

Mosston & Ashworth 'Teaching Style'	Interaction	Role of practitioner	Role of participant
Command (A)	Practitioner makes decisions Participant copies and complies with decisions and instructions	Instructing	Copying
Practice (B)	Practitioner sets up opportunities giving feedback to participant who is working at own pace on tasks set	Establishing	Repeating and improving
Reciprocal (C)	Participants work together, receiving feedback from each other Practitioner provides reference points for feedback	Supporting	Performing and peer assessing
Self-check (D)	Practitioner sets criteria for success Participants check own performance against these	Directing	Self assessing
Inclusion (E)	Practitioner sets out a variety of tasks/opportunities Participants select which task is most appropriate for their abilities and/or motivations	Facilitating	Selecting
Guided discovery (F)	Practitioner uses questions and tasks to gradually direct participants towards a pre-determined learning target	Questioning	Uncovering
Convergent discovery (G)	Practitioner sets or frames problems Participant attempts to find most appropriate solutions	Guiding	Finding out
Divergent discovery (H)	Practitioner sets or frames problems Participant attempts to create possible solutions	Prompting	Creating
Learner designed (I)	Practitioner decides on area of focus Participants develop within this area, drawing on practitioners' expertise	Advising	Initiating
Learner initiated (J)	Participant decides on how and what they are aiming for Practitioner drawn on for support as needed	Mentoring	Deciding
Self teach (K)	Participant engages in development on their own	N/A	Self determined

