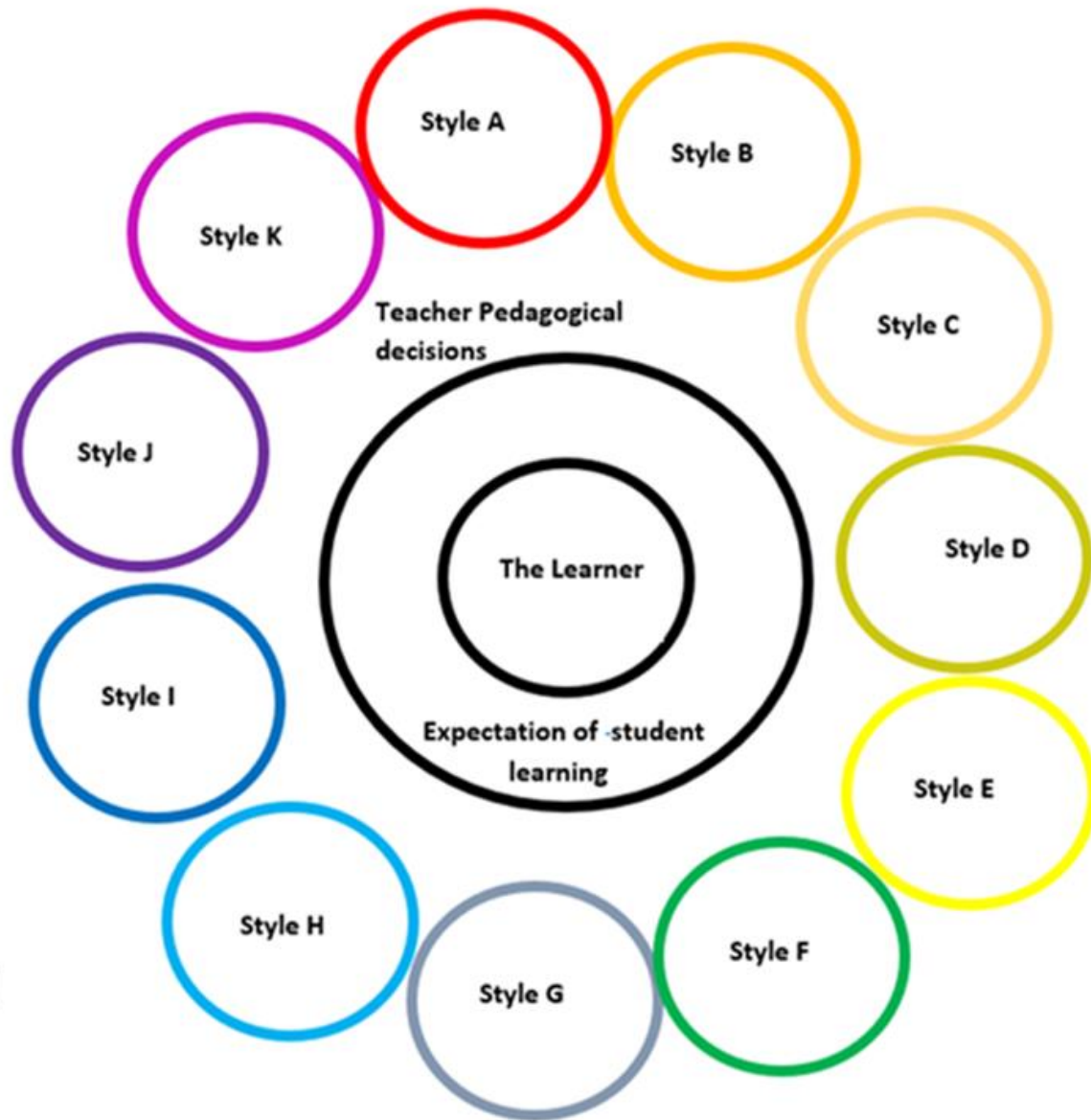
*(SueSee, Hewitt & Pill, 2021, p. 10).*

# What would I consider when building these tables?

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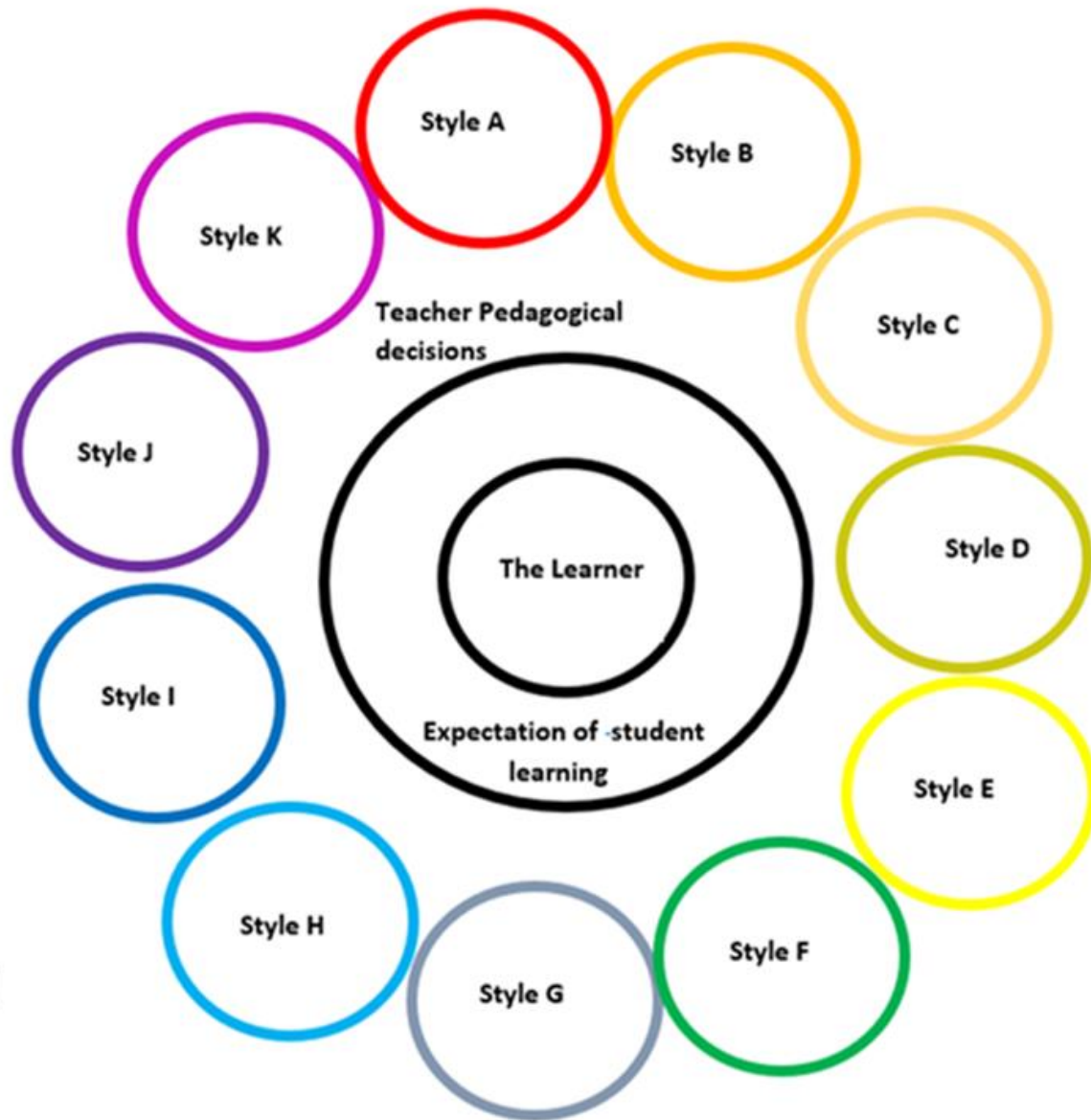


# A Spectrum Perspective



“the objective is **not considered in isolation to the student, rather it should also include the student’s characteristics that they bring to the learning experience.** Just as a tradesman may consider the type of wood they will be working with to achieve the task. Based on this consideration of the students’ characteristics we suggest that the learner should be placed in the centre of decision making and The Spectrum placed around the learner. **The Spectrum with the learner at the centre of teacher pedagogical decision making...**” (SueSee, Hewitt & Pill, 2021, p. 173).

# A Spectrum Perspective



“We place the student at the centre indicating that the teacher chooses the teaching style based on what they wish the student to achieve (aims/objectives/outcomes) and because the teacher also considers the learner in terms of their development and placement in the developmental channels achieve...” (SueSee, Hewitt & Pill, 2021, pp. 173-174).



# How is Style A student-centred?

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Style A –

Objective requiring synchronous or on cue movement (syllabus),

Learner maybe learning a complex skill with no prior experience (student),

Safety (student, legal requirements).

Who am I considering?

# How AITSL Describes Student Centred

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Student-centred schools focus on designing learning experiences that recognise and respond to **the individual needs of each of their students.**

