

## Further thoughts on pedagogy

Dylan William has convincingly stated that in the processes of learning and teaching, the 'learning' part is the responsibility of the learner. The implication of this is that the learner has to take control of their learning, by actively engaging in the process. The 'teaching' part of the process does not necessarily lead to 'learning', but William (2006) does go on to assert that teachers are responsible for creating the conditions in which learning can take place. This distinction between learning and teaching is crucial and central to the concepts of BMT.

Teaching strategies regularly involve considerable efforts by the teacher to clarify and moderate the demands and pressures being placed on the learner. The clear intention is to help the learner by modifying the process of exchanging information, to make it as manageable as possible. This is being done with the best of intentions however, it masks the reality of authentic learning, which is acknowledged as a 'messy business' where the learner should not 'pick-and-choose' to learn only the elements that are easy for them. The pedagogical strategies must acknowledge this concept, and provide consistent opportunities for the learner to engage in, and take ownership of, their personal learning processes.

In the BMT session every available opportunity is taken to encourage the learner to engage in the learning process. There is a need to recognise and understand the difference between the 'process of learning' and the 'product' of that process. Both elements have value and both are required, however supporting the learner in their attempts to control their own learning processes is a priority for the teacher. Where the process is undervalued (in favour of the product) the learner will fail to realise the full benefit from their involvement, and experiences.

Supporting the learning process includes the teacher having the confidence to limit their involvement and interventions, and the patience to allow it to unfold in front of them. It requires the teacher to demonstrate the expertise to facilitate and support the learners through questioning, rather than supplying answers. Where appropriate, short, precise instructions given once place the responsibility for listening onto the learner. Listening is a key skill for learning, life and work; it is also a key part of Responsibility of All in Literacy.

BMT offers a route map to learning and performance through a more enjoyable and challenging physical education experience.