Teachers in a student-centred classroom not only require strong content knowledge but also need to have **a toolkit of pedagogical approaches** to their subjects that they can use to meet the individual needs of diverse groups of students (Cornelius-White 2007; Vavrus et al. 2011; Yonezawa et al. 2012).

Rather than simply presenting the curriculum, teachers are required to have 'deeper knowledge of subjects and more flexible forms of pedagogy as well as tools that access student thinking so that teachers can understand it and build upon it' (Darling-Hammond 1996, p. 11)

Harris, J, Spina, N, Ehrich, L & Smeed, J 2013, Literature review: Student-centred schools make the difference, Australian Institute for Teaching and School Leadership, Melbourne.



“.. The positioning of the **student at the centre reflects the belief that the individual student, his/her experiences, interests and learning styles** should be the fundamental focus of the student-centred school. The next level of our figure represents the student-centred approaches to pedagogy that should be evident within every classroom in a student-centred school. Dix describes student-centred pedagogy as an approach that ‘recognizes the individuality of each student and, by extension, the primary importance of the relationship between learners and teachers. The very nature of learning is deeply affected by relationship at the fundamental level of brain development’ (2012, p. 5). In contrast to a more teacher-centred approach, students in a student-centred classroom are positioned as active participants in their own learning. Rather than strictly adhering to set curriculum outlines, a student-centred approach requires teachers to implement a responsive curriculum that supports both students’ learning goals and appeals to students’ interests (Atweh 2013).